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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR ENDING JUNE 30, 1906

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VOLUME 1

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THE UNITED STATES
BUREAU OF EDUCATION,

Created as a Department March 2, 1867.

Made an Office of the Interior Department July 1, 1869.

COMMISSIONERS.

HENRY BARNARD, LL. D.,
March 14, 1867, to March 15, 1870.

JOHN EATON, PH. D., LL. D.,
March 16, 1870, to August 5, 1886.

NATHANIEL H. R. DAWSON, L. H. D.,
August 6, 1886, to September 3, 1889.

WILLIAM T. HARRIS, PH. D., LL. D.,
September 12, 1889, to June 30, 1907.

ELMER ELLSWORTH BROWN, PH. D.,
July 1, 1907, to date.

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REPORT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., February 23, 1907.

SIR: I have the honor to submit herewith the Annual Report of this Office for the year ending June 30, 1906.

The statistical tables presented in this report are based on inquiries which had been sent out by my predecessor in this Office. The greater portion also of the chapters of general educational information had either been collected by him or has been prepared since he retired from office in accordance with plans which he had already made for this report. The size of the report is determined by the Congressional appropriation for its publication, which is made in the same amount as that appropriated for the preceding year. It will undoubtedly be a disappointment to some who have long been readers of the reports of the Commissioner of Education that in the narrower compass in which they are now issued it is impossible to include nearly so much of interesting general information relating to educational movements as was for many years included in the more voluminous reports issued by this Office. This reduction in the size of the reports, however, has certain advantages. The volumes are of more convenient size for ordinary use, and the current numbers of the Bulletin which is now issued by this Office independently of the Annual Report will, it is hoped, serve to place in the hands of interested readers an account of important educational movements and occurrences while the interest in those subjects is still at its height. As in the report of the preceding year, the statistical tables in the report herewith presented are given in full, the reduction in the size of the report from that originally planned by Doctor Harris having been accomplished by the omission of certain chapters of general information.

The enrollment in schools and colleges, public and private, during the year 1905–6 was 18,434,847, the same being an increase of 274,372 pupils over the previous year. Of this number there were enrolled in public institutions supported by taxation and funds belonging to States and municipalities 16,783,564 pupils, as against 16,596,503, the number reported for the previous year. The quota from private institutions corresponding in character to these was 1,651,283.

TABLE I.—*Common school statistics of the United States.*

	1869-70.	1879-80.	1889-90.	1898-99.	1899-1900.	1900-1901.	1901-2.	1904-5.[a]	1905-6.[a]
I.—*General statistics.*									
Total population	[b] 38,558,371	[b] 50,155,783	[b] 62,622,250	[c] 74,178,966	[b] 75,602,515	[c] 77,274,967	[c] 78,576,456	[c] 82,584,061	[c] 83,935,399
Persons 5 to 18 years of age	[b] 12,055,443	[b] 15,065,767	[b] 18,543,201	[c] 21,099,070	[b] 21,404,322	[c] 21,908,636	[c] 22,278,693	[c] 23,410,800	[c] 23,792,723
Pupils enrolled (duplicates excluded)	6,871,522	9,867,505	12,722,581	15,176,219	15,503,110	15,702,517	15,917,385	16,468,390	16,641,970
Per cent of total population enrolled	17.82	19.67	20.32	20.46	20.51	20.32	20.26	19.94	19.94
Per cent of persons 5 to 18 years of age enrolled	57.00	65.50	68.61	71.96	72.43	71.67	71.45	70.35	70.43
Average daily attendance	4,077,347	6,144,143	8,153,635	10,328,396	10,632,772	10,716,094	11,064,164	11,481,531	11,712,309
Relation of same to enrollment (per cent)	59.3	62.3	64.1	68.1	68.6	68.2	69.5	69.7	70.4
Average length of school term (days)	132.2	130.3	134.7	143.0	144.3	143.7	144.7	150.9	150.6
Total number of days attended by all pupils	539,053,423	800,719,970	1,098,232,725	1,477,016,244	1,534,822,633	1,539,576,527	1,601,169,762	1,732,845,238	1,763,512,391
Average number of days attended by each person 5 to 18	44.7	53.1	59.2	70.0	71.8	70.3	71.9	74.0	74.1
Average number of days attended by each pupil enrolled	78.4	81.1	86.3	97.3	99.0	98.0	100.6	105.2	106.0
Male teachers	77,529	122,795	125,525	131,207	126,588	125,838	120,883	110,532	109,179
Female teachers	122,986	163,798	238,397	283,065	296,474	306,080	320,936	349,737	356,884
Whole number of teachers	200,515	286,593	363,922	414,272	423,062	431,918	441,819	460,269	466,063
Per cent of male teachers	38.7	42.8	34.5	31.7	29.9	29.1	27.4	24.0	23.6
Average monthly wages of male teachers [d]				$45.25	$46.53	$47.55	$49.05	$55.04	$56.31
Average monthly wages of female teachers [d]				$38.14	$38.93	$39.17	$39.77	$42.69	$43.80
Number of schoolhouses [e]	116,312	178,222	224,526	244,833	248,279	251,487	254,655	256,826	257,729
Value of all school property	$130,383,008	$209,571,718	$342,531,791	$523,679,996	$550,069,217	$572,125,215	$599,449,384	$733,446,805	$783,128,140
II.—*Financial statistics.*									
Receipts:									
From income of permanent funds and rents			$7,744,765	$9,007,887	$9,152,274	$9,767,110	$10,022,843	$13,194,042	$11,641,059
From State taxes			$26,345,323	$35,341,064	$37,886,740	$36,281,256	$39,215,910	$44,349,295	$47,942,509
From local taxes			$97,222,426	$144,897,878	$149,486,845	$163,897,478	$173,151,453	$210,167,770	$223,491,405
From all other sources			$11,882,292	$14,090,384	$23,240,130	$25,393,493	$23,107,392	$34,107,962	$39,031,031
Total received			$143,194,806	$203,337,213	$219,765,989	$235,339,337	$245,497,598	$301,819,069	$322,106,004
Per cent of total derived from—									
Income of permanent funds and rents			5.4	4.4	4.2	4.2	4.1	4.4	3.6
State taxes			18.4	17.4	17.2	15.4	16.0	14.7	14.9
Local taxes			67.9	71.3	68.0	69.6	70.5	69.6	69.4
All other sources			8.3	6.9	10.6	10.8	9.4	11.3	12.1

Expenditures:									
For sites, buildings, furniture, libraries, and apparatus			$26,207,041	$31,229,308	$35,450,820	$39,872,278	$39,962,863	$56,416,168	$60,608,352
For salaries of superintendents and teachers	$37,832,566	$55,942,972	$91,836,484	$120,345,873	$137,687,746	$143,378,507	$151,443,681	$177,462,981	$186,433,464
For all other purposes			$22,463,190	$39,579,416	$41,826,052	$44,272,042	$46,855,755	$57,737,511	$60,673,843
Total expended	$63,396,666	$78,094,687	$140,506,715	$200,154,597	$214,964,618	$227,522,827	$238,262,299	$291,616,660	$367,765,659
Expenditure per capita of population	$1.64	$1.56	$2.24	$2.70	$2.84	$2.94	$3.03	$3.53	$3.67
Expenditure per pupil (of average attendance):									
For sites, buildings, etc			$3.21	$3.03	$3.33	$3.72	$3.61	$4.91	$5.17
For salaries	$9.28	$9.10	$11.26	$12.52	$12.95	$13.38	$13.69	$15.46	$15.92
For all other purposes			$2.76	$3.83	$3.93	$4.13	$4.23	$5.03	$5.18
Total expenditure per pupil	$15.55	$12.71	$17.23	$19.38	$20.21	$21.23	$21.53	$25.40	$26.27
Per cent of expenditure devoted to—									
Sites, buildings, etc			18.6	15.6	16.5	17.5	16.8	19.3	19.7
Salaries	59.7	71.6	65.4	64.6	64.0	63.0	63.5	60.9	60.6
All other purposes			16.0	19.8	19.5	19.5	19.7	19.8	19.7
Average expenditure per day for each pupil (cents):									
For salaries	7.0	7.0	8.4	8.8	9.0	9.3	9.5	10.2	10.6
For all purposes	11.8	9.7	12.8	13.6	14.0	14.8	14.9	16.8	17.4

[a] The figures for this year are subject to correction.
[b] United States census.
[c] Estimated.
[d] Several States are not included in this average.
[e] Including buildings rented.

TABLE I.—*Common school statistics of the United States.*

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Average number of days attended by each pupil enrolled	78.4	81.1	86.3	97.3	99.0	98.0	100.6	105.2	106.0
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Female teachers	122,986	163,798	238,397	283,065	296,474	306,080	320,936	349,737	356,884
Whole number of teachers	200,515	286,593	363,922	414,272	423,062	431,918	441,819	460,269	466,063
Per cent of male teachers	38.7	42.8	34.5	31.7	29.9	29.1	27.4	24.0	23.6
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Number of schoolhouses [e]	116,312	178,222	224,526	244,833	248,279	251,487	254,655	256,826	257,729
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II.—*Financial statistics.*									
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From State taxes			$26,345,323	$35,341,064	$37,886,740	$36,281,256	$39,215,910	$44,349,295	$47,942,509
From local taxes			$97,222,426	$144,897,878	$149,486,845	$163,897,478	$173,151,453	$210,167,770	$223,491,405
From all other sources			$11,882,292	$14,090,384	$23,240,130	$25,393,493	$23,107,392	$34,107,962	$39,031,031
Total received			$143,194,806	$203,337,213	$219,765,989	$235,339,337	$245,497,598	$301,819,069	$322,106,004
Per cent of total derived from—									
Income of permanent funds and rents			5.4	4.4	4.2	4.2	4.1	4.4	3.6
State taxes			18.4	17.4	17.2	15.4	16.0	14.7	14.9
Local taxes			67.9	71.3	68.0	69.6	70.5	69.6	69.4
All other sources			8.3	6.9	10.6	10.8	9.4	11.3	12.1

Expenditures:									
For sites, buildings, furniture, libraries, and apparatus	.....	.....	$26,207,041	$31,229,308	$35,450,820	$39,872,278	$39,962,863	$56,416,168	$60,608,352
For salaries of superintendents and teachers	$37,832,566	$55,942,972	$91,836,484	$129,345,873	$137,687,746	$143,378,507	$151,443,681	$177,462,981	$186,433,464
For all other purposes	.....	.....	$22,463,190	$39,579,416	$41,826,052	$44,272,042	$46,855,755	$57,737,511	$60,673,843
Total expended	$63,396,666	$78,094,687	$140,506,715	$200,154,597	$214,964,618	$227,522,827	$238,262,209	$291,616,660	$307,765,659
Expenditure per capita of population	$1.64	$1.56	$2.24	$2.70	$2.84	$2.94	$3.03	$3.53	$3.67
Expenditure per pupil (of average attendance):									
For sites, buildings, etc	.....	.....	$3.21	$3.03	$3.33	$3.72	$3.61	$4.91	$5.17
For salaries	$9.28	$9.10	$11.26	$12.52	$12.95	$13.28	$13.69	$15.46	$15.92
For all other purposes	.....	.....	$2.76	$3.83	$3.93	$4.13	$4.23	$5.03	$5.18
Total expenditure per pupil	$15.55	$12.71	$17.23	$19.38	$20.21	$21.23	$21.53	$25.40	$26.27
Per cent of expenditure devoted to—									
Sites, buildings, etc	.....	.....	18.6	15.6	16.5	17.5	16.8	19.3	19.7
Salaries	59.7	71.6	65.4	64.6	64.0	63.0	63.5	60.9	60.6
All other purposes	.....	.....	16.0	19.8	19.5	19.5	19.7	19.8	19.7
Average expenditure per day for each pupil (cents):									
For salaries	7.0	7.0	8.4	8.8	9.0	9.3	9.5	10.2	10.6
For all purposes	11.8	9.7	12.8	13.6	14.0	14.8	14.9	16.8	17.4

[a] The figures for this year are subject to correction.
[b] United States census.
[c] Estimated.
[d] Several States are not included in this average.
[e] Including buildings rented.

TABLE II.—*Number of pupils and students of all grades in both public and private schools and colleges, 1905–6.*

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).		Pupils receiving secondary instruction (high school grades).[a]		Students receiving higher instruction.										
					In universities and colleges.[c]			In schools of medicine, law, and theology.[e]			In normal schools.[g]			Total higher.	
	Public.	Private (largely estimated).	Public.[b]	Private (in preparatory schools, academies, seminaries, etc.).	Public.[d]	Private.	Total.	Public.[f]	Private.	Total.	Public.	Private.	Total.	Public.	Private.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
The United States..	15,919,278	1,311,900	741,950	182,449	51,335	97,229	148,564	11,572	50,197	61,769	59,429	9,508	468,937	122,336	156,934
North Atlantic Division..	3,711,274	466,676	241,633	56,874	5,666	40,122	45,788	683	17,536	18,219	20,773	1,392	22,165	27,122	59,050
South Atlantic Division..	2,316,434	105,979	40,721	26,323	6,166	13,006	19,172	1,481	7,128	8,609	4,182	926	5,108	11,829	21,060
South Central Division...	3,269,352	171,870	57,212	29,953	5,422	11,131	16,553	1,419	6,773	8,192	6,319	2,207	8,526	13,160	20,111
North Central Division...	5,645,469	507,029	341,660	55,340	26,451	28,517	54,968	7,116	16,953	24,069	23,247	4,906	28,153	56,814	50,376
Western Division.....	976,749	60,346	60,724	13,959	7,630	4,453	12,083	873	1,807	2,680	4,908	77	4,985	13,411	6,357

[a] Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XIX.

[b] This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

[c] Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9–11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

[d] Mainly State universities and agricultural and mechanical colleges.

[e] Including also schools of dentistry, pharmacy, and veterinary medicine.

[f] Mainly in schools or departments of medicine and law attached to State universities.

[g] Nonprofessional pupils in normal schools are included in columns 4 and 5.

[h] There are, in addition to this number, 28,320 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XVIII.)

TABLE II.—*Number of pupils and students of all grades in both public and private schools and colleges, 1905–6*—Continued.

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.			Per cent of public pupils.			Per cent of the total population enrolled in each grade.			
	Elementary.	Secondary.	Higher.	Public.	Private.		Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Higher.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
The United States..	17,231,178	924,399	279,270	16,783,564	1,651,283	18,434,847	93.47	5.01	1.52	92.39	80.26	43.81	20.53	1.10	0.33	21.96
North Atlantic Division..	4,177,950	298,507	86,172	3,980,029	582,600	4,562,629	91.57	6.54	1.89	88.83	80.95	31.47	17.86	1.28	.37	19.51
South Atlantic Division..	2,422,413	67,044	32,889	2,368,984	153,362	2,522,346	96.04	2.66	1.30	95.63	60.74	35.95	21.24	.59	.28	22.11
South Central Division...	3,441,222	87,165	33,271	3,339,724	221,934	3,561,658	96.62	2.45	.93	95.01	65.64	39.56	21.74	.55	.21	22.50
North Central Division...	6,152,498	397,000	107,190	6,043,943	612,745	6,656,688	92.42	5.97	1.61	91.76	86.06	53.00	21.49	1.39	.37	23.25
Western Division.....	1,037,095	74,683	19,748	1,050,884	80,642	1,131,526	91.66	6.60	1.74	94.18	81.31	67.90	22.14	1.60	.42	24.16

The following tables show the trend of the statistics of annual increment of school enrollment and population and the distribution of the increase among elementary, secondary, and higher institutions, public and private.

TABLE IIIa.—*Increase in sixteen years of the total number of persons receiving education and of the total population.*

School year.	Pupils, public and private, of all grades.	Increase over preceding year.	Per cent of increase.	Estimated population.	Increase over preceding year.	Per cent of increase.
1889-90	14,512,778			[a] 62,622,250		
1890-91	14,669,069	156,291	1.08	63,809,588	1,187,338	1.90
1891-92	14,714,933	45,864	.31	65,027,377	1,217,789	1.91
1892-93	15,083,630	368,697	2.51	66,266,491	1,239,114	1.91
1893-94	15,530,268	446,638	2.96	67,537,727	1,271,236	1.92
1894-95	15,688,622	158,354	1.02	68,844,341	1,306,614	1.93
1895-96	15,997,197	308,575	1.97	70,127,242	1,282,901	1.86
1896-97	16,255,093	257,896	1.61	71,445,273	1,318,031	1.88
1897-98	16,687,643	432,550	2.66	72,792,617	1,347,344	1.89
1898-99	16,738,362	50,719	.30	74,178,966	1,386,349	1.90
1899-1900	17,020,710	282,348	1.69	[a] 75,602,515	1,423,549	1.92
1900-1901 [b]	17,299,230	278,520	1.64	77,274,967	1,672,452	2.21
1901-2	17,460,000	160,770	.93	78,544,816	1,269,849	1.64
1902-3	17,539,478	79,478	.46	79,900,389	1,355,573	1.73
1903-4	17,896,890	357,412	2.04	81,241,246	1,340,857	1.68
1904-5	18,160,475	263,585	1.48	82,584,061	1,342,815	1.65
1905-6	18,434,847	274,372	1.51	83,935,399	1,351,338	1.64
Total increase		3,922,069	27.02		21,313,149	34.03
Average		245,130	1.51		1,332,072	1.85

[a] United States census. [b] Indian Territory added.

TABLE IIIb.—*Per cent of the population receiving education of different grades.*

Grade.	1889-90.		1899-1900.		1905-6.	
	Pupils.	Per cent of population.	Pupils.	Per cent of population.	Pupils.	Per cent of population.
Elementary:						
Public	12,494,233	19.95	14,621,969	19.60	15,919,278	18.97
Private	1,516,300	2.42	1,240,925	1.64	1,311,900	1.56
Secondary:						
Public	221,522	.35	530,425	.70	741,950	.88
Private	145,481	.23	188,816	.25	182,449	.22
Higher	135,242	.22	238,575	.31	279,270	.33
Total	14,512,778	23.17	17,020,710	22.50	18,434,847	21.96

AVERAGE AMOUNT OF SCHOOLING PER INHABITANT.

Tables IV*a* and IV*b* show the relative amounts of schooling given in the different census divisions at different periods since 1870, measured by years of 200 days each. For example, the 5.39 years given for 1906 indicate 1,078 days' schooling for each inhabitant if enrollment and attendance should hold the same percentage to population for 13 years as it held during 1906. Then the number arriving at school age, 6 years, would have attended 1,038 days on the completion of their eighteenth year if their average attendance per year had been the same as the schools of the nation, public and private, reported for 1906. Table IV*c* shows the estimated average amount of schooling in days at different epochs, beginning with 1800.

TABLE IVa.—*Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.*

	1880.	1890.	1897.	1898.	1899.	1900.	1901.	1902.	a1903.	a1904.	a1905.	a1906.
The United States..	3.96	4.46	5.09	5.20	5.09	5.23	5.13	5.18	5.17	5.21	5.33	5.39
North Atlantic Division ..	5.69	6.05	6.84	6.95	6.90	6.98	6.95	6.81	6.87	6.89	7.09	6.95
South Atlantic Division...	2.22	2.73	3.07	3.32	3.11	3.26	3.41	3.46	3.46	3.55	3.52	3.57
South Central Division....	1.86	2.42	3.03	3.04	3.09	3.21	3.02	3.11	3.10	3.14	3.06	3.09
North Central Division...	4.65	5.36	6.01	6.15	6.01	6.18	5.97	6.07	6.01	6.01	6.20	6.38
Western Division.....	4.17	4.57	5.90	5.85	5.42	5.53	5.61	5.87	6.07	6.47	6.98	7.26

a Subject to correction.

TABLE IVb.—*The same, taking into account only the schooling furnished by public elementary and secondary schools.*

	1880.	1890.	1897.	1898.	1899.	1900.	1901.	1902.	a1903.	a1904.	a1905.	a1906.
The United States...	3.45	3.85	4.53	4.63	4.55	4.66	4.57	4.67	4.67	4.69	4.78	4.82
North Atlantic Division...	4.84	4.99	5.78	5.88	5.85	5.91	5.88	5.97	6.00	5.98	6.16	6.00
South Atlantic Division...	1.90	2.42	2.79	3.05	2.83	2.95	3.10	3.15	3.18	3.25	3.21	3.26
South Central Division....	1.57	2.20	2.75	2.76	2.81	2.91	2.74	2.84	2.85	2.91	2.80	2.83
North Central Division....	4.19	4.67	5.40	5.51	5.41	5.57	5.40	5.51	5.43	5.39	5.55	5.62
Western Division.....	3.57	3.98	5.36	5.34	4.96	4.99	5.01	5.36	5.54	5.85	6.35	6.60

a Subject to correction.

TABLE IVc.—*Average entire amount of schooling, public and private, since 1800, at different epochs, given in days (partly estimated).*

	Days.		Days.
1800.....	82	1880.....	792
1840.....	208	1890.....	892
1850.....	420	1904.....	1,042
1860.....	434	1906.....	1,078
1870.....	672		

EDUCATION IN GREAT BRITAIN AND IRELAND.

Chapter I pertains to education in Great Britain and Ireland, with chief reference to the relations of the central government to this interest. For the first time in the history of the country an effort was made during the year just closed (1906) to bring together, in a single presentation, the principal statistics relative to the several classes of institutions aided by Parliamentary grants. The tables in which this information is condensed are reproduced in Chapter I, with so much of the original explanatory notes as is necessary for the understanding of points of general interest.

Beginning with elementary education by the grant-in-aid of 1833, the fostering care of the Government has been extended until it reaches to a greater or less degree every class of teaching agency in the three divisions of the Kingdom. Under the impulse imparted by the Exposition of 1851 a systematic effort was made to foster science and art education by the agency of the science and art department,

now merged in the board of education; in 1889, in view of the growing importance of modern industries and the consequent establishment of university colleges of a modern type (i. e., colleges preparing students for university examinations and degrees in science and the technical professions), the policy of an annual grant to such colleges was adopted. The initial impulse to these great activities has come from private and municipal effort, but the aid of Government has been indispensable to their forceful development. It will be seen by reference to Table 5 (p. 5), summarizing the particulars comprised in Tables 1–4 (pp. 2–4), that the total sum of the annual appropriations from the national treasury for this work has reached in round numbers £14,780,000 ($71,800,000). In the table referred to this sum is brought into comparison with the annual amount raised by local taxes (rates), which amounts now to £10,390,000 ($50,490,000).

The remaining portion of Chapter I treats chiefly of England. In this division of the Kingdom the year has been made memorable by the struggle over the education bill, which, after its passage by a very large majority in the House of Commons, was lost in the House of Lords. The full purpose of this measure, as developed in the House of Commons, has already been explained in a publication of this Office, Bulletin no. 1, 1906. The main propositions of the bill are summarized in Chapter I. They involved absolute control of all schools supported in whole or in part by public funds, and the abolition of religious tests for teachers in such schools. The bill also endeavored to meet denominational demand by arrangements as to religious instruction to be made with the local authorities. These compromises represented the extreme length to which the Government was prepared to go, or in respect to which it was possible to carry the support of its own adherents. In the House of Lords the principle of public control was practically conceded, but with such amendments in regard to religious instruction as virtually continued the same at State expense, and thus defeated the evident intent of the Government measure.

Interest in the bill is increased by the action in the French Republic on the law separating church and state, which involves also deep questions of public rights versus church policies. In their respective treatment of this matter the two nations seem for a moment to have reversed their historic attitudes. In England, where all progress has been effected by compromise, the spirit has failed for the time. On the other hand, in France, where the passion for logical procedure generally precludes compromise, this spirit has come to the front in the final adjustment of questions arising from the effort to enforce the separation law.

Apart from the education bill the year has been marked in England by efforts to increase and improve the higher elementary schools,

which have been put upon a firm basis, as explained in Chapter I. The public agitation of measures for relieving the necessities of poor children, which are made the more evident by the action of the compulsory school laws, has led to the passage of the provision of meals act, which is also fully explained in Chapter I.

Tables I and II (p. 10) pertain to the several classes of schools in England grouped together as "public elementary." Table III (p. 11) indicates the progress of the "ordinary public elementary" schools under the workings of the law of 1902 and the administration of the board of education.

Chapter I closes with a survey of university education in the United Kingdom, including statistics showing the number of registered students for specified years for the period 1897 to 1905, inclusive. The accompanying notes pertain either to current events in university life or to features of special interest in the organization of individual institutions.

EDUCATION IN FRANCE.

Chapter II, pertaining to education in France, reviews the principal education laws passed by the Republic, with special reference to the anticlerical policy, which culminated in the law of January 24, 1905, providing for the separation of church and state. Apart from its political and religious bearings, the law marks a crisis of great significance in education. For centuries the Church was the chief support of education in France, and under the Republic it has been a powerful rival of the Government in this field. In 1901, when the associations law was passed, which resulted in the suppression of the religious orders, the great teaching agencies of the Church, one-fourth the children in primary schools and more than half the students in secondary schools were in schools belonging to those orders. The influence of the orders has been regarded as adverse to republican institutions, and the purpose to eliminate them from the work of education, formed in the early days of the Republic, has been tenaciously maintained to the present time. As pointed out by M. Buisson, the separation law is the final step in this movement. (See p. 20.)

The papal encyclical of February 11, 1906, denounced the law on the ground that it ignores the hierarchical organization of the Church and violates the principles upon which its life depends (see p. 24). As the faithful and the clergy are forbidden to carry out the law, the situation has assumed a very serious aspect. The law is considered in Chapter II solely in respect to its educational bearings. In view, however, of the wider consequences of its rejection by the Church, special interest attaches to the recent signs of a conciliatory attitude on the part of the Government.

It has been found necessary to devise some measure for the disposition of the Church properties. Hence the law of January 2, 1907, which provides that where no associations are formed either in accordance with the law of 1905 or that of 1901, to claim the use of the Church properties, the same shall revert to the municipal or communal authorities. It then becomes possible for priests to secure from the mayors of communes long-term leases of the property, and contracts are already being drawn up for the purpose, as explained in Chapter II.

A bill has also passed the Chamber of Deputies, waiving the formality of a previous declaration in the case of persons desiring to hold public meetings. Thus public worship may be continued without legal restriction.

Other matters are involved in the separation law, as, for example, the repair of churches, with respect to which new measures are promised. These successive laws give a new legal status to the Church on the basis of municipal or communal organization.

The statistics comprised in Chapter II present in concise form the operations of schools and higher institutions for selected years from 1877 to 1903–4. These statistics afford an index to the practical development of the system of public instruction, and a means of following the movement toward a completely secularized system. The comparative statistics of higher education (p. 33) are particularly significant, as they show conclusively that the measures which have restored the isolated faculties to the status of organized universities have given them new life and vigor. This is evident from the increase in the total number of university students, and more particularly from the increasing number of students in the provincial universities. (Table XII, p. 33.)

The superior council of education, whose constitution and functions are explained in the chapter here considered, offers an instructive example to other nations as to means of securing a proper consideration of projected changes and reforms in education before they are practically applied. To this body of professional experts are referred all matters pertaining to the scholastic work and to the administration of the system; hence undue haste and crude experiments are avoided, and radical changes such as those recently accomplished in the province of higher education, to which reference is made in Chapter II, are introduced without disturbance and with the harmonious cooperation of those affected by them.

At the present time the council has before it a proposition affecting the secondary schools in France. As explained in Chapter II, the most radical change from existing conditions under discussion is the suppression of the baccalaureate. Instead of this degree, it is proposed to adopt a leaving certificate, the same to be awarded upon

the basis of the marks obtained by the student during his course at the school. If this project is carried, it will lessen the strain of examinations and effect a decided change in the relation of the secondary schools to the universities.

THE NEW PRUSSIAN SCHOOL LAW OF 1906.

Chapter III contains a translation of the new Prussian school law, called "law of school support," because it chiefly deals with the sources of school revenues and their distribution. Incidentally the law defines the position of public elementary education with reference to the three religious denominations—Protestant, Catholic, and Jewish. This legislation is to crystallize into law what for centuries has been custom and traditional procedure. The nature of the development of the Kingdom of Prussia necessitated the preservation of habitual administrative procedures, and in this new law certain ancient privileges and private rights, guaranteed to the new provinces as the crown, by conquest or purchase, acquired them, had to be retained. Besides this, the churches, being state institutions, claimed their customary privilege of supervision in administrative bodies.

The translation is accompanied by extracts from speeches in parliament, by reviews from the educational press of Germany and America, and by some statistical tables concerning attendance, expenditure, and supervision, as well as the rapid increase of the number of women teachers. The discussion in parliament and the press deals almost exclusively with the denominational side of the question, because that was the one regarded in Germany as most important, and related questions have recently been brought to the fore in France and England.

EDUCATION IN ITALY.

An account of the recent progress of education in Italy is given in Chapter IV by Prof. Will S. Monroe, of the State Normal School at Westfield, Mass. The author remarks upon the decrease of 26 per cent in illiteracy in Italy since 1871. The southern and central portions of the Kingdom show less progress in this respect than the northern. The present efforts of Italian statesmen are directed toward the intellectual as well as the political unification of their country, by way of converting the different peoples into one nation through a uniform education.

The author examines in order the successive grades of education in Italy, beginning with the kindergarten. The attendance at the primary schools, including the kindergarten, is 8 per cent of the population, as against 16 per cent in France and Germany, although

it has largely increased since 1871. The author classifies Italian secondary schools as classical and technical, the latter corresponding somewhat to what might be called scientific high schools. The classical gymnasia and lycées lead to the universities, while the technical schools prepare for higher courses in technical institutes. The mediæval universities may be said to have had their origin in Italy (Bologna), and there are now seventeen state and four municipal universities in the Kingdom, with an enrollment of less than 23,000, which is, however, too large a proportion, in the author's opinion, for the needs of the country. The result is that the learned professions—law and medicine—are overcrowded. Details are given of the different institutions. Considerable space is given in this report to the education of dependent, defective, and delinquent children, much attention having been paid in Italy, as is well known, to the study of crime and criminals. An account of various educational associations, museums, and libraries, and of the Educational Congress at Milan in 1906, closes this report.

EDUCATION IN INDIA.

Chapter VI treats of education in British India. The subject is one of special interest, not only because of the great importance of the Indian Empire, in itself considered, but also because of its relation to the entire Orient, which at this time presents problems of serious import to Western nations. The chapter deals mainly with recent efforts to improve the system of education in the several provinces under British rule, undertaken in view of the unsatisfactory condition disclosed by the third quinquennial report, covering the period 1892–93 to 1896–97. This report showed that as the result of continuous efforts dating from 1854, the year in which the Government assumed the general responsibility of the work, only 18 per cent of the population of school-going age had been brought under primary instruction. Moreover, in direct opposition to the instructions of the General Government, local appropriations for education had been applied chiefly to the maintenance of higher and secondary education; for example, of the entire expenditure for education in 1896, amounting to $11,419,347, only 31 per cent went for primary education. (See p. 125.) While the great mass of the population appeared to be neglected, complaint was made that the education of the small and select classes drawn into the secondary schools and universities was too exclusively literary and superficial, and pursued by the greater part of the students with the sole purpose of passing the examinations leading to clerical and official positions. Meanwhile the demand for systematic and thorough training in the sciences and in their applications to industry has become more and

more urgent, not only as a means of saving the native population from the miseries of famine and plague, but also as a means of developing the natural resources of the country and thus resisting hostile invasion. Under the direction of Lord Curzon, energetic measures were adopted with a view to enlarging the scope and increasing the efficiency of education throughout the Empire. The purpose of the Government in this respect was indicated by the creation of a new office (1902)—that of director-general of education—which has already proved of great service as a means of unifying the aims and methods of education in the several provinces, each of which has independent control of its own system. (See p. 125.)

In 1904 a "Resolution" was issued, setting forth very clearly the reforms upon which the Government had decided. These are briefly summarized in Chapter VI.

The official statistics included in the chapter bring the record down to the close of 1904–5, the latest school year for which statistics are available.

Although sufficient time has not yet elapsed for any decided results from the recent efforts at reform, there are not wanting signs of an increase in the proportion of the population brought under instruction and in the amount of money appropriated for this work.

Attention is also called in the chapter to the measures taken by the Government to increase the interest of young men in the higher order of technical instruction by means of state scholarships available for competent candidates in the institutions of the leading countries of Europe and of the United States (pp. 138–139).

The chapter closes with a brief notice of the proposed imperial agricultural college, intended to qualify men to fill posts in the department of agriculture, as well as to provide professors and teachers of agriculture for schools and colleges. In connection with this subject is given also a brief account of the Imperial Forest School at Dehra-Dun (p. 140), which is a feature of the very effective provision made by the Government for the preservation of the forests in the state reserves, covering an area of over 89,000 square miles. This school is under the control of the department of forestry, from which its entire staff is recruited.

EDUCATION IN THE PHILIPPINES.

In the notice of the course of education in the Philippines (Chapter VII), a summary is given of several of the annual addresses which have been delivered before the faculty and graduates of the University of Santo Tomás, at Manila, with a view to illustrating the scope and tendency of the higher education which is afforded at that university. The addresses were delivered in the years between 1897

and 1906, and the subjects range from discussions of the relations between psychology and biology, the descent of man, and ecclesiastical history, to the calculus and chemical analysis. The addresses show, it is interesting to observe, that the modern demand for scientific and technical instruction was recognized at this ancient Dominican university before the Americans took possession of the country, and also that the spirit and tendency of American ideas was recognized by the leaders in philosophical thought in the islands.

The statistics and notes of progress of primary education in the islands are taken from the sixth report of the director of education of the Philippines, Dr. David P. Barrows. The sustained interest of the Filipinos in the elementary schools and their eagerness to acquire English are gratifying indications of continued progress in these schools, which are, after all, designed rather for the benefit of the poor than for the children of the rich and the leaders of the country.

EDUCATION IN CUBA.

A brief notice of some of the salient features in the course of study at the University of Havana, with an allusion to the change which that institution has undergone since the secularization of education in Cuba sixty-five years ago, is also given in Chapter VII for the purpose of showing the modern character of the present instruction. There is also a reference to one of the publications of the university by which its intellectual influence is extended. Statistics of primary instruction are taken from an official publication, and mention is made of certain journals devoted to primary education which are calculated to sustain the interest and reinforce the information of the teachers of that grade of instruction throughout the island.

EDUCATION IN ALASKA.

The amount appropriated for the education of natives in Alaska, for the fiscal year 1906, as shown in Chapter X, was $50,000. With this sum the Bureau of Education conducted during the year 35 public schools, with 41 teachers, an enrollment of 2,136, and an average attendance of 981. The schools were distributed throughout Alaska as follows: In southeast Alaska, 14; in western Alaska, 4; and in northern Alaska, 17.

With the income received prior to 1905 from the 50 per cent of license fees collected outside of incorporated towns in Alaska, and paid into the United States Treasury for the use of the Secretary of the Interior in maintaining schools in the unincorporated sections, the current expenses of the schools were paid, and it was possible during 1905 and 1906 to erect from these funds 24 school buildings and to purchase 2. The income from this source ceased with the

passage of the act of January 27, 1905. The provisions of said act placed under the governor of Alaska, as ex officio superintendent, the schools for white children and children of mixed blood throughout Alaska who lead a civilized life. The Bureau of Education retains charge of the schools for natives. The reports of the teachers testify to the ability and docility of the native children.

The principal object of the United States day schools in Alaska has been to train the natives in the use of the English language; to this should be added systematic training in the industries adapted to the various sections of the country, in order that the more intelligent of the natives may become better able to support themselves and be of more service to the white immigrants. It is this industrial feature of the work that I desire greatly to strengthen. Epidemics of measles, smallpox, and diphtheria have caused great mortality in the Alaskan villages, leaving many children destitute. Orphanages should be established where these orphans could receive support, instruction, and medical treatment. Such institutions could be centers for industrial education.

In some sections of Alaska, where the natives have felt the influence of schools and missions for many years, they have discarded their tribal relations, abandoned their ancient customs, and have adopted civilized methods of life. Many of these natives are self-supporting and greatly desire the privilege of citizenship. Legislation granting citizenship to such Alaskan natives as are qualified to receive it is extremely desirable.

The enterprise of establishing reindeer raising as an industry in connection with the schools in northern Alaska has completed fifteen years of its existence. During nine seasons, with the hearty cooperation of the officers and men of the Revenue-Cutter Service, 1,280 domestic reindeer from the herds along the shores of northeast Siberia were imported into Alaska. Teller Reindeer Station at Port Clarence, the nearest good harbor on the Alaskan coast, was made the receiving station for the reindeer thus imported. From this point the distribution of reindeer among the Eskimo villages began. The mission stations along the shores of Bering Sea and the Arctic Ocean, being the only permanent communities of white people in that sparsely settled region to whom it could well be committed, became the centers of the new industry. Small herds of reindeer were loaned to mission stations as an equipment for the industrial training of the Eskimos, the loan to be repaid to the Government upon the expiration of the term of years specified in the agreement, the missions retaining the increase that had accumulated during the term of said loan. The missions always agreed to support a corps of Eskimo boys as apprentices in the reindeer industry.

From Teller Reindeer Station the reindeer enterprise has grown until there are now 15 centers of the reindeer industry, extending from Point Barrow southward almost to the shores of the Pacific Ocean, and eastward to the center of Alaska. The total number of reindeer in the district of Alaska is 12,828, of which 3,321 belong to the Government, 5,153 to Eskimo reindeer herders and apprentices, 2,549 to mission stations, 1,787 to Lapp instructors in herding, and 18 are sled deer owned by white men.

CITY SCHOOL SYSTEMS.

The enrollment in schools of cities of the first class (over 8,000 population) for the year 1906 (Chapter XIV, pp. 325–344) was 4,722,637, in those of cities of the second class (4,000 to 8,000 population) 718,576, a grand total of 5,441,213. This constitutes 32.7 per cent of the enrollment in all public day schools of the country. If there be added the number enrolled in evening schools not attending day schools, the total of individuals receiving instruction of all grades in city and village public schools for 1906 was 5,751,972.

The value of school property reported in the 1,325 systems in cities of 4,000 population and upward was $498,993,959, the expenditures for supervision and teaching $94,165,425, and the total expenditures $167,522,884. The following table shows comparatively the most prominent features of public school statistics for all places having a population of 4,000 or more and for the rest of the country:

Comparison of urban and rural public school statistics.

	In cities, towns, and villages of 4,000 population and over.	Per cent.	Outside of cities, towns, etc., of 4,000 population and over.	Per cent.
Enrollment in public day schools	5,441,213	32.7	11,200,757	67.3
Aggregate number of days' attendance	784,190,026	44.5	979,322,365	55.5
Average daily attendance	4,228,562	36.1	7,483,738	63.9
Number of male teachers[a]	10,132	13.0	95,013	87.0
Number of female teachers[a]	116,608	32.7	240,276	67.3
Whole number of teachers[a]	130,774	18.1	335,289	71.9
Number of buildings	13,800	5.4	243,929	94.6
Value of school property	$498,993,959	63.7	$284,134,181	36.3
Expenditure for tuition	$94,165,425	50.5	$92,318,039	49.5
Total expenditure	$167,522,884	54.4	$140,242,775	45.6

[a] Includes all engaged in the work of instruction in the public day school (superintendents, supervisors, principals, special teachers, and grade teachers).

In cities of a population of 8,000 and upward there were reported 868 high schools, with an enrollment of 150,096 boys and 201,890 girls, making a total of 351,986. This total represents 7.4 per cent of the enrollment in cities of the class named. There were 4,912 men and 7,491 women engaged in the work of instruction in these high schools.

In this chapter is given for the year 1906 the number of pupils in each grade in the schools of certain cities of 8,000 inhabitants and over. The one hundred and twenty-seven cities tabulated show an enrollment of 2,090,769, which is 44.2 per cent of the entire enrollment for the year in cities of this class.

The following is a summary showing the net results of the year's statistical collection:

Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.

	1904–5.	1905–6.	Increase.	Increase per cent.
Number of city school systems	594	661	67	11.28
Enrollment	4,506,678	4,722,637	215,959	4.79
Aggregate number of days' attendance	651,970,275	682,388,121	30,367,846	4.66
Average daily attendance	3,434,323	3,670,210	235,887	6.87
Average length of the school term in days	189.8	185.9	[a] 3.9	[a] 2.50
Enrollment in private and parochial schools	1,012,380	1,067,958	55,578	5.49
Male supervising officers	2,811	3,084	273	9.71
Female supervising officers	2,918	3,516	598	20.53
Whole number of supervising officers	5,729	6,600	871	15.20
Number of male teachers	7,769	8,345	576	7.41
Number of female teachers	92,417	97,680	5,263	5.69
Whole number of teachers	100,186	106,025	5,839	5.83
Number of buildings	10,179	10,672	493	4.84
Number of seats	4,314,319	4,603,151	288,832	6.69
Value of school property	$424,859,805	$477,653,449	$52,793,644	12.43
Expenditure for tuition	$78,328,420	$85,032,960	$6,704,540	8.56
Total expenditure	$139,417,318	$153,344,697	$13,927,379	9.99

[a] Decrease.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

There were 622 institutions of higher education in these classes reporting to this Bureau in 1906 (Chapter XV). Of these institutions, 158 are for men only, 335 are open to both men and women, and 129 admit women only. The total number of professors and instructors in all departments of these institutions was 23,950. Of these teachers 695 men and 2,164 women were in the 129 colleges for women, while 18,520 men and 2,571 women were in the remaining 493 institutions. In the latter there were 12,278 professors and instructors for the undergraduate departments alone, 11,012 men, and 1,266 women. There were 258,603 students in the preparatory, collegiate, graduate, and professional departments of the 622 institutions. The number of students in attendance at these institutions shows a considerable increase over the number for the preceding year.

The number of undergraduate and resident graduate students from 1889–90 to 1905–6 is as follows:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology from 1889–90 to 1905–6.

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
1901–2	66,325	22,507	5,549	11,808	1,202	78,133	29,258
1902–3	69,178	24,863	5,749	13,216	1,124	82,394	31,736
1903–4	71,817	24,413	6,341	14,189	1,269	86,006	32,023
1904–5	77,250	26,739	6,305	14,911	1,199	92,161	34,243
1905–6	97,738	31,443	6,653	(a)	(a)	97,738	38,096

a Included in universities and colleges for men and for both sexes.

It will be observed that the numbers of students in schools of technology are not given separately in the above table for 1905–6 but are included with the regular universities and colleges. The 45 institutions heretofore classed separately as technological schools are institutions of high grade, known as the B. S. colleges, or those granting only scientific degrees. Inquiries from abroad indicate that the erroneous impression prevails to some extent that these schools stand for the most that is being done in higher technical training in America. Yet it is well known here that the regular B. A. universities and colleges have for several years past been conferring twice as many B. S. degrees as have been granted by the schools of technology. In recent years the scientific courses have been so broadened and strengthened that they commonly require as much time as the classical and other culture courses. For reasons which are obvious from the above statement, the separate classification of the B. S. colleges is now discontinued, beginning with this report.

The 622 institutions conferred the A. B. degree on 5,812 men and 4,183 women, the B. S. on 3,893 men and 700 women, the Ph. B. on 758 men and 430 women, the B. L. on 132 men and 510 women. The A. M. degree was conferred on 1,024 men and 362 women, the M. S. on 168 men and 15 women, and the Ph. D. on 312 men and 25 women.

The value of property possessed by the 622 institutions aggregated $554,077,023. Of this sum, $17,817,316 represents the value of

libraries, $26,738,488 the value of scientific apparatus, machinery, and furniture, $261,090,825 the value of grounds and buildings, and $248,430,394 the amount of productive funds. The aggregate income of the 622 institutions for the year was $44,783,326. Of this amount $16,340,101 was from tuition and other college fees, $10,241,539 from productive funds, $14,266,111 from public appropriations, and $3,935,575 from sources not stated. The total value of all gifts and bequests reported by the several institutions for the year amounted to $17,716,605. Of this sum $12,158,072 was received by 39 institutions reporting gifts amounting to $100,000 and over for each institution.

Extracts from the first annual report of the board of trustees of "The Carnegie Foundation for the Advancement of Teaching" are printed in the chapter on higher education, together with the list of accepted institutions prepared by the trustees of that foundation.

AGRICULTURAL AND MECHANICAL COLLEGES.

The statistics of the institutions endowed by acts of Congress of July 2, 1862, and August 30, 1890, are given in Chapter XVI.

The reports of the presidents of these 66 institutions show an enrollment in all departments of 59,093 students, an increase of more than 100 per cent in ten years. During that time the students in agriculture increased from 2,881 to 8,121, including students in short courses; students in engineering courses increased from 6,630 to 13,937. Of the 8,121 students in agriculture in 1906, 5,158 were in short and special courses, and 2,963 in regular four-year college courses.

The value of the property of these institutions amounts to $85,366,897. Of this sum $12,492,560 represents the funds derived from the sale of the land grant of 1862, which is an increase of about $450,000 over the amount reported for the preceding year. The value of the material equipment of these institutions amounts to $50,602,209.

Their income for the year amounted to $13,605,158. Of this sum the States furnished over 55 per cent and the General Government a little more than 15 per cent, while less than 30 per cent was derived from other endowment funds, fees, and miscellaneous sources. The proportion of the expense of maintaining the institutions that is furnished by the States is increasing very rapidly, while the proportion furnished by the General Government is correspondingly decreasing. Of the amount received from the States during the year, namely, $7,531,502, the sum of $3,133,831 was for buildings and other special purposes. The States have increased their appropriations and other provision for these institutions by about 240 per cent in the past ten years.

With respect to the funds appropriated by an act of Congress approved August 30, 1890, the reports of the treasurers show that increasing proportions of such funds are applied to instruction in

agriculture and the mechanic arts, the proportion expended for instruction in agriculture having risen from 16.1 per cent in 1903 to 17.6 per cent in 1906, and that in mechanic arts from 27.9 per cent to 30.5 per cent. A comparatively small proportion, 5.9 per cent, was expended for instruction in economic science.

Among the especially noteworthy legislative enactments within the year 1906 affecting these institutions may be mentioned the provision by Massachusetts for the establishment of a normal department at the Massachusetts Agricultural College for the purpose of giving instruction in the elements of agriculture to persons desiring to teach that subject in the public schools; the appropriation by Georgia of $100,000 for buildings and furnishings for the agricultural college, and provision for the appointment of a board of trustees for the management and control of the department of agriculture and farm technology of the Georgia State College at Athens; provision by Iowa for a special tax levy of one-fifth of 1 mill on the dollar for necessary buildings, and an appropriation of $15,000 for agricultural extension work throughout the State. New York passed a law defining the object of the State college of agriculture at Cornell University.

The provision by Massachusetts for the establishment of a normal department at the Massachusetts Agricultural College may mark the beginning of a very important movement. It is by such means that provision may be made for a supply of teachers for the secondary schools of agriculture which are coming into being in many of the States, and for the elementary schools in States where elementary agriculture is a required or authorized subject of instruction.

PROFESSIONAL EDUCATION.

In the 150 schools of theology (Chapter XVII) there were enrolled as students 7,716 men, an increase of 305 over the number in 1905. In addition to these there were 252 women taking courses in preparation for work as missionaries, etc. The endowment or productive funds of theological schools, so far as reported, now amount to $25,892,539, and benefactions to the amount of $3,271,480 were received during the year.

The number of law students still continues to show a considerable increase, the number in 1906 being 15,411, an increase of 697 over the number in the previous year. In 1885 there were only 2,744 law students, in 1895 there were 8,950, and in 1906 the number reached 15,411. Another feature in connection with law schools deserves to be mentioned—the increasing length of the course of study. In 1896 there were 12 law schools permitting graduation in one year; there were only 2 such schools in 1906. In 1896 only 11 schools had courses of three years; in 1906 there were 64 schools having courses of not less than three years. In fact, a course of three years seems

to have become within this ten-year period the accepted standard in education for the practice of law.

While the number of students in law and in theology increased, the number in medicine and in dentistry decreased. The number of medical and of dental students had decreased also in each of the two years immediately preceding, so that during the three years there was a loss of 2,138 in the number of medical students and of 1,422 in the number of dental students.

In 1906 the number of students in pharmacy was 5,145, an increase of 201, and the number of veterinary students was 1,445, an increase of 176 over the previous year.

NORMAL SCHOOLS.

The statistics of the past year, embodied in Chapter XVIII, show in all of the schools devoted partially or wholly to the professional training of teachers an enrollment of 97,257. These students are distributed among the several classes of institutions as follows: In public normal schools, 59,429; in private normal schools, 9,508; in universities and colleges, 13,771; in public high schools, 9,021; in private high schools, 5,528. There were reported as engaged in this work 1,236 institutions. Of this number, 464 are public and 239 private high schools, 269 universities and colleges, 181 public and 83 private normal schools. These, in the main, constitute the sources of supply from which all classes of schools recruit their required quotas of regularly trained teachers.

The chapter mentioned presents the statistics of the 264 training schools for teachers known as public and private normal schools. The growth of public normal schools has been constant since 1890, while the progress of private normal schools in the same time has been fluctuating. The latter reached the high-water mark in 1897, when there were 198 private normal schools with 24,181 students. For the past nine years there has been a gradual decline in the number of schools and enrollment of students, although the quality of the work done by the remaining schools is undoubtedly superior to the average of 1897. Many of the weaker schools have been closed, while others have ceased to be distinctively normal schools, becoming private secondary schools or business schools. The following table compares 1890 and 1906 statistics:

	1889–90.				1905–6.			
	Schools.	Instructors.	Normal students.	Normal graduates.	Schools.	Instructors.	Normal students.	Normal graduates.
Public normal schools	135	1,182	26,917	4,413	181	3,059	59,429	9,680
Private normal schools	43	274	7,897	824	83	597	9,508	1,316
Total	178	1,456	34,814	5,237	264	3,656	68,937	10,996

An exhibit of the aggregate of public appropriations from year to year since 1890 will illustrate the growth of public normal schools in this country. For the school year ending June, 1906, the States, counties, and cities paid $4,643,365 for the running expenses of their public normal schools, an increase of $511,759 over the preceding year. In addition, the expenditure for new buildings reached $1,549,906. The following table gives a synopsis of appropriations for public normal schools for each year since 1889:

Public appropriations to public normal schools for seventeen years.

Year.	For support.	For buildings.	Year.	For support.	For buildings.
1889–90	$1,312,419	$900,533	1898–99	$2,510,934	$560,896
1890–91	1,285,700	409,916	1899–1900	2,769,003	718,507
1891–92	1,567,082	394,635	1900–1	3,068,485	709,217
1892–93	1,452,914	816,826	1901–2	3,228,090	906,301
1893–94	1,996,271	1,583,309	1902–3	3,582,168	1,268,742
1894–95	1,917,375	1,003,933	1903–4	3,927,808	915,443
1895–96	2,187,875	1,124,834	1904–5	4,131,606	1,684,789
1896–97	2,426,185	743,333	1905–6	4,643,365	1,549,906
1897–98	2,566,132	417,866			

SECONDARY SCHOOLS.

The statistics of the current year show a total of 9,560 schools engaged in secondary instruction (Chapter XIX). Of this number, 8,031 were public and 1,529 private institutions. The number of students enrolled in the former was 722,692 and in the latter 101,755. In addition to these numbers, which cover enrollment in the regularly constituted secondary schools alone, 19,258 pupils in public and 80,694 in private colleges and other institutions having preparatory departments received instruction in secondary branches during the year, making a grand total of 924,399. This latter number represents about 1,100 to the 100,000 of estimated population. A total of 97,877 graduates from public and private high schools is reported. This constitutes 11.81 per cent of the total enrollment, a ratio which has remained nearly uniform for the past seventeen years. The following table shows by geographical divisions the increase in the enrollment of secondary students in 1905–6 over the preceding year:

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1904–5.			1905–6.			Per cent of increase.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States	695,989	180,061	876,050	741,950	182,449	924,399	6.60	1.33	5.52
North Atlantic Division	226,834	52,702	279,536	241,633	56,874	298,507	6.52	7.92	6.79
South Atlantic Division	38,140	25,403	63,543	40,721	26,323	67,044	6.77	3.62	5.51
South Central Division	53,545	30,897	84,442	57,212	29,953	87,165	7.25	[a] 3.06	3.22
North Central Division	323,979	58,262	382,241	341,660	55,340	397,000	5.46	[a] 5.02	3.86
Western Division	53,491	12,797	66,288	60,724	13,959	74,683	13.52	9.08	12.66

[a] Per cent of decrease.

For the past three years a little more than 1 per cent of the total population of the country has been enrolled in secondary schools. There has been a steady increase in the ratio since 1890, when the secondary enrollment constituted but little more than one-half of 1 per cent of the population. The enrollment in private secondary schools has hardly preserved its ratio since 1890, while the public secondary school enrollment has increased in a greater ratio than the population. This comparative progress is clearly shown 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
1901–2	566,124	.72	168,636	.22	734,760	.94
1902–3	608,412	.76	168,223	.21	776,635	.97
1903–4	652,804	.80	169,431	.21	822,235	1.01
1904–5	695,989	.84	180,061	.22	876,050	1.06
1905–6	741,950	.88	182,449	.22	924,399	1.10

MANUAL AND INDUSTRIAL TRAINING.

In 510 of the 1,325 cities having 4,000 population and over, manual training was taught in some of the grades of the public schools in 1905–6 (Chapter XX). This was a marked increase over the year 1904–5. In 1890 only 37 city school systems included manual training in the course of instruction. In 1894 the number had increased to 95, in 1900 to 169, in 1904 to 411, in 1905 to 420, and in 1906 to 510. In 1894 this Bureau received reports from 15 manual training schools. These schools had 3,362 students in manual training, 2,403 males and 959 females, all of secondary or high school grade. The next year, with the same number of schools reporting, there were 4,892 students. In 1897 the number of schools had increased to 40, with 13,890 students. Industrial training schools, or schools in which certain trades were taught, were subsequently included with manual training schools, and since 1897 the statistics given are for "manual and industrial training." In 1898 there were 58 manual and industrial training schools, with 18,977 students. All of these were reported as students of secondary or high school grade. Those not actually pursuing such secondary studies had been required to master certain secondary branches before entering. In 1900 there were

69 schools, with 24,716 students; in 1904 there were 98 schools, with 36,680 students; in 1905 there were 106 schools, with 43,197 students; and in 1906 there were reported 113 schools, with 48,612 students.

COMMERCIAL AND BUSINESS SCHOOLS.

Reports to this Bureau from 4,925 different institutions show that for the scholastic year 1905–6 there were enrolled 253,318 students in business or commercial studies (Chapter XXI). This was an apparent decrease of 9,480 from the preceding year. The regular business schools had an enrollment of 130,085, the public high schools had 95,000 in business studies, the private high schools and academies had 13,868, the normal schools 2,497, and the universities and colleges 11,868.

SCHOOLS FOR THE TRAINING OF PROFESSIONAL NURSES.

Chapter XXII is devoted to a statistical review of nurse training schools in the United States for the year ending June 30, 1906. The increase in the number of schools reporting is 112, or 13 per cent. A gain of 6 per cent is made in the number of students and a gain of 10 per cent in the number of graduates. The number of students in such schools reached the surprisingly high total of 21,052.

SCHOOLS FOR THE COLORED RACE.

In the 16 former slave States and the District of Columbia there are separate schools for the whites and negroes (Chapter XXIII). It is estimated that at the present time about 20 per cent of the public school funds in the South is for the support of schools for the negroes. For the year 1905–6 the sum of $46,140,967 was expended for the schools of both races. The public school expenditure for the entire South since 1870 has aggregated $864,383,520. It is estimated that at least $155,000,000 of this sum has been expended to support common schools for the colored race. There were 129 high schools for negroes in 1906, the enrollment of secondary students being 6,576. Tables 3 to 11 summarize the statistics of 101 private institutions devoted to the secondary and higher education of the negro race, and give in detail the statistics of these private schools, so far as it was possible for this Bureau to obtain the information. A number of schools failed to respond to repeated requests for statistics.

REFORM SCHOOLS.

The statistics of 97 reform schools for the year 1905–6 are presented in Chapter XXIV. In many of the States juvenile reformatories are known as State industrial schools. In this report they are classed as reform schools. In nearly all cases the inmates of these

schools have been committed in pursuance of State laws. The 97 industrial and reform schools had 824 teachers for the instruction of 35,789 pupils. Only 1,894 of the inmates were not under school instruction, the total number of inmates being 37,683, of whom 29,289 were boys and only 8,394 girls. There were 30,144 inmates learning useful trades.

SCHOOLS FOR THE DEFECTIVE CLASSES.

In 1906 there were reporting to this Bureau 39 public schools for the blind (Chapter XXV). There were 479 teachers employed—162 men and 317 women. In the 39 institutions, 4,205 pupils were enrolled—2,264 boys and 1,941 girls. There were 135 schools for the deaf, 59 of that number being State institutions, 60 public day schools, and 16 private day schools, with an aggregate enrollment of 12,270 pupils. The 59 State institutions had 10,634 pupils—5,848 boys and 4,786 girls; the 60 public day schools had 1,111 pupils—574 boys and 537 girls; while the 16 private day schools had 525 pupils—222 boys and 303 girls. There were 25 State schools and 16 private schools for the feeble-minded. In the State institutions there were enrolled 16,500 pupils—8,872 boys and 7,628 girls. In the private institutions the enrollment was 853 pupils—472 boys and 381 girls.

RECOMMENDATION.

From different parts of the country a scarcity of teachers is reported, and the unfortunate falling off in the number of men engaged in teaching still continues. These conditions are not peculiar to our own land, but are in some measure paralleled in certain European countries. They seem to mark a tendency of the time rather than a local movement. But the tendency undoubtedly appears in extreme form in the United States.

The cause and the remedy of this shortage of teachers demand investigation. At this time, however, I desire only to call attention to the need of securing a sufficient number of competent teachers for certain new schools which are coming into being. I refer especially to the new schools of agriculture and other industries.

We are on a rapidly rising wave of agricultural and industrial education. Fifteen years ago there was not, to my knowledge, a single public school of agriculture in this country other than the colleges endowed under the Morrill acts of 1862 and 1890. Since that time schools of agriculture and domestic arts, generally of high school grade, have been established by the States of Alabama, California, Georgia, Minnesota, and Wisconsin. And in the legislatures now in session in the States of Arkansas, Iowa, Michigan, Minnesota, and Wisconsin bills have been introduced providing for the establishment or the extension

of such schools. Statutory provision has also been made in the same period for the teaching of agriculture in the elementary schools of Alabama, Georgia, Illinois, Michigan, Missouri, Wisconsin, and several other States. Ten years ago there were, so far as my information goes, no public trade schools other than agricultural and commercial schools in the United States, excepting those found in institutions for the defective and criminal classes. What is ordinarily known as a trade school, such as the Auchmuty schools in New York and the Lick and Wilmerding schools in San Francisco, existed only on private foundations. Now there are trade schools carried on as part of the public school system in Springfield, Mass., in Columbus, Ga., in New York and Philadelphia; and bills have been proposed in the legislatures of Colorado, Connecticut, Massachusetts, Pennsylvania, and Wisconsin permitting or requiring public school authorities to establish such schools.

Such widespread movements as these are significant facts in our educational situation. But the danger should not be concealed that these movements may prove disappointing for lack of specially qualified teachers. A new subject can not be put into our education by merely putting it into the school curriculum. It takes a qualified teacher to make of the curriculum subject an education subject. The fact is widely recognized that schools of these newer types will require considerable expenditures for apparatus and other equipment, and such expenditures, it may be expected, will be made ungrudgingly. But the further fact should be clearly set forth that these schools, to serve their purpose, must be manned by highly trained teachers; that poorly prepared teachers can not make such schools, and that liberal salaries must be offered in order to induce a sufficient number of men and women of good ability and adequate preparation to enter this new educational service. Even the offer of adequate salaries will not call a sufficient number of well-trained teachers into the service unless opportunities of securing the requisite preparation are made accessible. It is this need of provision for the special preparation of such teachers that I wish to emphasize.

The greater number of teachers in secondary schools of an industrial character, as in any other secondary school, should have had scholastic training of at least the collegiate grade. They should have done advanced work in the special subjects they are to teach. It is not enough that a teacher of agriculture in a high school should be a farmer's boy who has gone to college. He must have some first-hand knowledge of modern, scientific agriculture. It will not be his business simply to teach boys by rote and routine how to be good farmers. He is to help them directly to be good farmers, but he is to help them especially to be good, progressive farmers. That is, he is to teach them to observe accurately and pass intelligent judgments upon the

ordinary affairs of the farm; to read with understanding the bulletins and journals which give information concerning the latest agricultural improvements; to cooperate with those who in these days are leading our agricultural industries into better and more profitable ways, through a utilization of scientific knowledge. Moreover, if he is to train boys to be skillful as farmers, he should himself be skillful as a teacher. He should have some regular training in the theory and practice of teaching, in order that he may do his own work well and adjust it organically to the general make-up of the school and to the general purpose of education.

To those who are concerned with the professional training of teachers this problem of preparing for the business of teaching in agricultural and industrial schools is one of the most urgent that can now be presented. The subject is commended to the serious consideration of the managers of State normal schools, who have to do especially with the education of teachers for the elementary grades. Many of their graduates will be called upon to teach the elements of agriculture, domestic economy, and other industries. It is commended to the serious consideration of the managers of teachers' colleges, normal colleges, and other institutions dealing with higher grades of teacher training. It is a subject which calls especially for consideration by the authorities of the agricultural and mechanical colleges endowed under the provisions of the Morrill acts of 1862 and 1890. In no one way can these colleges do more to spread abroad the knowledge and skill in agriculture, domestic economy, and manual arts, which they are fostering and promoting, than by sending teachers of these subjects into the high schools in which such subjects are to be taught.

It does not follow that departments for the training of special teachers should be organized in all of the sixty-six "land-grant" colleges. It seems to me especially desirable that such departments should be organized and equipped where these colleges are component parts of large universities and in States where provision is making for a regular system of agricultural high schools. In many of the States, too, teachers with such training as is here proposed will be in demand not only in high schools but as special instructors in State normal schools. In no case is it desirable that the training of teachers be undertaken by an agricultural college as a merely incidental matter. The cooperation of all of the leading departments of the college will be needed; a school of practice and observation, with its special workshops, laboratories, and gardens, is well-nigh indispensable; and a force of competent instructors should give their chief attention to this particular service. It should be frankly stated that such an undertaking as this will involve considerable expense, and the work should not be attempted on a cheap and narrow basis.

In view of the considerations submitted above, I would respectfully recommend that, where the conditions at hand in any given State are such as favor or demand provision for the special training of teachers by the "land-grant" colleges or by the larger institutions of which they form a part, such provision be made by those institutions on a broad and liberal scale. I would express also the earnest hope that the legislatures of the States concerned will, wherever there is need, provide liberally for such special preparation of teachers, and that the Congress will give favorable consideration to the proposal, that additional appropriations made for the maintenance of agricultural colleges be rendered at least in part available for this particular purpose.[a]

All of which is respectfully submitted.

ELMER ELLSWORTH BROWN,
Commissioner.

The SECRETARY OF THE INTERIOR.

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[a] Since the above was transmitted, the Congress has enacted the Nelson amendment to the Agricultural appropriation act of 1908, embodying the provision here proposed.

PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION.

[From 1867 to 1906.]

1. Annual Report of the Commissioner of Education, 1867-68. Barnard. 8°. pp. xl+856. Out of print.
2. Special Report of the Commissioner of Education on the condition and improvement of public schools in the District of Columbia. Barnard. 8°. pp. 912. Washington, 1871. (Reprinted as Barnard's Am. Jour. of Education, vol. 19.) Out of print.
3. Annual Report of the Commissioner of Education for the year 1870. Eaton. 8°. pp. 579. Washington, 1870. Out of print.
4. ——— 1871. Eaton. 8°. pp. 715. Washington, 1872. Out of print.
5. ——— 1872. Eaton. 8°. pp. lxxxviii+1018. Washington, 1873. Out of print.
6. ——— 1873. Eaton. 8°. pp. clxxviii+870. Washington, 1874. Out of print.
7. ——— 1874. Eaton. 8°. pp. cliii+935. Washington. 1875. Out of print.
8. ——— 1875. Eaton. 8°. pp. clxxiii+1016. Washington, 1876. Out of print.
9. ——— 1876. Eaton. 8°. pp. ccxiii+942. Washington, 1878. Out of print.
10. ——— 1877. Eaton. 8°. pp. ccvi+641. Washington, 1879. Out of print.
11. ——— 1878. Eaton. 8°. pp. cci+730. Washington, 1880. Out of print.
12. ——— 1879. Eaton. 8°. pp. ccxxx+757. Washington, 1881. Out of print.
13. ——— 1880. Eaton. 8°. pp. cclxii+914. Washington, 1882. Out of print.
14. ——— 1881. Eaton. 8°. pp. cclxxvii+840. Washington, 1883. Out of print.
15. ——— 1882-83. Eaton. 8°. pp. ccxciii+872. Washington, 1884. Out of print.
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19. ——— 1886-87. Dawson. 8°. pp. 1170. Washington, 1888. Out of print.
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21. Illiteracy, derived from census tables of 1860; Educational statistics, translation of article by Dr. A. Ficker; Virchow on schoolroom diseases; Education of French and Prussian conscripts. School organization, etc. pp. 70. (Circ. inf. August, 1870.) Out of print.
22. Public instruction in Sweden and Norway; The "folkehoiskoler" of Denmark. By C. C. Andrews. pp. 48. (Circ. inf. July, 1871.) Out of print.
23. Methods of school discipline. By Hiram Orcutt, pp. 14. (Circ. inf. November, 1871.) Out of print.
24. Compulsory education. By L. Van Bokkelen. pp. 17. (Circ. inf. December, 1871.) Out of print.
25. German and other foreign universities. By Herman Jacobson. pp. 43. (Circ. inf. January, 1872.) Out of print.
26. Public instruction in Greece, the Argentine Republic, Chile, and Ecuador; Statistics respecting Portugal and Japan; Technical education in Italy. By John M. Francis, George John Ryan, F. M. Tanaka. pp. 77. (Circ. inf. February, 1882.) Out of print.
27. Vital statistics of college graduates; Distribution of college students in 1870-71; Vital statistics in the United States, with diagrams. By Charles Warren. pp. 93. (Circ. inf. March, 1872.) Out of print.
28. Relation of education to labor. By Richard J. Hinton. pp. 125. (Circ. inf. April, 1872.) Out of print.
29. Education in the British West Indies. By Thomas H. Pearne. pp. 22. (Circ. inf. June, 1872.) Out of print.
30. The Kindergarten. By Baroness Marenholtz-Bülow, tr. by Elizabeth P. Peabody. pp. 62. (Circ. inf. July, 1872.) Out of print.
31. American education at the Vienna Exposition of 1873. pp. 79. (Circ. inf. November, 1872.) Out of print.
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33. Schools in British India. By Joseph Warren. pp. 30. (Circ. inf. 2, 1873.) Out of print.
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42. Public instruction in Belgium, Russia, Turkey, Servia, and Egypt. By Emile de Laveleye, M. de Salve, V. E. Dor. pp. 108. (Circ. inf. 3, 1875.) Out of print.
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45. Reformatory, charitable, and industrial schools for the young. By Julia A. Holmes and S. A. Martha Canfield. pp. 208. (Circ. inf 6, 1875.) Out of print.
46. Constitutional provisions in regard to education in the several States. By Franklin Hough. pp. 130. (Circ. inf. 7, 1875.) Out of print.
47. Schedule for the preparation of students' work for the Centennial Exhibition. By A. J. Rickoff, J. L. Pickard, James H. Smart (committee). pp. 15. (Circ. inf. 8, 1875.)
48. Education in China. By William A. P. Martin. pp. 28. (Circ. Inf. 1, 1877.) Out of print.
49. Public instruction in Finland, the Netherlands, Denmark, Würtemberg, and Portugal; the University of Leipzig. By Felix Heikel, C. H. Pluggé, and J. L. Corning. pp. 77. (Circ. inf. 2, 1877.) Out of print.
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51. Elementary education in London, with address of Sir Charles Reed. pp. 24. (Circ. inf. 2, 1878.) Out of print.
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    Partial contents: Proceedings of 1879: Popular education in Switzerland, by John Hitz; Popular education in France, by E. C. Wines; Technical education, by E. A. Apgar; Kindergarten training, by Louise Pollock; Education in the South, by G. J. Orr; The needs of the United States Bureau of Education; Instruction in governmental ideas, by Wm. Strong; Technical education and industrial drawing, by Walter Smith; Education at the Paris Exposition, by John D. Philbrick; What has been done by the National Government in aid of education, by John Eaton; American education, by George B. Loving; The high-school question, by James H. Smart; Collegiate degrees, by John M. Gregory.
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54. Value of common school education to common labor. (Reprinted from Annual Report, 1872.) pp. 37. (Circ. inf. 3, 1879.) Out of print.
55. Training schools for cookery. By S. A. Martha Canfield. pp. 49. (Circ. inf. 4, 1879.) Out of print.
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60. Rural school architecture. By T. M. Clark. pp. 106. (Circ. inf. 4, 1880.) Out of print.
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68. Causes of deafness among school children, and the instruction of children with impaired hearing. By Samuel Sexton. pp. 47. (Circ. inf. 5, 1881.) Out of print.
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70. Inception, organization, and management of training schools for nurses. By S. A. Martha Canfield. pp. 28. (Circ. inf. 1, 1882.) Out of print.
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72. University of Bonn. By Edmond Dreyfus-Brissac. pp. 67. (Circ. inf. 3, 1882.) Out of print.
73. Industrial art in schools. By Charles G. Leland. pp. 37. (Circ. inf. 4, 1882.) Out of print.
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75. Technical instruction in France. pp. 63. (Circ. inf. 6, 1882.) Out of print.
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80. Meeting of the International Prison Congress at Rome. pp. 11. (Circ. inf. 1, 1884.) Out of print.
81. The teaching, practice, and literature of shorthand. (Second and enlarged edition.) By Julius E. Rockwell. pp. 184. (Circ. inf. 2, 1884.) Out of print.

82. Illiteracy in the United States. With appendix on national aid to education. By Charles Warren and J. L. M. Curry. pp. 99. (Circ. inf. 3, 1884.) Out of print.
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86. Aims and methods of the teaching of physics. By Charles K. Wead. pp. 158. (Circ. inf. 7, 1884.)
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91. Physical training in American colleges and universities. By Edward Mussey Hartwell. pp. 183. (Circ. inf. 5, 1885.) Out of print.
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95. Study of history in American colleges and universities. By Herbert B. Adams. pp. 299. (Circ inf. 2, 1887.) Out of print.
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Partial contents: Public education on the Pacific coast, by F. M. Campbell; The examination and certification of teachers, by Andrew J. Rickoff, and report of committee on; Civil service and public schools: I, by Le Roy D. Brown, II, by Thomas P. Ballard; Powers and duties of school officers and teachers: I, by A. P. Marble, II, by J. M. Green; The best system of county and city supervision, by E. E. Higbee; Industrial education in our public schools: I, by F. W. Parker, II, by W. B. Powell; The province of the public school, by J. W. Dickinson; What a small city is doing in industrial education, by H. W. Compton; A system of grading for country schools, by J. W. Holcombe; The best system of State school supervision, by Warren Easton; State text-books, by F. M. Campbell; The nation and the public schools, by H. W. Blair; Education in Alaska, by Sheldon Jackson.
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99. History of higher education in South Carolina. By C. Meriwether. pp. 247. (Circ. inf. 3, 1888.) Out of print.
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105. Suggestions for a free-school policy for United States land grantees. pp. 6. 1872. Out of print.
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109. International conference on education, held in Philadelphia in connection with the International Exhibition of 1876. pp. 92. 1879. Out of print.
110. List of public-school officials in the States and Territories of the United States, 1875. pp. 62. 1875. Out of print.
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112. Are the Indians dying out? By S. N. Clark. pp. 36. 1877. Out of print.
113. International educational congress to be held at Brussels, Belgium, August, 1880. pp. 10. 1880. Out of print.
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120. Comparative statistics of elementary education in 50 principal countries. (Folding sheet.) 1881. Out of print.
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131. High schools for girls in Sweden. pp. 6. 1882. Out of print.
132. Buffalini prize. pp. 5. 1883. Out of print.
133. Education in Italy and Greece. pp. 8. 1883. Out of print.
134. Answers to inquiries about the United States Bureau of Education. By Charles Warren. pp. 29. 1883. Out of print.
135. Planting trees in school grounds. By Franklin B. Hough. pp. 8. 1883. Out of print.
136. Southern Exposition of 1883-84, Louisville, Ky. (Two pamphlets relating to the exhibit of the United States Bureau of Education.) pp. 17. 1883. pp. 7. 1884. Out of print.
137. Preliminary circular respecting the exhibition of education at the World's Industrial and Cotton Centennial Exposition. pp. 11. 1884. Out of print.
138. Report of the director of the American School of Classical Studies at Athens for the year 1882-83. By Wm. W. Goodwin. pp. 13. 1884. Out of print.

139. Building for the children of the South. By A. D. Mayo. pp. 16. 1884. Out of print.
140. Statistics regarding national aid to education. pp. 3. 1885.
141. Planting trees in school grounds, and celebration of Arbor Day. By Franklin B. Hough and John P. Peaslee. pp. 8 + 64. 1885. Out of print.
142. International educational congress at Havre. pp. 6. 1885. Out of print.
143. Statistics of public libraries in the United States. pp. 98. 1886. (Reprinted from Annual Report, 1884–85.) Out of print.
144. Technical instruction. Special report, 1869. pp. 33 + 784. 8°. Washington (1870).
Note.—First edition incomplete, printed pursuant to a call of House of Representatives, January 19, 1870. Second edition published as Volume XXI of Barnard's Journal of Education. pp. 807. Out of print.
145. Contributions to the annals of medical progress and medical education in the United States before and during the War of Independence. By Joseph M. Toner. pp. 118. 8°. Washington, 1874. Out of print.
146. Historical sketch of Mount Holyoke Seminary. By Mary O. Nutting. Edited by F. B. Hough, pp. 24. 12°. Washington, 1876. Out of print.
147. Historical sketch of Union College. By F. B. Hough. pp. 81. 8°. Washington, 1876. Out of print.
148. Public libraries in the United States of America, their history, condition, and management. Part I. Edited by S. R. Warren and S. N. Clark. pp. xxxv + 1187. Rules for a printed dictionary catalogue; Part II. By C. A. Cutter. pp. 80. 8°. Washington, 1876. Out of print.
149. Contribution to the history of medical education and medical institutions in the United States of America, 1776–1876. By N. S. Davis. pp. 60. 8°. Washington, 1877. Out of print.
150. Sketch of the Philadelphia Normal School for Girls. pp. 30. 8°. Washington, 1882. Out of print.
151. Historical sketches of the universities and colleges of the United States. Edited by F. B. Hough. (History of the University of Missouri.) pp. 72. 8°. Washington, 1883. Out of print.
152. Industrial education in the United States. pp. 319. 8°. Washington, 1883. Out of print.
153. Art and industry—Industrial and high art education in the United States. By I. Edwards Clarke. Part I. Drawing in the public schools. pp. cclix + 842. Washington, 1885. Out of print.
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154. Outlines for a museum of anatomy. By R. W. Shufeldt. pp. 65. 8°. Washington, 1885. Out of print.
155. Educational exhibits and conventions at the World's Industrial and Cotton Centennial Exposition, New Orleans, 1884–85. pp. 962. Foot pagination. 8°. Washington, 1886. Out of print.
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156. Indian education and civilization. Prepared in answer to Senate resolution of February 23, 1885. By Alice C. Fletcher, under direction of the Commissioner of Education. pp. 693. (Senate Ex. Doc. No. 95, Forty-eighth Congress, second session.) Out of print.
157. Higher education in Wisconsin. By William F. Allen and David E. Spencer. pp. 163. (Circ. inf. 1, 1889.) Out of print.
158. Rules for a dictionary catalogue. By C. A. Cutter. pp. 33. 1st ed., Pt. II of public libraries in the United States, with corrections and additions. (Spec. rep., 1876.) Out of print.
159. Indian education. By T. J. Morgan. pp. 28. (Bulletin 1, 1889.) Out of print.
160. Proceedings of Department of Superintendence of the National Educational Association. Washington, March, 1889. pp. 300. (Circ. inf. 2, 1889.) Out of print.
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161. History of Federal and State aid to higher education in the United States. By Frank W. Blackmar. pp. 343. (Circ. inf. 1, 1890.) Out of print.
162. Rules for a dictionary catalog. By C. A. Cutter. 2d ed. of Pt. II of pub. libs. in the U. S., with corrections. pp. 133. 2d ed. (Spec. rep., 1889.) Out of print.
163. History of education in Alabama, 1702–1889. By Willis G. Clark. pp. 281. (Circ. inf. 3, 1889.) Out of print.
164. Honorary degrees as conferred in American colleges. By Charles Foster Smith. (Bulletin No. 1, 1890. pp. 12.) Out of print.

165. English-Eskimo and Eskimo-English vocabularies. Compiled by Roger Wells, jr., and John W. Kelly. pp. 72. (Circ. inf. 2, 1890.) Out of print.
166. Rules and regulations for the conduct of schools and education in the Dist. of Alaska. pp. 7. (Misc. pub. 1890.) Out of print.
167. Teaching and history of mathematics in the United States. By Florian Cajori. pp. 400. (Circ. inf. 3, 1890.) Out of print.
168. Annual statement of the Commissioner of Education to the Secretary of the Interior. 1890. pp. 17. (Misc. pub. 1890.) Out of print.
169. Preliminary report of the general agent of education for Alaska to the Commissioner of Education.—Introduction of Reindeer into Alaska. By Sheldon Jackson. pp. 15. (Misc. pub. 1890.) Out of print.
170. Higher education in Indiana. By James Albert Woodburn. pp. 200. (Circ. inf. 1, 1891.) Out of print.
171. Fourth International Prison Congress, St. Petersburg, Russia. By C. D. Randall. pp. 253. (Circ. inf. 2, 1891.) Out of print.
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173. Sanitary conditions of schoolhouses. By Albert P. Marble. pp. 123. (Circ. inf. 3, 1891.) Out of print.
174. History of higher education in Michigan. By Andrew C. McLaughlin. pp. 179. (Circ. inf. 4, 1891.) Out of print.
175. History of higher education in Ohio. By Geo. W. Knight and John R. Commons. pp. 258. (Circ. inf. 5, 1891.) Out of print.
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177. Promotions and examinations in graded schools. By Emerson E. White. pp. 64. (Circ. inf. 7, 1891.)
178. Rise and growth of the normal school idea in the United States. By J. P. Gordy. pp. 145. (Circ. inf. 8, 1891.) Out of print.
179. Biological teaching in the colleges of the United States. By John P. Campbell. pp. 183. (Circ. inf. 9, 1891.)
180. Annual statement of the Commissioner of Education to the Secretary of the Interior, 1891. pp. 21. (Misc. pub. 1891.) Out of print.
181. Annual Report of the Commissioner of Education, 1888–89. Vol. 1. pp. lix+669. Out of print.
182. *Same.* Vol. 2. pp. vi+671–1669. Out of print.
183. Part I of the Report of the Commissioner of Education for the year 1888–89, with the Commissioner's introduction, and table of contents of Parts I, II, and III. Special edition. pp. 274. (Spec. rep. 1891.) Out of print.
184. Report of the general agent of education in Alaska for the year 1888–89. (Reprint from An. Rep. 1888–89. pp. 753–764.) (Misc. pub. 1891.) Out of print.
185. Publications of the U. S. Bureau of Education from 1867–1890, with subject index. (Reprint from An. Rep. 1888–89. pp. 1453–1551.) (Misc. pub. 1891.) Out of print.
186. Southern women in the recent educational movement in the South. By A. D. Mayo. pp. 300. (Circ. inf. 1, 1892.) Out of print.
187. Analytical index to Barnard's American Journal of Education (31 vols.). 1855–1881. (Spec. rep. 1892.)
188. Benjamin Franklin and the University of Pennsylvania. By Franklin Newton Thorpe. pp. 450. (Circ. inf. 2, 1892.) Out of print.
189. Annual statement of the Commissioner of Education to the Secretary of the Interior, 1892. pp. 21. (Misc. pub. 1892.) Out of print.
190. Report on legal education. Prepared by committee of the American Bar Association and the U. S. Bureau of Education. pp. 207. (Spec. rep. 1893.) Out of print.
191. Education in Alaska, 1889–90. By Sheldon Jackson (Reprint of chapter 17, An. Rep. 1889–90. pp. 1245–1300.) (Misc. pub. 1893.) Out of print.
192. Shorthand instruction and practice. By Julius E. Rockwell. pp. 206. (Circ. inf. 1, 1893.) Out of print.
193. History of education in Connecticut. By Bernard C. Steiner. Contributions to American educational history, No. 14. pp. 300. (Circ. inf. 2, 1893.) Out of print.
194. History of education in Delaware. By Lyman P. Powell. pp. 186. (Circ. inf. 3, 1893.)
195. Abnormal man; being essays on education and crime and related subjects, with digest of literature and a bibliography. By Arthur MacDonald. pp. 445. (Circ. inf. 4, 1893.) Out of print.
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198. Annual Report of the Commissioner of Education, 1889–90. Vol. 1. xxvii+601. Out of print.
199. *Same.* Vol. 2. pp. vii+603–1724. Out of print.
200. Catalog of A. L. A. Library; 5,000 volumes for a popular library. pp. 592. (Spec. rep. 1893.) Out of print.
201. Statistics of public libraries in the United States and Canada. By Weston Flint. pp. 213. (Circ. inf. 7, 1893.) Out of print.
202. Spelling reform. By Francis A. March. A revision and enlargement of the author's pamphlet, published by the U. S. Bureau of Education in 1881. pp. 86. (Circ. inf. 8, 1893.)
203. Education in Alaska, 1890–91. By Sheldon Jackson. pp. 923–960. (From An. Rep. 1890–91.) (Misc. pub. 1893.) Out of print.
204. Annual statement of the Commissioner of Education to Secretary of the Interior, 1893. By W. T. Harris. pp. 25. Out of print.
205. Report of the committee on secondary school studies, appointed at the meeting of Nat. Ed. Assoc. July 9, 1892, with the reports of the conferences arranged by this committee, and held Dec. 28–30, 1892. pp. 249. (Spec. rep. 1893.) Out of print.
206. Education in southwestern Virginia. By A. D. Mayo. (Reprint of chapter 24, An. Rep. 1890–91. pp. 881–921.)
207. Annual Report of the Commissioner of Education, 1890–91. Vol. 1. pp. xxx+654. Out of print.
208. *Same.* Vol. 2. pp. v+655–1549. Out of print.
209. History of education in Rhode Island. By William Howe Tolman. pp. 210. Contributions to American Educational History, No. 18. (Circ. inf. 1, 1894.) Out of print.
210. History of higher education in Maryland. By Bernard C. Steiner. pp. 331. Contributions to American Educational History, No. 19. (Circ. inf. 2, 1894.) Out of print.
211. Annual Report of the Commissioner of Education, 1891–92. Vol. 1. pp. xxviii+636. Out of print.
212. *Same.* Vol. 2. pp. v+637–1294. Out of print.
213. Annual statement of the Commissioner of Education to the Secretary of the Interior, 1894. By W. T. Harris. pp. 29. (Misc. pub. 1894.) Out of print.
214. Education in Alaska. By Sheldon Jackson. pp. 873–892. (Reprint from An. Rep. 1891–92.) (Misc. pub. 1894.) Out of print.
215. Introduction of domesticated reindeer into Alaska, with maps and illustrations. By Sheldon Jackson. pp. 187. (Reprint of Senate Executive Document No. 70, 53d Congress, second session.) (Misc. pub. 1894.) Out of print.
216. Art and industry. Education in the industrial and fine arts in the United States. By Isaac Edwards Clarke. Part II. Industrial and manual training in public schools. pp. cxlviii+1338. 8°. Washington, 1892. Out of print.
217. Annual Report of the Commissioner of Education, 1892–93. Vol. 1. pp. ix+1224. Out of print.
218. *Same.* Vol. 2. pp. v+1225–2153. Out of print.
219. Annual statement of the Commissioner of Education to the Secretary of the Interior, 1895. pp. 27. Out of print.
220. Education in Alaska, 1892–93. By Sheldon Jackson. (Reprint of chapter 9, An. Rep. 1892–93. pp. 1705–1748.) Out of print.
221. Annual Report of the Commissioner of Education, 1893–94. Vol. 1. pp. xlvii+1061. Out of print.
222. *Same.* Vol. 2. pp. 1063–2290. Out of print.
223. Education at the World's Columbian Exposition (1893), including reports and comments by American and foreign educators and delegates. (Reprint from An. Rep. 1892–93. pp. 423–690.) 1896. Out of print.
224. Papers prepared for the World's Library Congress held at the Columbian Exposition. Ed. by Melvil Dewey. pp. 691–1014. (Reprint from An. Rep. 1892–93. Chapter 9.) Out of print.
225. Notes on education at the Columbian Exposition. By John Eaton. (Reprint from An. Rep. 1892–93. pp. 1015–1224.) Out of print.
226. Education and Patho-Social Studies. (Reprint from An. Rep. 1893–94, chapters 14 and 15; and from An. Rep. 1889–90, chapter 18.) Out of print.
227. Annual Report of the Commissioner of Education, 1894–95. Vol. 1. pp. lvii+1152. Out of print.
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229. Education in Alaska, 1893–94. (Misc. pub. 1894.) Out of print.
230. Annual statement of the Commissioner of Education to Secretary of the Interior for 1896. Out of print.
231. Education in Alaska, 1894–95. (Reprint of chapter 28, An. Rep. 1894–95.) Out of print.
232. Public, society, and school libraries in the U. S., with statistics and legislation. (Reprint of chapter 8, An. Rep. 1895–96. pp. 339–599.) (Misc. pub. 1897.) Out of print.
233. Annual Report of the Commissioner of Education, 1895–96. Vol. 1. pp. lxxv+965.
234. *Same.* Vol. 2. pp. vii+967–2173.
235. Annual statement of the Commissioner of Education to the Secretary of the Interior, 1897. pp. 35. (Misc. pub. 1897.) Out of print.
236. Education in Alaska, 1895–96. By Sheldon Jackson. (Reprint of chapter 34, An. Rep. 1895–96.) (Misc. pub. 1897.) Out of print.

237. Digest of the laws regulating the administration, character, and finances of the public school systems of the States of the Union. By Welford Addis. (Reprint of chapter 9, vol. 2, An. Rep. 1893–94.) (Misc. pub. 1898.) Out of print.
238. Annual Report of the Commissioner of Education, 1896–97. Vol. 1. pp. lxxx+1136.
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240. Classification in graded schools. (Reprint of chapter 4 of An. Rep. 1891–92.) (Misc. pub. 1892.) Out of print.
241. Sunday schools. By James H. Blodgett. (Reprint of chapter 9 of An. Rep. 1896–97.) (Misc. pub. 1897.)
242. History of education in Louisiana. By Edwin Whitfield Fay. pp. 264. Contributions to American educational history, No. 20. (Circ. inf. 1, 1898.) Out of print.
243. Higher education in Missouri. By Marshall S. Snow. pp. 164. Contributions to American educational history, No. 21. (Circ. inf. 2, 1898.) Out of print.
244. History of education in New Hampshire. By Geo. Gary Bush. pp. 170. Contributions to American educational history, No. 22. (Circ. inf. 3, 1898.) Out of print.
245. Annual statement of the Commissioner of Education to the Secretary of the Interior for 1898. pp. 32. (Misc. pub. 1898.)
246. Education in Alaska, 1896–97. By Sheldon Jackson. (Reprint of chapter 35, An. Rep. 1896–97.) (Misc. pub. 1897.) Out of print.
247. Education in Cuba, Porto Rico, and the Philippines. By R. L. Packard. (Reprint of chapter 20, An. Rep. 1897–98.) (Misc. pub. 1899.) Out of print.
248. Experimental study of children, including anthropometrical and psycho-physical measurements of Washington school children, and bibliography. By Arthur MacDonald. Chapters 21 and 25 of An. Rep. 1897–98. (Reprinted as Misc. pub. 1899.) Out of print.
249. Education in Alaska, 1897–98. By Sheldon Jackson. Chapters 40 and 41, An. Rep. 1897–98. (Reprinted as Misc. pub. 1899.) Out of print.
250. Educational values. By W. T. Harris. Chapter 15, An. Rep. 1893–94. (Reprinted as Misc. pub. 1899.)
251. Physical training. By Edw. Mussey Hartwell. Chapter 12, An. Rep. 1897–98. (Reprinted as Misc. pub. 1899.)
252. History of education in New Jersey. Contributions to American educational history, No. 23. (Circ. inf. 1, 1899.) Out of print.
253. Art and industry. Part III. Industrial and technical training in voluntary associations and endowed institutions. By I. Edwards Clarke. pp. 1145. 1897.
254. Art and industry. Part IV. Industrial and technical training in schools of technology and in United States land-grant colleges. By I. Edwards Clarke. pp. 1020. 1898.
255. History of education in Mississippi. Contributions to American educational history, No. 24. (Circ. inf. 2, 1899.) Out of print.
256. History of higher education in Kentucky. Contributions to American educational history, No. 25. (Circ. inf. 3, 1899.) Out of print.
257. Report of the Commissioner of Education, 1897–98. Vol. 1. pp. cxx+1280.
258. *Same.* Vol. 2. pp. vii+1281–2460.
259. Annual statement of the Commissioner of Education to the Secretary of the Interior for 1899. (Misc. pub. 1899.)
260. Annual Report of the Commissioner of Education, 1898–99. Vol. 1. pp. xcii+1248.
261. *Same.* Vol. 2. pp. viii+1249–2518.
262. History of education in Arkansas. Contributions to American educational history, No. 26. (Circ. inf. 1, 1900.) Out of print.
263. Higher education in Kansas. Contributions to American educational history, No. 27. (Circ. inf. 2, 1900.) Out of print.
264. University of the State of New York. Contributions to American educational history, No. 28. (Circ. inf. 3, 1900.)
265. History of education in Vermont. Contributions to American educational history, No. 29. (Circ. inf. 4, 1900.) Out of print.
266. Annual statement of the Commissioner of Education for the year ending June 30, 1900.
267. Alaska. (Reprint of chapters 31 and 32, An. Rep. 1898–99.) Out of print.
268. Classification and promotion of pupils. (Reprint of chapter 7, An. Rep. 1898–99.) Out of print.
269. Miscellaneous educational topics. (Reprint of chapter 11, An. Rep. 1898–99.) Out of print.
270. Railway service. (Reprint of chapter 17, An. Rep. 1898–99.) Out of print.
271. Arithmetic. (Reprint of chapter 17, An. Rep. 1897–98, and chapter 15, An. Rep. 1898–99.)
272. Manual training. (Reprint of three chapters from Art and Industry.) Out of print.
273. Professional education. (Reprint of chapter 38, An. Rep. 1898–99.)
274. Education and crime. (Reprint of chapter 28, An. Rep. 1898–99.)
275. Report of the Commissioner of Education, 1899–1900. Vol. 1. pp. lxxx+1280.
276. *Same.* Vol. 2. pp. vii+1281–2648.
277. Annual statement of the Commissioner of Education to the Secretary of the Interior for 1901. (Misc. pub. 1901.)

278. Public, society, and school libraries. (Reprint of chapter 17, An. Rep. 1899-1900.) (Misc. pub. 1901.)
279. Education and reindeer in Alaska, 1899–1900. (Reprint of chapters 32 and 33 of An. Rep. 1899–1900.) (Misc. pub. 1901.) Out of print.
280. History of education in West Virginia. Contributions to American educational history, No. 30. (Circ. inf. 1, 1902.) Out of print.
281. History of education in Minnesota. Contributions to American educational history, No. 31. (Circ. inf. 2, 1902.) Out of print.
282. Education in Nebraska. Contributions to American educational history, No. 32. (Circ. inf. 3, 1902.) Out of print.
283. History of higher education in Pennsylvania. Contributions to American educational history, No. 33. (Circ. inf. 4, 1902.) Out of print.
284. Professional education. (Reprint of chapter 36, An. Rep. 1899–1900.) (Misc. pub. 1901.)
285. Annual statement of the Commissioner of Education to the Secretary of the Interior for 1902.
286. Synopses of the courses of study of eighteen manual-training high schools. (Spec. pub. 1902.)
287. Report of the Commissioner of Education, 1900–1901. Vol. 1. pp. cxii+1216.
288. *Same.* Vol. 2. pp. vii+1217–2512.
289. Professional education. (Reprint of chapter 36, An. Rep. 1900–1901.) (Misc. pub.)
290. The public school problem in the South. (Reprint of chapter 20, An. Rep. 1900–1901.) (Misc. pub. 1903.)
291. Education and reindeer in Alaska. (Reprint of chapters 31 and 32, An. Rep. 1900–1901.) (Misc. pub.) Out of print.
292. History of higher education in Colorado. Contributions to American educational history, No. 34. (Circ. inf. 1, 1903.) Out of print.
293. History of education in Texas. Contributions to American educational history, No. 35. (Circ. inf. 2, 1903.) Out of print.
294. History of education in Maine. Contributions to American educational history, No. 36. (Circ. inf. 3, 1903.) Out of print.
295. Public, society, and school libraries. (Reprint of chapters 8 and 9, An. Rep. 1895–96, and of chapter 17, An. Rep. 1899–1900.) (Misc. pub. 1901.) Out of print.
296. The Commissioner's introductory statement. (Reprint from An. Rep. 1902.) (Misc. pub. 1903.)
297. Length of the college course. (Reprint of chapter 23, An. Rep. 1902.) (Misc. pub. 1903.) Out of print.
298. Illiteracy of the voting population in the United States. (Reprint of chapter 18, An. Rep. 1902.) (Misc. pub. 1903.) Out of print.
299. Statistics of secondary schools. (Reprint of chapter 39, An. Rep. 1901.) (Misc. pub.) Out of print.
300. Our schools and our forests. By Franklin H. Hough. Address before Dept. of Superintendence Nat. Ed. Assoc., 1881. pp. 18. (Reprint from Circ. inf. 3, 1881.) (Misc. pub. 1881.) Out of print.
301. Manual training. By C. M. Woodward. (Circ. inf. 2, 1889.) Out of print.
302. Class intervals in city public schools. By James C. Boykin. pp. 3. (Misc. pub. 1893.) Out of print.
303. What is education? Opinions of eminent men. pp. 16. (Misc. pub. 1870.) Out of print.
304. Proceedings of the Dept. of Superintendence of the National Educational Association respecting State and city school reports. pp. 26. (Misc. pub. 1874.) Out of print.
305. Industrial status and needs of the New South. By Robert Bingham. pp. 21. Delivered before the Dept. of Superintendence of the Nat. Ed. Assoc., February, 1884. (Misc. pub. 1884.) Out of print.
306. Needs of education in the South. By Gustavus J. Orr. pp. 13. Delivered before the Dept. of Superintendence of the Nat. Ed. Asso., 1879. (Misc. pub. 1879.) Out of print.
307. National aid to education. By John Eaton. Delivered before the Dept. of Superintendence of the Nat. Ed. Asso., 1877. pp. 37. (Misc. pub. 1879.) Out of print.
308. Needs of the Bureau of Education. By John Eaton. Delivered before Dept. of Superintendence of Nat. Ed. Assoc., 1881. pp. 12. (Misc. pub. 1881.) Out of print.
309. Museums illustrative of education. By John Eaton. Delivered before Dept. of Superintendence of Nat. Ed. Assoc., 1881. pp. 12. (Misc. pub. 1881.)
310. The World's Columbian Exposition, department of liberal arts. Circular No. 2. The educational exhibit at the World's Columbian Exposition. pp. 10. (Misc. pub.) Out of print.
311. World's Columbian Exposition, department of liberal arts. Circ. No. 4. The educational exhibit, No. 2. Statistics by graphic methods. Wing frames; State maps. Display of school statistics. pp. 17. (Misc. pub.) Out of print.
312. United States Bureau of Education, an office in the Interior Department, 1867–1888. Commissioners: Henry Barnard, 1867–1870; John Eaton, 1870–1886; Nathaniel H. R. Dawson, 1886–1889. (Misc. pub.) Out of print.
313. Technical education and industrial drawing. By Prof. Walter Smith. Delivered before the Dept. of Superintendence of Nat. Ed. Assoc., 1879. pp. 24. (Misc. pub. 1879.) Out of print.
314. National schools of science, report on, by D. C. Gilman. pp. 20. (Reprint from An. Rep. 1871. pp. 427–444.) (Misc. pub. 1872.) Out of print.

315. Colleges and collegiate institutions in the United States. Statistics. pp. 11. (1871.) Out of print.
316. International Exhibition, Philadelphia, 1879. Collections to illustrate the history of colleges, universities, professional schools, and schools of science. (1875.) Out of print.
317. Prospectus of report of the Commissioner of Education for 1875. p. 1. 1875. Out of print.
318. Chilean International Exposition of 1875, to be held at Santiago (educational programme). pp. 9. 1875. Out of print.
319. Synopsis of proposed centennial; history of American education, 1776 to 1876. pp. 18. 1875. Out of print.
320. Study of Anglo-Saxon. By F. A. March. pp. 10. (From An. Rep. 1876.) Out of print.
321. Latin pronunciation. By W. G. Richardson. pp. 484-497. (From An. Rep. 1876.) Out of print.
322. Pronunciation of Greek in this country. By James R. Boise. pp. 480-483. (From An. Rep. 1876.) Out of print.
323. Education at the Paris Exposition, 1879. pp. 9. (From Circ. inf. 2, 1879.) Out of print.
324. Sale of diplomas. pp. 4. 1880. Out of print.
325. Report on education in Alaska, with maps and illustrations. By Sheldon Jackson. pp. 89. 1886. Out of print.
326. Bureau of education. Ohio Valley and Central States Centennial Exposition, July 4 to October 28, 1888. Exhibit of the Bureau. Compiled by John W. Holcombe. (Folding sheet.) pp. 8. 16°. Out of print.
327. Annual statement of the Commissioner of Education to the Secretary of the Interior; being introductory chapter of the Education Report 1888-89. By N. H. R. Dawson. pp. 28. Out of print.
328. Report of the Commissioner of Education to the Secretary of the Interior, 1887. pp. 26. 1887. Out of print.
329. Report of the Commissioner of Education for the year 1902. Vol. 1. pp. cxii+1176.
330. *Same.* Vol. 2. pp. vii+1177-2447.
331. Education and reindeer in Alaska. (Reprint of chapters 32 and 33, An. Rep. 1902.) Out of print.
332. Schools for nurses. (Reprint of chapter 42, An. Rep. 1902.) Out of print.
333. Annual statement of the Commissioner of Education to the Secretary of the Interior for the year ended June 30, 1903. pp. 39. (Misc. pub. 1903.) Out of print.
334. Universities, colleges, and technological schools. (Reprint of chapter 35, An. Rep. 1902.) Out of print.
335. Professional schools. (Reprint of chapter 36, An. Rep. 1902.)
336. Statistics of secondary schools. (Reprint of chapter 39, An. Rep. 1902.) Out of print.
337. Illiteracy in the United States. (Reprint of chapter 52, An. Rep. 1902.)
338. Statistics of public and private kindergartens. (Reprint of chapter 51, An. Rep. 1902.)
339. The consolidation of schools and the transportation of pupils. (Reprint of chapter 3, An. Rep. 1901, and of a portion of chapter 53, An. Rep. 1902.)
340. Rules for a dictionary catalog. By Charles A. Cutter. Fourth edition. pp. 173. (Spec. Rep. 1904.)
341. Report of the Commissioner of Education for the year 1903. Vol. 1. pp. cvii+1216.
342. *Same.* Vol. 2. pp. vii+1217-2511.
343. Public, society, and school libraries. (Reprint of chapter 18, An. Rep. 1903.)
344. Annual statement of the Commissioner of Education to the Secretary of the Interior for the fiscal year ended June 30, 1904. pp. 39. (Misc. pub. 1904.) Out of print.
345. Schools for nurses. (Reprint of chapter 40, An. Rep. 1903.) Out of print.
346. Education and reindeer in Alaska. (Reprint of chapters 44 and 45, An. Rep. 1903.) Out of print.
347. Grammar and vocabulary of the Hlingit language of southeastern Alaska. By William A. Kelly and Frances H. Willard. (Reprint of chapter 10, An. Rep. 1904.)
348. General laws relating to agricultural and mechanical land-grant colleges. (Reprint of chapter 1, An. Rep. 1902, and of chapter 2, An. Rep. 1903.)
349. Universities, colleges, and technological schools. (Reprint of chapter 33, An. Rep. 1903.) Out of print.
350. Statistics of secondary schools. (Reprint of chapter 37, An. Rep. 1903.) Out of print.
351. Statement of the Commissioner of Education to the Secretary of the Interior for the year ended June 30, 1905. pp. 48. (Misc. pub. 1905.)
352. Schools for nurses. (Reprint of chapter 32, An. Rep. 1904.) Out of print.
353. Manual, industrial, and technological education in the United States. (Reprint of chapter 19, An. Rep. 1903.)
354. Current topics. (Reprint of chapter 47, An. Rep. 1903.)
355. Classification and promotion of pupils. (Reprint of chapter 7, An. Rep. 1898-99.)
356. Report of the Commissioner of Education for the year ending June 30, 1904. Vol. 1. pp. civ+1176.
357. *Same.* Vol. 2. pp. vii+1177-2480.
358. Universities, colleges, and technological schools. (Reprint of chapter 25, An. Rep. 1904.)
359. Statistics of secondary schools. (Reprint of chapter 29, An. Rep. 1904.)

CHAPTER I.

EDUCATION IN GREAT BRITAIN AND IRELAND, 1904–1906.[a]

Great Britain and Ireland, constitutional monarchy; area, England and Wales, 58,186 square miles; population, 33,957,648 (estimated 1904). Scotland, 29,820 square miles; population, 4,652,063 (estimated 1904): Ireland, 32,583 square miles; population, 4,399,395 (estimated 1904).

TOPICAL OUTLINE.

Comparative independence of educational institutions in Great Britain.—Relations of the Government to educational institutions in Great Britain.—Statistical summary of schools and universities, Tables 1–5.

England and Wales, record of the year: The education bill of 1906; efforts to improve the living conditions of the poorer classes; the "Provision of meals act;" the higher elementary schools.

Detailed view of elementary education, England and Wales: Relation of the board of education to elementary schools; local administration of schools; statistical summary of the several classes of elementary schools, Tables I and II; additional particulars relative to ordinary public elementary schools; expenditures, 1905–6.

Universities of Great Britain and Ireland: Students in specified years from 1897 to 1904; university notes, Oxford; Cambridge; Aberdeen; Dublin; the university colleges aided by Parliamentary grant.

RELATIONS OF THE GOVERNMENT TO EDUCATIONAL INSTITUTIONS IN GREAT BRITAIN.

The conditions under which education is fostered in Great Britain are in many respects similar to those characteristic of the United States. In neither country are the different departments of education welded into a system as they are in France and in other continental countries. The independence and variety of institutions is even more marked in Great Britain than in our own country and extends to all grades of education above the elementary.

In each division of the Kingdom the elementary schools have been organized in a system under the supervision, and with the fostering aid, of the Government. In England the system is administered by the board of education which came into existence April 1, 1900, replacing both the education department and the department of science and arts. The education department for Scotland (committee of council on education) administers the treasury grant for elementary schools, which are under the immediate management of local school boards. In Ireland the elementary or national schools are under the superintendence of the "Commissioners of national education in Ireland." These commissioners issue general regulations for the schools and administer the annual grant for elementary education, which is paid over to the local school managers.

A comprehensive view of the schools and higher institutions aided by the Government in the different divisions of Great Britain is afforded by a "return" dated April 4, 1906, prepared in response to a call by the House of Commons during the last session. This is the first endeavor on the part of the Government to embody in one presentation the whole educational work which it fosters, and is a significant sign of the growing sense of the interrelations of all grades and kinds of education.

The statistical tables comprised in the return referred to are given below. They are accompanied in the original document by copious notes explaining the conditions peculiar to each division of the Kingdom that prevent statistics classed together from

[a] For complete index of articles on education in Great Britain and Ireland in reports of this series, see Report of Commissioner for 1904, vol. 1, chap. xii, pp. 799–832.

being exactly homogeneous. These considerations have special significance in respect to the purposes for which the return was ordered; but since they relate often to minute details of administration which are of little general interest, only such of the notes are repeated in connection with the tables as serve to explain special features of that part of education to which the particular table may relate. Further than this, it will suffice to quote here the following statement as to the relation of the statistics given in the prefatory note of the return. "The figures as to the numbers of educational institutions and numbers of pupils in them relate to periods often different from each other and in every case different from the period taken for the financial returns, viz, the financial year. The methods of making grants and of calculating them differ in England and Wales, Scotland, and Ireland, respectively, and it is only after a careful comparative study of the various bodies of regulations that any sure basis for a comparison of the figures in this return can be obtained."

Efforts have recently been made to bring the secondary schools in the different divisions of the Kingdom under the general supervision of the Government and to supplement their resources by public funds. Wales has a special administrative body for this work—the intermediate education board—similar to the corresponding board previously established in Ireland. In Scotland secondary schools were recognized as part of the public system of education provided for by the law of 1872; and in England, which has been more backward in this respect than other divisions of the Kingdom, the province of the board of education has been extended to include secondary schools. In like manner provision for technical education has been made both by means of treasury grants and local taxes. Hence the statistics comprised in the return and here reproduced are classified under four heads corresponding to the four recognized departments or grades of education.

STATISTICAL SUMMARY OF SCHOOLS AND UNIVERSITIES.

TABLE 1.—*Summarized statistics of primary education in the United Kingdom for the year 1904–5.*

	Total number of public elementary schools receiving grants from Imperial exchequer.	Total number of pupils on rolls.	Total number of pupils in average attendance.	Number of principal teachers.		Number of assistant certificated teachers.		Number of assistant uncertificated teachers.	
				Men.	Women.	Men.	Women.	Men.	Women.
England and Wales	20,656	6,065,660	5,266,690	13,949	18,101	14,870	33,543	5,554	36,581
Scotland	3,244	804,162	696,381	2,404	1,422	2,287	7,491	205	2,513
Ireland	8,574	724,694	478,900	4,635	3,939	1,165	2,858	.....	.....

	Number of supplementary teachers.		Number of pupil teachers.		Average number of pupils in average attendance per principal teacher.		Average salary of principal teacher.		Average salary for assistant certificated teachers.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
							£. s. d.	£. s. d.	£. s. d.	£. s. d.
England and Wales	.....	19,020	5,366	25,265	181.8	151	160 15 9	109 13 6	114 17 10	83 12 6
Scotland	354		676	3,515	215	126	179 6 0	90 6 0	122 3 2	75 2 10
Ireland	.....	730	850	2,633	53.4	58.7	102 19 6	82 11 9	73 2 4	58 1 1

Total grants from Imperial exchequer: England and Wales, £11,065,496 12s. 4d.[a] ($53,778,310); Scotland, £1,451,020 ($7,051,957); Ireland, £1,364,887 ($6,633,350).

[a] The current exchange value of a pound, viz, $4.86, is here used.

TABLE 2.—*Secondary education.*

	Total number of schools receiving State grants.	Total number of registered pupils.	Number of pupils per 1,000 in proportion to population.	Total grants from Imperial exchequer.
England and Wales	679	95,299	2.8	[a] £223,059 12s. 6d. ($1,084,066)
Scotland	51	16,300	3.5	£16,442 ($79,908)
Ireland	310	14,879	3.6	[b] £20,960 7s. 2d. ($101,865)

[a] Exclusive of £22,621 for intermediate education in Wales.
[b] Exclusive of funds at the disposal of the commissioners of intermediate education.

These funds are: (*a*) The interest of £1,000,000 derived from the Irish Church temporalities. (*b*) The residue of the Irish share of the local taxation (customs and excise) duties after the statutory claims of the department of agriculture are satisfied. These amount to £83,000 per annum. (*c*) Interest on the invested savings of the income of former years.

In the year ending December 31, 1905, the income of the board was, from source (*a*) £27,500, from source (*b*) £50,385 6s. 10d., from source (*c*) £3,095 9s. 11d., including £392 5s. 11d. as interest on advances to managers.

TABLE 3.—*Technical education.*

NOTES ON THE FIGURES GIVEN FOR ENGLAND AND WALES.

The schools and classes given under the head of "Technical education" include the various classes and institutions working under the regulations of the board for evening schools, technical institutions, and schools of art and art classes. They, therefore, include certain classes held under Division I of the evening school regulations, many of which are not of a strictly technical nature, but are rather of the nature of evening continuation work in general education. No figures are given in the table of the number of agricultural colleges receiving State aid through the board of agriculture or of the number of registered students in those colleges or of the amount of the grants received from the board of agriculture. Seventeen universities and colleges received grants for agriculture during 1904–5, amounting in all to £10,200.

N. B.—*The figures in parentheses preceding the following paragraphs are used to connect the notes with the items in the table below against which similar figures are placed.*

(1) The number of schools and classes is the number recognized for the session 1904–5.

(2) The number of registered pupils is the number on the registers as having attended at any time during the year ending July 31, 1905, not the number in respect of whom grants were paid. The number of pupils in respect of whom grants were paid during 1904–5 was 535,430.

The figures in the table do not include the cost of maintaining the royal colleges of science and of art or the Victoria and Albert Museum or the Geological Museum, all of which are supported by the Imperial exchequer by funds borne upon the vote of the board of education. The amounts are as follows:

	£	s.	d.
Royal College of Science	21,032	18	8
Royal College of Art	11,749	9	11
Museums, etc	88,364	17	0
Geological Museum	3,835	6	5

NOTES ON THE FIGURES GIVEN FOR SCOTLAND.

These figures do not include the expenditure in respect of the Royal Scottish Museum, which amounts to £16,158.

N. B.—*The figures in parentheses preceding the following paragraphs are used to connect the notes with the items in the table below against which similar figures are placed.*

(1) Of the number given in the table, 758 are continuation classes and 10 central institutions, including 3 agricultural colleges.

(2) This is the number in respect of whom grants were paid. The department has no record of the exact number registered by managers, but this is considerably greater than the number in respect of whom grants were paid.

(3) This sum includes grants amounting to £6,810 4s. 9d. to agricultural colleges and £975 10s. for local scholarships.

NOTES ON THE FIGURES GIVEN FOR IRELAND.

This table does not include statistics in respect of agricultural education.

N. B.—*The figures in parentheses preceding the following paragraphs are used to connect the notes with the items in the table below against which similar figures are placed.*

(1) This includes those science and art classes conducted during the academic year, August 1, 1904, to July 31, 1905 (under the regulations of the Science and Art Directory for 1901), which qualified for grant, and the schools which were conducted by, or aided by, local technical instruction committees during the same academic year, but excludes the Royal College of Science, the Metropolitan School of Art, the Irish Training School of Domestic Economy, and 617 short courses of instruction (usually of six weeks' duration) which were conducted during the department's academic year, August 1, 1904, to July 31, 1905, in rural districts by instructors engaged by local technical instruction committees. Eighty-five science and art classes only received exchequer grants under the directory.

(2) This includes 25,958 students in attendance during the academic year, August 1, 1904, to July 31, 1905, at permanent centers of instruction conducted under the provisions of local schemes of technical instruction, 1,030 students attending science and art classes other than those conducted under local schemes and 670 students attending "Industries" classes directly aided by the department, but does

not include the students of the Royal College of Science, who during the academic year, August 1, 1904, to July 31, 1905, numbered 124 (of whom 40 were agricultural students), or of the Metropolitan School of Art, who numbered 479 during the same academic year, or of the Irish Training School of Domestic Economy, who numbered 589, or the 16,387 students who attended the 617 short courses of instruction given in rural districts within the academic year August 1, 1904, to July 31, 1905. The number of students who qualified for grants (under the directory for 1901) was 4,963.

(3) This total includes the exchequer grants made by the department of agriculture and technical instruction amounting to £7,063 10s. 2d. and the grant for technical instruction from the Ireland development grant, £3,500. The total expenditure on the Royal College of Science was £15,268 and the expenditure on the Metropolitan School of Art £4,497. In addition, £1,175 13s. 6d. was spent on the buildings of the Royal College of Science and £368 3s. 1d. on the buildings of the school of art; £33,293 10s. 1d. was spent on acquiring the site for the new college of science. All the sums named refer to actual expenditure in the State financial year, April 1, 1904, to March 31, 1905.

	Total number of schools and classes receiving State aid.	Total number of registered pupils.	Total grants from Imperial exchequer.
			£ s. d.
England and Wales	(1) 6,095	(2) 769,997	(3) 382,248 9 1
Scotland	(1) 768	(2) 104,259	(3) 97,470 0 0
Ireland	(1) 234	(2) 27,658	(3) 10,563 10 2

TABLE 4.—*University education.*

NOTES ON THE FIGURES GIVEN FOR ENGLAND AND WALES.

N. B.—*The figures in parentheses preceding the following paragraphs are used to connect the notes with the items in the table below against which similar figures are placed.*

(1) The figures given in the table below relate to the academic year 1904–5, and are confined, so far as the number of professors is concerned, to those university teachers who actually hold chairs in a university itself. They do not include teachers holding the title and status of professor in university colleges which are constituent in a university, such as University College, London; King's College, London; the Royal College of Science, or the Armstrong College, Newcastle upon Tyne, unless the appointment to these chairs is made by the university. The numbers are based upon figures furnished by the universities themselves. If a professor holds two chairs, he has only been counted once. In the case of Oxford 106 members of the university staff, designated as readers, teachers, etc., who elsewhere would be called professors, have not been included. In the case of Cambridge, 67 such teachers have been omitted from the table. In the case of London, since the university statutes make no reference to the title "University professor," those teachers "appointed by" the university who are also heads of departments have been included, whilst heads of departments appointed by the various schools of the university even though they hold the title and status of professor, have been omitted. In the case of Wales, there are no university professors distinct from those holding chairs in the constituent colleges, and in this case these professors have been included. It follows from this that the figures given in the table are but an inadequate measure of the number of university teachers who are heads of departments. The figures given are confined to those whose technical status seems to bring them within the wording of the table.

(2) The figures in the table do not include students who have passed the matriculation examination of the University of London, but who have not entered upon a course of study in a school or under a teacher of the university. These students, who are called "External students," have been omitted from the table. The number of matriculated students furnished by the University of Oxford may, the university authorities point out, in any given year be somewhat in excess of the number actually present in the university, for a matriculated student in that university means a student whose name is on the books. The same remark applies to the University of Cambridge. On the other hand, there are many students undergoing regular courses of instruction, sometimes of a very advanced type, in the universities and constituent colleges of the universities, who, since they have not matriculated, are not included in the foregoing table.

The figures for the University of Wales have been taken from the calendar of the University of Wales, and not from the calendars of the constituent colleges.

(3) The figures given in the table include the grants in aid made (*a*) to universities, (*b*) to the university colleges in England that are constituent colleges of a university, and (*c*) to the university colleges which together constitute the University of Wales; but they do not include the grants made to University College, Sheffield (since granted a charter as the University of Sheffield); University College, Nottingham; University College, Bristol; University College, Reading; or University College, Southampton. They also include provision made in connection with the University of London for buildings, etc., rates, and pensions amounting to £9,611 (*cf.* estimates, 1904–5, Class IV, p. 391).

The universities of Oxford and Cambridge receive no grants from the Imperial exchequer.

NOTE ON THE FIGURES GIVEN FOR SCOTLAND.

The figures given in the table below have been supplied by the universities themselves.

N. B.—*The figure in parentheses preceding the following paragraph is used to connect the note with the item in the table below against which a similar figure is placed.*

(1) This includes a government grant of £1,000 to the University College, Dundee.

NOTES ON THE FIGURES GIVEN FOR IRELAND.

N. B.—*The figures in parentheses preceding the following paragraphs are used to connect the notes with the items in the table below against which similar figures are placed.*

(1) The universities are the University of Dublin and the Royal University of Ireland. The University of Dublin comprises one college, viz, Trinity College, Dublin. The Royal University of

Ireland is not a teaching university, but the greater part of the teaching for the degrees of this university is carried on in five institutions—the three Queen's colleges at Belfast, Cork, and Galway; the Catholic University College, Dublin, and Magee College, Londonderry. The statistics as to numbers of professors and students are given with reference to the six colleges named, but it is to be noted that matriculated students of the Royal University are taught in other colleges.

(2) The details are as follows:

(*a*) Trinity College, Dublin. The teaching staff consists of 25 junior fellows, of whom 9 are professors and 3 lecturers (special), 30 professors who are not fellows, and 10 lecturers (special) who are neither professors nor fellows. Total, 65.

(*b*) The Royal University of Ireland. There are no professors of the university, but the senate appoints fellows of the university, whose duty is to take part in conducting the university examinations and to teach matriculated students of the university in the "approved" colleges, which are those above named. The fellows in 1904 were 27 in number, distributed as follows: Belfast, 6; Cork, 4; Galway, 1; Catholic University College, 15; Magee College, 1. The fellows of the Royal University have hitherto been invariably appointed in the first instance as teachers in some one of the approved colleges. The table of the numbers of the professors of these colleges is furnished as the table of the number of professors of the university.

In the academic session, beginning in 1904 and ending in 1905, there were the following numbers of professors (excluding assistant professors, lecturers, and demonstrators) in the colleges named: Queen's College, Belfast, 19; Queen's College, Cork, 16; Queen's College, Galway, 16; the Catholic University College, Dublin, 15; Magee College, Londonderry, 7.

(3) In the academic session, beginning in 1904 and ending in 1905, Trinity College, Dublin, had 1,088 matriculated students; Queen's College, Belfast, 345; Queen's College, Cork, 240; Queen's College, Galway, 95; Catholic University College, 150; Magee College, Londonderry, 60.

(4) Each Queen's college receives £7,000 annually from the consolidated fund, and in addition there is a grant for each on the estimates. In addition to the total shown, £3,986 4s. 4d. was spent from the board of works vote on the Queen's colleges buildings, and £340 6s. 5d. from the same vote on the Royal University buildings.

The Royal University of Ireland receives no grant from the Imperial exchequer, but receives a grant of £20,000 annually from the commissioners of church temporalities in Ireland.

	Total number of universities.	Total number of professors.	Total number of matriculated students.	Total grants from Imperial exchequer.
England and Wales	9	[1] 310	[2] 13,215	[5] £80,611 ($391,769)
Scotland	4	127	6,656	[1] £43,000 ($208,980)
Ireland	[1] 2	[2] 117	[3] 1,978	[4] £25,560 3s. 8d. ($124,221)

TABLE 5.—*Summary.*

	England and Wales.	Scotland.	Ireland.
1. Total grants from Imperial exchequer for primary, secondary, technical, and university education.	£11,751,415 13s. 11d. ($57,111,876)	£1,607,932. ($7,814,549)	£1,421,971 1s. ($6,910,779).
2. Proportion of (1) to total population.	6s. 11d. per head	6s. 11d. per head	6s. 5½d. per head.
3. Total sum raised from local rates for educational purposes.	£9,233,130	£1,134,242	£26,001 18s. 4d.
4. Proportion of (3) to total population.	5s. 5¼d. per head	4s. 10½d. per head	1½d. per head.
5. Total sum received from the local taxation account.	£918,796	£247,005	£112,885 6s. 10d.
6. Proportion of (5) to total population.	6½d. per head	1s. ¾d. per head	6¼d. per head.
7. Total cost to the Imperial exchequer of central administration for primary, secondary, and technical education.	£399,815 17s. 8d	£60,172	[a] £83,035 16s. 2d.
8. Proportion of (7) to (1)	3.4 per cent	3.5 per cent	5.8 per cent.
9. Total sum expended by local authorities on local administration of primary, secondary, and technical education.	£1,123,633	£108,400	£21,194.

[a] The corresponding expenditure in respect of schools under the administration of the commissioners of intermediate education is met out of the funds of the commissioners.

In the year ending December 31, 1905, the total income of the board was £85,767: the total expenditure, £86,988; the expenditure on administration (examination, salaries of administrative officers, etc.), £23,045; proportion of this to direct expenditure on school grants and prizes, 36 per cent.

ENGLAND AND WALES—RECORD OF THE YEAR.

The education bill of 1906.—The current year has been marked by an event in the educational history of England of no less moment than the passage of the education act of 1870. The education bill, introduced by a Liberal ministry into the House of Commons, April 9, 1906, was passed after four months of exhaustive discussion by a majority of 192 in a total vote of 546. In the House of Lords, the measure was amended out of all semblance to its original character, with the result that the proposals of the upper house were rejected in toto by the House of Commons. The House of Lords refused to concur in the decision of the Commons and the measure was thus lost. The bill was the immediate outcome of the Balfour law of 1902, which placed voluntary (chiefly denominational schools) upon the local taxes, but without local control. As a consequence, Nonconformists were obliged to pay taxes for sectarian teaching opposed to their conscientious convictions and given in schools under church teachers. The electoral campaign, which returned an immense Liberal majority to the House of Commons, was fought out mainly over this issue; hence the wrecked bill, as regards its main propositions, voiced the will of the majority of the voters. By this bill the dual school system, comprising public schools, i. e., former board, now council schools, and voluntary schools, with all the anomalies entailed thereby, was abolished. The first clause of the bill provided that every school supported by public funds should be under the control of the local authorities; religious tests for teachers were prohibited and also all denominational teachings in public elementary schools, excepting by special arrangements with the local authorities. Even in such cases this instruction could not be given in the regular school hours, nor at public expense.[a]

The failure of this measure leaves the law of 1902 in full operation and threatens the continuance of troubles arising from the enforced tax for sectarian instruction. The opposition to this tax, expressed by the remarkable movement of passive resistance, promises to be more bitter and determined than before; the feeling in this matter is intensified by the final decision in the West Riding case. This is the case referred by the council of West Riding County as to their right to withhold a portion of the salaries of teachers who give religious instruction of a sectarian character, in voluntary schools in the county. The high court of appeals decided that no local authority "is required to pay the whole salary of any teacher who gives religious instruction in a voluntary school." The case was then appealed to the House of Lords, by the managers of the schools referred to, and in this final tribunal the judgment was reversed. This decision defeats the hope that a way might be found of administering the law of 1902 without violence to any man's conscience.

By the provisions of the law managers of "voluntary schools are required to keep the schoolhouse in good repair, and make such alterations and improvements in the buildings as may be reasonably required by the local education authority." Under present conditions this provision is likely to be rigidly enforced with the result that many parochial schools will be closed or transferred absolutely to the local authority. There is indeed a rapidly growing conviction that control by the local authorities is the only guaranty of sanitary conditions and efficient instruction in the schools. So that, apart from the desire to end the religious controversy, there is a strong movement toward a unified system of schools under the control of public authorities. The prediction is made with great confidence in many quarters that the conflict between the House of Commons and the House of Lords will simply hasten the movement for a system of nonsectarian schools supported and controlled by public authorities.

Efforts to improve the living conditions of the poorer classes.—Apart from the contest over the education bill, the year has been marked by strenuous efforts to improve the living conditions of the children of the poorer classes. Universal regret was expressed that the defeat of the bill carried with it that of the proposed medical

[a] For the full provisions of this bill see Bulletin of the U. S. Bureau of Education, No. 1, 1906.

inspection of schools. A closely allied proposition was embodied in the "provision of meals act," which passed at the close of the session.

The main points of this act are here presented as summarized by M. C. H. Wyatt, of Manchester, chairman of the Association of Directors and Secretaries for Education, in a meeting of that association recently held in London (January 10, 1907):

The act is permissive, consequently before it can be put into force in Manchester it will be necessary for its provisions to be adopted by the city council.

The local education authority may associate themselves with any committee, on which they shall be represented, who will undertake to provide food for the children. The title of the committee to be "The School Canteen Committee."

Financial aid may be given by the local education authority for the provision of land, buildings, furniture, apparatus, and officers necessary for the preparation and service of meals, but, save as hereinafter provided, the authority shall not incur any expense in respect of the purchase of food to be supplied at such meals. (Section 1.)

Payment of meals.—Parents to be charged such an amount as may be determined by the local education authority in respect of every meal furnished to a child; unless the authority are satisfied that the parent is unable to pay, they must require such payment, and the same may be recovered summarily. Where the meals are furnished through a canteen committee, the local education authority to pay over to the committee such an amount recovered as represents the cost of food furnished by the committee. (Section 2.)

Franchise of parents.—The franchise of a parent is not to be affected by relief granted under this act unless during the qualifying period the parent has been convicted of cruelty or neglect in respect of a child to whom a meal has been furnished. (Section 4.)

Expenditure and borrowing powers.—The provisions of the education acts to apply to expenditure and the borrowing powers of a local education authority under the education acts are extended to work under this act. (Section 5.)

Teachers.—It is not to be a condition of employment that any teacher in a public elementary school should assist or abstain from assisting in the provision of meals. (Section 6.)[a]

HIGHER ELEMENTARY SCHOOLS.

The year has also been marked by progress in the development of higher elementary schools; that is, schools which continue the instruction of pupils up to their seventeenth year. These schools, created by a minute of the board of education of date April 6, 1900, replace the "higher grade schools" which grew up under the former school boards in response to existing demands. The progress of these schools was checked by the Cockerton judgment to the effect that the moneys granted for elementary education could not be applied to schools of that character. The board of education, by regulations issued in 1905, put the higher schools upon a new basis that admits of the freest possible development. They are to provide for the continuance of a sound English education, but beyond this the local authority is free, subject to the approval of the board of education, to adapt the higher elementary school to the special needs of the district in which it is situated. This very freedom, however, has caused some confusion. As a means, therefore, of determining more exactly the scope of these schools and the best means of equipping them for their special province, the subject was referred to the consultative committee for special investigation and report. The results of their inquiry are embodied in a report on the subject issued during the current year. In this report the committee endeavor to define the limits of the higher elementary as distinguished from the secondary school; but while such distinction is insisted upon, the report also makes it clear that in the opinion of the committee the higher elementary school is not to be an apprenticeship or trade school. They do not oppose the establishment of trade schools, which are indeed urgently demanded, but advise that if established they are not to be brought within the regulations of the board of education for higher elementary schools.

[a] Cited from School Government Chronicle and Education Authorities Gazette of January 12, 1907, pp. 32-33.

The report of the consultative committee on higher elementary schools, taken in connection with the regulations respecting secondary schools issued by the board of education in 1903,[a] and with the efforts for the extension of instruction in science and industrial art, shows the purpose of the board to carry out the full intent of the law of 1902, as regards the extension of Government supervision and aid beyond the narrow limits of primary schools. The great object of the law of 1870, namely, that of securing school provision for all children in the realm, has been accomplished. The present demand for an extension of this work is one of the most important outcomes of that measure, and in respect to the recognition of that demand and the necessity of meeting it, the law of 1902 marks a distinct advance in the development of national education.

DETAILED VIEW OF ELEMENTARY EDUCATION, ENGLAND AND WALES.

Relation of the board of education to elementary schools.—The board of education administers Parliamentary grants for education, and to this end supervises the work of the schools aided and also issues regulations determining the conditions upon which the grant may be received. Through this policy, maintained since 1833, the year in which the first grant for elementary education was allowed, the authority of the Government over elementary schools has been constantly extending and has been the chief means of unifying their work throughout the country. In their report for 1904–5–6 the board of education explain that an elementary school, as defined by the elementary education act, 1870, is "a school at which elementary education is the principal part of the education there given," but the term "does not include any school at which the ordinary payments in respect of the instruction, from each scholar, exceed ninepence a week." A public elementary school is a school which satisfies certain further conditions imposed by the act, and is conducted in accordance with the code of regulations in force for the time being. Under the act of 1902 a public elementary school must, except in the case of certain schools attached to institutions, be maintained by the local education authority; but the power to provide instruction in a public elementary school is limited (except by consent of the board of education) to the provision of instruction for scholars who, at the close of the school year, will not be more than 16 years of age. The statutory age limit is the same in the case of higher elementary schools as in the case of other public elementary schools. On the other hand, in the case of blind, deaf, defective, or epileptic children, it extends to the age of 16 years, so that these children can remain at school up to the completion of the sixteenth year, whether this occurs in the course of the school year or at the end of it.

The term "certified efficient school" is applied to a school which is an elementary school within the meaning of the act of 1870, and which, although it does not receive grants and is not required to comply with the conditions for a public elementary school, is open to inspection and is certified efficient by the board of education. There are special regulations relating to these schools.

Local administration.—The immediate administration of elementary schools rests with the local authorities, subject to the conditions imposed by law.

The elementary education act of 1870 and subsequent amending acts (England and Wales) require that sufficient school accommodation be provided in every district for all the resident children between the ages of 5 and 14. Under acts of 1899 and 1900 children between 12 and 14 years of age may (if it is so provided in local by-laws) conditionally obtain partial or total exemption from school attendance;

[a] See Report of the Commissioner for 1904, vol. 1, chap. xii, pp. 835–838.

for children employed in agriculture the lower age limit for partial exemption is 11. An act of 1899 requires the school authorities to make provision for the compulsory education of defective children to the age of 16 years. Under the education act, 1902, and the education London act, 1903, school boards and school attendance committees are abolished, their place being taken by the councils of counties, of county boroughs, of noncounty boroughs with population over 10,000, and of urban districts with population over 20,000. These local authorities (but not necessarily the two classes last mentioned) must establish educational committees, each in accordance with its own scheme, which must be approved by the board of education. The schemes must provide for the appointment by the council, from its own members, of a majority of the committee (unless, in the case of a county the council determine otherwise), for the appointment by the council of other persons with special qualifications, and for the appointment of women on the committees. Schools provided by county councils must have managers in the proportion of 4 appointed by the council and 2 by the borough, district, or parish served by the school. Councils of county boroughs, etc., may appoint any number of managers for their provided schools. Schools aided, but not provided by local authorities, will have 4 "foundation" managers and 2 managers appointed by councils. Women may be managers.

The managers are responsible for the conduct of the individual schools or group of schools placed under their charge. The education committees act as advisory bodies to the respective councils; the law also provides that a council may "delegate to the education committee, with or without any restrictions or conditions, as they think fit, any of their powers under this act, except the power of raising a rate or borrowing money."

The local education authorities control all expenditure necessary to maintain the public elementary schools. In the case of schools not provided by them, their requirements, as to secular instruction and the number and qualification of teachers, must be complied with. They have power to inspect nonprovided schools, and they must have the use of the buildings of the same, free of charge, for elementary school purposes. The law of 1902 prescribes the funds from which the expenditure for public schools is to be met, and gives the local authorities borrowing powers. The local funds to be used for the maintenance of schools are derived from local taxes (rates) and from the income of endowments for elementary education, which are to be applied in such a manner as to reduce the rate of the local school taxes.

The several Government grants formerly allowed for the support of elementary schools are replaced under the law of 1902 by a grant at the rate of 4 shillings per pupil in average attendance, and "an additional sum of 3 half pence per scholar for every complete 2 pence per scholar by which the amount which would be produced by a penny rate on the area of the authority falls short of 10 shillings a scholar." Under certain conditions, however, the grant may be reduced.

In accordance with the law of 1902, elementary schools are classified as provided and nonprovided, corresponding, respectively, to the former board and voluntary schools. The number of separate local authorities for education on November 1, 1905, was as follows:

Councils of administrative counties	62
County boroughs	72
Self-governing municipal boroughs	136
Self-governing urban districts	56
Scilly Isles	1
	327

PUBLIC ELEMENTARY SCHOOLS (GENERAL TABLES).

TABLE I.—*Number of schools recognized on January 1, 1906, with their accommodation.*

	Council schools, provided.		Voluntary schools, nonprovided.		Total.	
	Number.	Accommodation.	Number.	Accommodation.	Number.	Accommodation.
Ordinary public elementary schools: [a]						
Maintained by local education authorities	6,800	3,445,881	13,652	3,542,180		
Attached to boarding institutions, and not maintained by local education authorities (education act. 1902, sec. 15)			61	16,974	20,513	7,005,041
Higher elementary schools	30	10,007	2	522	32	10,529
Schools for blind children	19	749	18	1,389		
Schools for deaf children	37	2,046	16	2,110		
Day schools and classes for defective children	159	9,847			260	16,763
Boarding institutions for defective or epileptic children	1	65	10	557		
"Certified efficient" schools			78	10,633	78	10,633
Total	7,046	3,468,595	13,837	3,574,371	20,883	7,042,966

[a] This phrase is used to denote schools recognized under the code, other than higher elementary schools.

Table I shows the number of schools included under the head of public elementary schools, their classification, and accommodation.

The denominational affiliations of the voluntary (nonprovided) schools were as follows:

	Church of England schools.	Wesleyan schools.	Roman Catholic schools.	Jewish schools.	Undenominational and other schools.
Number of schools	11,418	372	1,070	12	780
Accommodation	2,761,917	142,210	412,669	11,358	214,032

Table II shows the number of students in the various classes of public elementary schools December 31, 1906, and their classification by age:

TABLE II.—*Number of scholars of various ages on the school registers on last day of school year.*

	Under 3.	3 and under 5.	5 and under 7.	7 and under 12.	12 and under 15.	15 and over.	Total.
Ordinary public elementary schools:							
Scholars under instruction as—							
Infants		582,802	1,205,179	303,379	261		2,091,621
Older scholars		30	56,649	2,842,480	1,048,510	5,104	3,952,773
Higher elementary schools				1,489	6,339	402	8,230
"Certified efficient" schools		405	860	2,327	1,119		4,711
Schools and institutions for blind children			80	670	623	340	1,713
Schools and institutions for deaf children			198	1,549	1,132	647	3,526
Day schools and classes for defective children			86	5,430	2,137	233	7,886
Institutions for defective or epileptic children			3	46	20	3	72
Total		583,237	1,263,055	3,157,370	1,060,141	6,729	6,070,532
Total for preceding year	1,460	608,389	1,249,064	3,177,523	1,010,128	7,770	6,054,334
Increase			13,991		50,013		16,198
Decrease	1,460	25,152		20,153		1,041	

The following table gives the principal statistics relative to the schools classified as ordinary public elementary.

ORDINARY PUBLIC ELEMENTARY SCHOOLS.

TABLE III.—*Summary (departments, teachers, scholars, fees).*

	1904–5.	1903–4.	1902–3.
Number of departments	31,927	31,833	31,597
Number of teachers in employment on last day of school year:			
Certificated teachers—			
Trained	42,893	41,451	39,904
Untrained	35,841	33,360	31,010
Uncertificated teachers	42,346	40,769	38,191
Other teachers	43,989	45,345	45,279
Total	165,069	160,925	154,384
Scholars:			
Number of scholars on the registers at the end of the school year—			
Boys	3,048,736	3,040,097	3,013,432
Girls	2,995,658	2,991,010	2,967,172
Total	6,044,394	6,031,107	5,980,604
Number of partial exemption scholars attending at any time during the year	80,368	78,876	80,681
Average number of scholars on the registers during the year	6,045,380	6,003,245	5,958,839
Average number of scholars in attendance during the year	5,249,485	5,144,702	5,030,219
Fees:			
Number of schools charging fees for scholars between 3 and 15 years of age	790	1,421	2,492
Number of scholars between 3 and 15 years of age paying fees.	268,823	412,471	607,534

The number of pupils on the registers at the end of the year 1904–5, in the ordinary public elementary schools, viz, 6,044,394, was equivalent to 17.8 per cent of the population (1904). The average number of scholars on the registers during the year was 6,045,380, of whom 3,087,456 were in council schools and 2,957,924 in voluntary schools. On the average enrollment an average attendance was maintained of 87.35 per cent in council schools and of 86.29 per cent in voluntary schools.

Expenditures.—The expenditures for public elementary schools for the financial year April 1, 1905, to March 31, 1906, were met as follows:

	Amount.	Equivalent in United States money.
From Parliamentary grant	£9,867,456	$49,337,280
From endowments, fees, etc	302,467	1,512,335
From local taxes (rates)	8,660,891	43,304,455
Total	18,830,814	94,154,070

Of the total 52.4 per cent was met by the grant and 45.98 per cent by local taxes. There was included in the total the sum of £2,210,964 ($11,054,820), payment on loans for land and buildings.

UNIVERSITIES OF GREAT BRITAIN AND IRELAND.

Attendance at universities of Great Britain and Ireland at specified dates.

Universities and university colleges.	Students.				
	1897.	1899.	1901.	1903.	1905.
Great Britain:					
England and Wales—					
Oxford (22 colleges, 4 halls, and noncollegiate students)	3,408	3,466	3,481	3,570	3,648
Cambridge (17 colleges, 1 hostel, and noncollegiate students)	2,929	3,016	2,958	2,900	3,054
Durham	171	170	[a] 590	1,831	870
London [b]	.....	.....	6,889	6,083	8,287
Victoria (Manchester)	.....	.....	2,404	1,914	1,152
Leeds	.....	.....	.....	842	833
Liverpool	.....	.....	.....	667	790
Sheffield	.....	.....	.....	.....	1,711
Birmingham	.....	.....	677	814	850
University of Wales (3 colleges)	.....	.....	1,428	1,495	1,383
University colleges	13,411	11,301	[c] 4,131	.....	.....
University colleges for women	393	400	417	.....	443
Bedford College for Women [d]	192	170	.....	.....	.....
Royal Holloway College for Women [d]	.....	110	.....	.....	.....
Technical: City and Guilds of London (4 institutions) [d]	.....	1,592	.....	.....	.....
Scotland—					
Aberdeen	755	765	755	814	830
Edinburgh	2,812	2,848	2,929	2,990	3,165
Glasgow	1,789	2,010	2,013	2,178	2,364
St. Andrews (2 colleges)	236	261	[a] 419	546	502
Dundee University College [e]	175	116	.....	.....	.....
Glasgow (technical) College	286	268	298	314	[f] 530
Ireland:					
Dublin University	1,100	1,100	976	936	1,088
Belfast Queen's College	343	311	359	342	387
Cork Queen's College	206	188	171	199	232
University College, Dublin	.....	.....	.....	189	184
Galway Queen's College	105	91	97	97	97

[a] Three colleges.
[b] London University, reorganized as a teaching institution in 1900, includes University and King's colleges, 2 colleges for women (Bedford and Royal Holloway), 6 theological colleges or schools, Westfield College, the Royal Agricultural College, 12 medical schools, the City and Guilds Central Technical College, the Royal College of Science, and the London School of Economics. The number of students is incomplete as regards medical schools and evening classes.
[c] The greater part of the colleges formerly comprised under the head of university colleges have been gradually included under the following university organizations: London, Victoria, Durham, and Birmingham.
[d] Included in London University since 1900.
[e] Affiliated with St. Andrews in 1897, and since 1900 statistics included with those of St. Andrews.
[f] Not including 4,490 evening students.

UNIVERSITY NOTES.

Oxford.—Since the establishment of the Rhodes scholarships at Oxford so many inquiries have been received at the Bureau in regard to that university that it is deemed advisable to publish information upon the matter which is usually made the subject of inquiry.

The University of Oxford numbers upward of 13,000 members. Of these about 3,500 are in residence in Oxford; the remainder, with a few exceptions, have finished their academical course, taken a degree, and are scattered over the country, following various professions. The resident members of the university consist of undergraduates going through a course of instruction and study and of graduates giving instruction or engaged in research. The resident graduates are 400 or 500 in number, and the undergraduates in residence are about 3,000.

The government of the university is in the hands of three bodies: (1) Convocation, which consists of all masters of arts and doctors of civil law, medicine, or divinity, who remain members of the university, whether resident or nonresident; (2) congregation of the university, which consists of resident members of convocation; (3) the hebdomadal council, which consists of certain officers and 18 members elected by congregation. The hebdomadal council alone has the power of initiation; congregation

can amend, confirm, or reject its proposals; convocation can only confirm or reject them; it may, however, amend certain proposals relating to money. The election of the university representatives in Parliament is vested in the members of convocation.

In order to "matriculate," or become a member of the university, it is necessary to be admitted into one of the colleges or halls or into the body called noncollegiate students. A candidate may be admitted into a college as a scholar, as an exhibitioner, or as a commoner. To be admitted into a college as a commoner or to become a member of a hall or a noncollegiate student it is necessary to pass an examination held by the college or hall or by the delegates of noncollegiate students or to have passed some test accepted in lieu of this examination. The degree of bachelor of arts, the ordinary university degree, can not be obtained in less than two years and eight months from matriculation, nor without residing in Oxford for 12 terms, which need not be continuous. There are 4 terms in each year. Members of the university who wish to proceed to a degree must first pass responsions or one of the examinations accepted as equivalent. The path of undergraduates then divides. Those aiming at honors in natural science take the science preliminary and then the final schools. To the rest three courses are open, (*a*) to read pass moderations and pass finals; (*b*) to read pass moderations (or, what is reckoned as the equivalent for the schools of law and modern history, the law prelim.), and one of the final honor schools of Litt. Hum., mathematics, natural science, law, modern history, theology, oriental studies, and English literature; (*c*) to read honor moderations in classics or mathematics, and any one of the above-mentioned honor schools or the pass final school. After passing these examinations the undergraduate is entitled to take the degree of bachelor of arts. For a musical degree a special course is prescribed. For the higher degrees of bachelor or doctor in civil law, medicine, and divinity no more residence is necessary, but for the baccalaureate in civil law and medicine there is an examination prescribed. For the degree of B. Litt. or B. Sc., there is a course of special study or research of a high standard selected by the candidate with the approval of the board of the faculty to which the subject belongs. For the baccalaureate in divinity a thesis is required. For the M. A. degree the only requirement is that the candidate should have taken the B. A. degree and had his name on the books for 26 terms since his matriculation. The new degrees of D. Litt. and D. Sc. are open to bachelors of letters and bachelors of science of 26 terms standing, and to M. A.s of 39 terms standing. Candidates must submit to the board of the faculty to which their subject belongs published books or papers containing an original contribution to the advancement of learning or science. The bulk of the instruction at Oxford is given by the college tutors and lecturers under a system which allows members of one college to attend lectures given in any other. The remainder of the instruction is given by the university professors and readers. The chief university institutions are the Bodleian Library, the second library in the Kingdom, and the museum, which is furnished with all that is necessary for teaching natural science and medicine.

Among recent measures indicating the gradual development of the two older universities of England along modern lines, the following are specially noteworthy:[a]

The organization of military instruction at Oxford, in view of the new departure whereby commissions are to be assigned annually to university students, is engaging the steady attention of the recently appointed delegacy. Courses of instruction are already arranged in military history and strategy, in military engineering, in military topography, and in tactics, military law, and administration. The candidates must be over 20 and under 25 when they present themselves for nomination; they must have qualified for a degree, with special qualification in mathematics for those who aim at the royal artillery; must have been "attached to a regular unit" for twelve weeks, and obtained a certificate; and must have passed an examination (held twice a year) in military subjects. The adaptation of the special arrangements for the military course to the condition of the ordinary studies has been carefully prepared; e. g.,

[a] See Journal of Education (London), 1905, pp. 201, 202, 556–7.

artillery candidates are advised to read for mathematical moderations; the "Military history" special period is now included in the history school subjects; and military law, history, strategy, etc., can be offered in the final pass school, so that 3 out of 5 of the subjects required in the military examination can be taken for the pass degree.

The establishment of special studies leading up, not to a degree but to a diploma, has been an interesting growth of recent years at Oxford. Two more such diplomas have been established, namely, in anthropology and in forestry. The great advantage of this arrangement is that it meets the case (1) of those studies which are too special or restricted in range to be satisfactory avenues to a degree; (2) of those students who have completed their general education (at Oxford or elsewhere), but wish to reside for a time, for the sake of some special study, and yet naturally wish to obtain some recognition or evidence that they have pursued that study with profit. It is obvious that this class of students has largely increased in the older universities of late years. The research degrees, the Rhodes scholarships, the greatly increased communication between seats of learning in England, Europe, and America—all alike suggest and illustrate the new needs, which this is one among many attempts to meet.

A new illustration has been supplied this term from quite a different quarter, which may be briefly reported. The university has been interested to hear that the new policy of the Indian secretary to transfer the education of the Indian forestry students (hitherto taught with the students at Coopers Hill) to the older universities will be carried into effect at Oxford next October. About a dozen have been selected, and accepted by various colleges; and their studies will include besides mathematics, surveying, geometrical drawing, and German, also chemistry, geology, forest plants and insects, and the theory and practice of forestry generally. Many of the students will in future doubtless be able to take a degree; but meanwhile the university has agreed to establish a diploma in forestry, under a statute substantially of the same form as those adopted for public health, education, economics, geography, and anthropology.

The first batch of students are already part of the way through their course, but in future a new avenue will be open (through forestry) for Oxford science students and others, to a branch of the civil service, with all its advantages.

Cambridge.—A new diploma in mining engineering, open to candidates who have kept 9 terms and have pursued a course of study and examinations in the cognate subjects, is to be established, in pursuance of an act of Parliament (1903) for the regulation of mines. The act empowers the home secretary to issue certificates qualifying for the position of colliery manager, after a shortened period of service in a mine, to university graduates who possess certain scientific and technical qualifications.

Two commissions in the Indian army will be added each year to those already allotted to the university, bringing the number of commissions in all the forces up to 14.

Aberdeen University.—The most interesting event of the year in university circles of Great Britain was the celebration of the four hundredth anniversary of Aberdeen, September, 1907. The brilliancy of the ceremony was emphasized by the presence of King Edward and Queen Alexandra. The King dedicated Marischal College, the new building belonging to the university, which had been erected at an expense of $1,100,000.

Dublin University.—On account of the decision to grant degrees of Dublin to women students on the same terms as to men, a large company of candidates from Girton, Newnham, and other colleges in relation with English universities that do not admit women to degrees, made application during the year for the Dublin degrees. After 1907, however, the Dublin degree will only be conferred upon women students who have been in residence at the university, and it is believed that this restriction will increase the prestige and elevate the standard of the degree.

UNIVERSITY COLLEGES OF RECENT FOUNDATION.

The university colleges established in recent years in the great manufacturing centers of Great Britain are modern in character, their courses of study having been planned to meet the demands of the times. It is impracticable to reproduce these courses here in full, and it suffices to say that they all have one common characteristic, in that while preserving a respectable proportion of classical studies most of the curriculum is devoted to modern languages and sciences and to the various branches of engineering and technology and agriculture in order to supply capable experts for the

great modern industries. At these university colleges, as at continental institutions of a similar character, attention is paid to preparing students for local industries or business vocations. Special subjects of this character given in the programmes of studies range from banking to naval construction, brewing, coal mining, lace making, hosiery, etc., or agriculture, according to locality.

A large number of young women attend these colleges, most of whom prepare themselves for teaching, the colleges offering courses of instruction for that profession. Another noticeable feature in the work of the colleges is the liberal provision made by them for evening classes.

It should be added that the university colleges participate in the annual grant made by Parliament, amounting for the year ending March 31, 1905, to £54,000 ($270,000). The three colleges in Wales belonging to the same class receive a grant of £4,000 ($20,000) each. A number of the colleges have been incorporated as local universities. The list of these colleges with a few details intended to show their origin and present attendance is as follows:

The University of Birmingham was incorporated by royal charter on the 24th of March, 1900; and, by the Birmingham University act, 1900, Mason University College was merged in the university as from the 1st of October, 1900.

Faculties of science, arts, and commerce: The staff consists of the principal, the vice-principal, 21 professors, 9 special lecturers, 14 lecturers, and 10 demonstrators.

Subjects of instruction: Mathematics (pure and applied); physics, chemistry, metallurgy, mining, zoology and comparative anatomy, botany and vegetable physiology, physiology, geology and physiography, geography; civil, mechanical, and electrical engineering; malting and brewing; commerce, accounting, Greek, Latin, English language, literature, and composition, French language and literature, German language and literature, mental and moral philosophy and political economy, history, education, music, Hebrew, Spanish, Italian, commercial law.

In 1904 the number of students was 653 (394 men, 259 women).

The University of Leeds comprises (1) The Leeds School of Medicine, founded in 1831, and the Yorkshire College, established (first as a college of science) in 1874, which became united in 1884. From 1887 to 1903 the Yorkshire College formed part of the Victoria University; from October, 1903, until April, 1904, it was associated with the Owens College in the Victoria University of Manchester; and in 1904 it became an independent university, with the name of "The University of Leeds," the Yorkshire College being merged in the university by act of Parliament passed in the same year.

The teaching staff in the department of arts and science in 1904 numbered 87 professors, lecturers, and assistants, and in the department of medicine, 28. The number of students registered in the day classes in 1904 was 685 (505 men, 180 women).

The University of Liverpool was founded in 1903 and began its work with a staff of 30 professors, lecturers, etc., and during the session 1903–4 registered in the departments of arts, science, law, and engineering 542 students (358 men, 184 women), and in the medical school 158. It is interesting to observe that upon a total registration in studies which, including duplicates, gives a roll of 9,305 students, 162 students pursued Greek, 878 Latin; mathematics and the sciences predominated, with 2,970 students; technical courses (architecture, electrotechnics, engineering), 2,413 students.

The zoological laboratories of the university, nearly completed, will afford ample accommodation for the research work carried on under the auspices of the Liverpool marine biology committee and the Lancashire sea fisheries committee.

Victoria University.—Owens College, Manchester, founded in 1846, and the Manchester Royal School of Medicine, which was united with the college in 1872, are constituent parts of the Victoria University of Manchester, chartered in 1880.

Two colleges, Liverpool and Leeds, subsequently admitted to this foundation, have recently been incorporated with the universities of their own cities.

The teaching staff of Victoria University consists of 39 professors and 115 lecturers, demonstrators, and assistant lecturers. The number of day students attending the various departments in 1903–4 was 1,245 (900 men, 345 women), distributed as follows: Department of arts, science, and law, 878; medical department, 367. There were also 277 evening students attending courses in law and political economy under arrangement with the Bankers' Institute (about 100 in each course), and above 900 students in the course on railway economics.

University College, Sheffield, constituted by royal charter in 1897, was formed by the amalgamation of three preexisting institutions—the Firth College, the Sheffield Technical School, and the Sheffield School of Medicine. These institutions had previously worked hand in hand, although under independent governing bodies. By the charter they were merged into one corporation with a single court of governors.

The aim of the college is to provide for the people of Sheffield and the district the means of higher literary and scientific education by university methods of teaching. Its doors are open to all, without distinction of sex or class, who are over 17 years of age, though the limit of age may be lowered in exceptional cases. Applicants for admission under 16 years of age are required to pass an examination in English, mathematics, and Latin.

The courses of instruction include civil, mechanical, and electrical engineering; metallurgy, coal mining, mathematics, physics, chemistry, biology, English language and literature, history, Anglo-Saxon, Gothic, etc., Latin, Greek, philosophy, economics, accounting, French, German, Spanish, law, music, education, commerce, extension lectures, and medicine.

The teaching staff comprises in the department of arts, science, etc., 12 professors and 26 lecturers and demonstrators, and in the department of medicine 9 professors and 17 assistants.

The number of students registered in 1903–4 was: Day students, men 409 (12 under 16 years of age); women, 105; evening students, men 1,312, women 55.

Armstrong College, Newcastle upon Tyne (formerly Durham College of Science), founded in 1871, is an incorporated society in the University of Durham. The members of the society, called governors, become such by virtue of contributions to its funds of not less than £2 per annum, or as representatives of bequests amounting at least to £100. The college is in fact the outcome of efforts on the part of representative citizens to provide scientific and technical education for the surrounding population.

The college buildings are spacious, affording accommodation for about 3,000 students, of whom 1,000 may be simultaneously at work in the various laboratories or engineering shops. The total number of day students in 1903–4 was 523, including 191 women; of evening students 1,114, including 80 women.

University of Wales.—The three university colleges of Wales, Aberystwyth, dating from 1872, University College of North Wales (Bangor), 1884, and University College of South Wales and Monmouthshire (Cardiff), 1883, constitute the University of Wales incorporated in 1893. Their general purpose, like that of the university colleges of England, is to afford at a moderate expense the means of higher education in such branches of learning as are usually studied in the universities of Great Britain, with extensive courses in science and facilities for technical courses arranged with special reference to local requirements.

Aberystwyth enrolled 467 students in 1903–4, of whom 413 took complete university courses. In addition to the above regular students, 28 men (farmers' sons and others engaged in agriculture) attended a seven-weeks' course in agriculture, chemistry, and kindred subjects during Michaelmas term of the session 1903–4, and 9 attended an extended short course of sixteen weeks during Michaelmas and Lent terms.

Schoolmasters' classes in horticulture and nature study are carried on in the vacation.

University College, Bangor, in 1903–4 reported 330 students (204 men, 126 women), of whom 31 were pursuing courses in agriculture. The University College of South Wales (Cardiff) reported 651 day students and an attendance at the Technical School of the county borough of Cardiff (evening classes) of 3,196.

The three colleges prepare students for degree examinations and many of their graduates appear in the roll of successful candidates for the degrees of London University.

The particulars above given indicate more clearly than any general characterization the status and adaptations of the local colleges of Great Britain that have become parts of university foundations. Of the remaining colleges of the modern type participating in the annual grant of £54,000, the following, Bristol (1876), Dundee (1880), Reading (1892), and Hartley University College, Southampton, 1902 (founded in 1850 as as Hartley Institute), are detached colleges working on the same lines as those that have become parts of university organizations.

CHAPTER II.

EDUCATION IN FRANCE.[a]

France, Republic: Area, 204,092 square miles; population, 39,252,267 (1906). Civil divisions having special functions in educational administration: Departments (90 in number, including 3 in Algiers), communes (cities or villages).

TOPICAL OUTLINE.

Principal features of the system of public instruction.—The separation law in the light of historic antecedents.—Statistics, current and comparative, with explanatory comments: Primary schools, organization; enrollment in 1903–4; expenditures, 1877–1882; relative strength of church and state schools at specified dates from 1876–77 to 1903–4.—Departments of secondary and higher instruction: Students in 1905; characteristics of secondary schools for boys; enrollment in church and in state schools at specified dates from 1876 to 1901.—The universities: Recent extension; distribution of students among the different faculties, 1900 and 1905; distribution of students among the several universities at specified dates from 1887–88 to 1905.—Special schools of university rank under the minister of public instruction.—Higher technical schools under other ministries.

THE STATE SYSTEM OF EDUCATION.

The system of public instruction in France is at once a political instrument and a teaching agency. Its peculiar organization must be kept in mind in order to follow intelligently the record of any events pertaining to it. Hence the salient features of the system are here briefly outlined.

The head of the system is a cabinet officer, the minister of public instruction and worship. His control extends also in some measure to private institutions. Within the system are comprised the three departments of primary, secondary, and superior instruction, each under its own chief or director. The central administration includes, besides these officials, a corps of inspectors-general, who report their observations directly to the minister, and the superior council, whose functions are advisory and judicial. The minister is also assisted by a consultative committee—a commission of experts, as it were—chosen by himself from the highest officials in the service.

For local administration the system is divided into seventeen circumscriptions, called academies. At the head of each academy is a rector, appointed, like the minister, by the President of the Republic. The rectors, who are immediately responsible for secondary and higher institutions, are assisted by academic councils. The members of these councils are chosen from the inspectors and professors belonging to the respective academies.

The departments, civil divisions of France, 90 in number (including 3 in Algiers) form minor districts within the academies for the administration of primary education.

THE LAW OF SEPARATION IN THE LIGHT OF HISTORIC ANTECEDENTS.

The most important event of the year in France, as regards education, is the consummation of the law of December, 1905, providing for the separation of church and state. Although the law does not relate directly to education it affects that interest profoundly, a fact which is emphasized by the decree of January 24, 1905, transferring the portfolio of the minister of worship to the minister of public instruction,

[a] For complete index to previous articles on Education in France in reports of this series, see Report of the Commissioner for 1905, vol. 1, chap. iv, p. 57.

who thus becomes responsible for the execution of the law referred to. The bearing of the law upon the educational work of the church is recognized also in the Pope's encyclical of February 11, 1906, which, after reference to the associations law of 1901, uses the following language with respect to the Government:

It has not been content merely to rob that church of the religious orders, those precious auxiliaries in the sacred ministry, in teaching, in education, and in the work of Christian charity, but it also deprives it of the resources which constitute the means humanly necessary to its existence and to the accomplishment of its mission. * * *
As for the resources which Catholic liberality had amassed for the maintenance of Christian schools or for the operations of different charities, it transfers them to laic establishments in which one would ordinarily seek in vain for the least vestige of religion. By so doing it not only violates the rights of the church but also the formal and explicit intentions of donors and testators.

This measure, so vehemently denounced by the Pope, brings to a close the relations between church and state, which have been regulated for over a hundred years by the concordat of 1801, concluded between Napoleon Bonaparte and Pope Pius VII. As regards education, the separation law is the completion of the policy adopted by the Republic under the leadership of Jules Ferry, minister of public instruction from 1879 to 1883.[a] The continuity of the work is pointed out by M. Ferdinand Buisson, who was intrusted with the direction of primary education in 1879 and who has borne a very important part in the recent struggle between church and state.[b]

"The school laws of Jules Ferry and the decrees enforcing them," says M. Buisson, "marked the first step; the secularization of primary schools by Minister Goblet was the second; another, more decisive, is the great law of 1901 (the associations law). * * * Separation was indeed the necessary crown of all these laicizing laws (lois de laicité)."[c]

In view of the relations thus clearly recognized between the measure which has excited deep, if varied, feelings throughout Christendom and the educational policy steadily pursued by the Republic for nearly thirty years, the moment is opportune for reviewing briefly the successive laws that are summed up by M. Buisson as the "lois de laicité."

It should be premised that the administrative machinery of public instruction is derived from the university system established by Napoleon. The régimes that intervened between the downfall of the first Empire and the establishment of the third Republic, one and all, sought to restore clerical control of education, so that the system which Napoleon had devised for the exercise of imperial power became, under his successors, an instrument for increasing the power of the church.

The most important measures passed during this intervening period were the laws of June 28, 1833, and of March 15, 1850. The former laid the foundations of popular education by requiring every commune to maintain a public primary school and authorizing a school tax for this purpose. The public school might, however, be an adopted parochial school. The law of 1850 established the principle of liberty of teaching, which virtually freed all clerical schools from state control or regulations. This principle was confirmed by the law of July 12, 1875, passed in the uncertain days when the Republic was wavering between reactionary and progressive influences.

In 1879, when Jules Ferry came to the ministry of public instruction, church influences controlled the chief sources of power in education, viz, the superior and local councils. Moreover, of children under primary instruction 41 per cent were in

[a] The office of minister of public instruction was held by Jules Ferry for three periods, as follows: February 4, 1879, to November 14, 1881; January 30 to August 7, 1882; February 21 to November 20 1883. The office was held by Paul Bert from November 14, 1881, to January 30, 1882.

[b] The post of director of the department of primary education in the ministry of public instruction was held by M. Buisson from 1879 to 1898, when he was appointed to succeed M. Marion as professor of education at the Sorbonne. This position he recently resigned to devote himself entirely to his political duties as member of the Chamber of Deputies.

[c] Revue Bleue, May 13, 1905, p. 577.

schools belonging to religious orders, and of students in secondary schools, 49 per cent. The proportion of teachers and professors belonging to these orders was somewhat higher, while many schools classed as secular were in fact under ecclesiastical direction.

For the upbuilding of the new form of government and the new order of political activity which it involved, it was proposed to develop a system of public secular education on the lines traced by the leaders of 1789. The work began with primary education, in respect to which the first essential was schoolhouses. Hence the law of 1878 creating a state fund to aid the communes in this work. It was estimated at the time that about 18,000 new buildings would be required to complete this provision, besides the repair of 13,000 and the equipment of 20,000 more. So successful has been the effort to cover France with public schools that in 1902, out of 61,296 school buildings reported 54,159 were the property of the respective communes.[a] The expenditure on this work from June 1, 1878, to December 31, 1902, excluding the cities of Paris, Marseille, Lyon, Bordeaux, and Lille, which have required no assistance from the State, amounted to 718,663,062 francs ($143,732,612).[b]

The next care of the Republic was to provide teachers trained for the service and thoroughly in sympathy with the Government. To this end the law of August 9, 1879, the first of the series formulated by Minister Ferry, required that every department should provide a normal school for women conducted on the same plan as the normal school for men.

There followed in rapid succession the law of June 16, 1881, making the public schools free schools; a second law of the same date, requiring that all teachers in the public schools should be provided with a State diploma, and the law of March 28, 1882, obliging parents to secure the instruction of their children (between 6 and 13 years, complete), either by public or by private means, and confining instruction in the public schools to secular branches. The organization of primary schools was completed by the law of October 28, 1886, passed under the ministry of M. Goblet. This law prescribed minutely the details of school inspection, qualifications and duties of teachers, the classification and gradation of schools, the courses of study, school sessions, etc.[c]

Although the system of primary education, thus carefully formulated, was based upon Guizot's law of June 28, 1833,[d] it showed wide departure from the policy of the earlier law. This, indeed, required every commune to establish a public school, but it might be an adopted parochial school (Sec. III, art. 9); religion was the first subject in the required school programme (Sec. I, art. 1); and furthermore, letters of authorization given by ecclesiastics might be accepted as proof of fitness for the teaching service (Sec. II, art. 4). The Republic, on the contrary, no longer allowed a parochial school to be adopted as a public school; eliminated religion from the programmes; did away with the letters of authorization (law of June 16, 1881, art. 1); forbade the further employment in public primary schools of teachers belonging to the religious orders (law of October 30, 1886, Chap. II, art. 25); and provided for the gradual exclusion of all such teachers from the public service (Chap. II, art. 17). This eliminating process was accomplished, in the case of public schools for boys, in the five years allowed by the law of 1886, and proceeded gradually in the schools for girls, for which no time limit was designated. In 1901, the year of the passage of the associations law, there remained in the public service only 6,396 women teachers belonging to the sisterhoods, out of a total of 51,286 women teachers. In the private primary schools, chiefly parochial, which enrolled at that time 25 per cent of all pupils in primary schools, the total teaching force was 49,586, of which number 43,194 (10,048 men and 33,146 women) belonged to religious orders.

The purpose of the Government to maintain full control of the teaching force was completed by the law of July 15, 1899, which provided that the salaries of teachers in all

[a] Satistique de l'enseignement primaire, 1901-2, p. xli.

[b] Ibid., p. clxxxiii.

[c] For text of the successive laws, 1879 to 1886, see La Législation de l'instruction primaire en France, by M. Gréard, Vol. V, pp. 72-74; 259-264; 417-430; 669-699.

[d] Ibid., Vol. I, pp. 236-255.

classes of public primary schools should henceforth be paid by the State.[a] As a consequence, the expenditure of the State for this service rose from 49 per cent of the total reported (1887) to 65 per cent (1901-2).[b]

The measures thus far considered pertain solely to the system of primary education, which has had a wonderful effect in diffusing among the common people of France new ideas of citizenship and sentiments of loyalty to the Republic. The problem that confronted the Government in its efforts to deal with the agencies of secondary and higher education was much more complicated. Primary schools, in fact, counted for little in the national life before the era of the Republic. In the higher institutions, the lycées and universities, centered all the intellectual and social forces of the nation, and here the church was the chief source of inspiration and authority.

The first measure directed against the established order in this higher educational province was the law of February 27, 1880, reorganizing the university councils, superior and academic. This was a measure at once radical and comprehensive, since these councils, in particular the superior council, which in the Imperial University had been merely an advisory body, had become during the Restoration and the Second Empire the supreme authority in educational matters. By the law of 1850, and the later law of July 12, 1875, the representatives of public education were only a small minority in the council; hence its influence was directed by the ecclesiastics and representatives of other social interests, who formed the majority of the members. In an exposé of motives accompanying the proposed law of 1880, Minister Ferry declared that hitherto the representatives of the public interest had been excluded as far as possible from the superior council, while its doors had been opened wide to the representatives of rival interests. Independent schools could be multiplied without limit, but the State could not open a school, found a college, or create a university professorship without the sanction of the superior council, a majority of whose members had "no connection with education and were hostile to the State system." Briefly summarized, the changes that he proposed were: (1) Exclusion of ecclesiastics and of so-called representatives of social interests; (2) admission to the council of elected representatives of secondary and primary education; (3) predominance of members elected by their colleagues from the teaching corps of universities and secondary schools. Said the minister during the discussion of the bill: "We admit, and we have proposed to admit, to this council, educators, and only educators."[c] Whereas the members of the council, 60 in number, had formerly been appointed, the new law allowed only 13 to be assigned in this manner. Of these, 9 represent the State university and 4 private institutions. Thus the council was prepared to treat professional interests from the standpoint of professional knowledge and diversity of experience. The same principles of special qualification and election were applied also to the local or academic council.

In this reform, moreover, the interests of primary education were not overlooked. For the first time representatives of this department were admitted to the superior council, and thus was begun the effort to bridge the gap between the primary schools—the schools for the common people—and the scholastic institutions, reserved for the higher classes.

The transformation of the councils brought higher education under the control of men in full sympathy with the Government. Moreover, it made possible all the reforms since accomplished in the secondary schools and universities of France. The system of electives recently introduced into French lycées and the reaction against extreme specialization in the universities are the results of deliberations in the superior council. The measures which emanate from this body and the processes by

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[a] Besides the four direct taxes levied by the State for general purposes, there is a school tax amounting to 8.12 centimes. The product of these additional centimes is paid over to the national treasury. (Laws of March 15, 1850, art. 40; July 19, 1875, art. 7, and July 19, 1889, chap. iii, art. 27.)

[b] Statistique de l'enseignement primaire, 1891-92, p. cxxv; 1901-2, p. clxxxi.

[c] See La Législation de l'instruction primaire en France, by M. Gréard, Vol. V, pp. 21-28; also pp. 134-137.

which their conclusions are reached are instructive to all people. It is no small tribute to the worth of this body that the English Government has formed on the same model a "consultative committee," advisory to the board of education, which is the highest educational authority in England.

The same year that saw the passage of the law reorganizing the councils was marked by a second measure that indicated more clearly the spirit in which these reforms were urged forward. This was the law of March 18, 1880, relative to the liberty of higher education. The phrase had become famous in France by the discussions over the laws of 1850 and 1875, the latter applying the principle of liberty distinctively to higher institutions. The first article of that law declares that higher education shall be free, "l'enseignement supérieur est libre." In other words, it confirmed private institutions in their freedom from State control. The law of 1880 ended these privileges. It restored to the State the sole right to confer degrees, forbade the use of the name university by any independent body, and required special sanction upon proof of public utility for the opening of any private establishment for higher education.

At the time the law was passed there were in operation four independent universities with about 800 students, as against 11,000 students in the State universities. It was evidently not the fear of rivalry in respect to patronage that prompted the law, but rather the determination to make the State the supreme authority in education and the source to which the students must look for honors and rewards.

The far-reaching purposes of the Government were also indicated by the creation of public colleges (lycées) for girls (law of December 21, 1880) and a special normal school at Sèvres (law of July 21, 1881) to provide the new colleges with competent women professors. This central institution was placed under the immediate direction of Mme. Jules Favre, a woman of high culture and great dignity of character. All the professors were carefully selected, and everything was done to impart to the colleges the air of seclusion and the social prestige which the better classes of the French people seek for their daughters.[a]

The series of laws here reviewed, covering the period 1878 to 1889, completed the reorganization of the system on its administrative side—created a national system of primary schools and supplied all that had been wanting in the public provision for higher education. During the decade following, the efforts of the Government were directed to raising the professional standard for teachers and professors, perfecting and extending programmes, improving the internal organization of schools and universities—in short, to the improvement of the system on the scholastic side. The spirit of these reforms, which were embodied in a succession of decrees and arrêtés, is sufficiently indicated by the law of July 10, 1896, which completed the work of transforming the isolated faculties of higher education into universities freed from slavish dependence upon the State, and by the decree and arrêté of May 31, 1902, which reorganized the scheme of liberal education as carried on in the lycées or classical colleges.

The investigations that led to the adoption of these new programmes brought to view other conditions disquieting to the Government. In particular, the fact was emphasized that the private secondary schools, which were chiefly schools of the religious orders, had an annually increasing attendance, while that of the public schools declined. The difference was not great, but it implied a dangerous rivalry to the State in the most important stage of education, and hence it was one of the chief causes of the measures for suppressing the teaching orders. The work began with the associations law of July 1, 1901, determining the conditions under which associations may acquire the legal right to exist and to work in France. Although all associations were included, it was understood that the action was a covert attack

[a] For full text of the two laws—i. e., law of December 21, 1880, and the law of July 21, 1881—together with the discussions of the same in the Chamber of Deputies and the Senate, see Lycées et collèges de jeunes filles, by M. Camille Sée, author of the said laws.

upon the religious orders. This law required that every association should publish, through its founders, its title and object, the place of its establishment, and the names, professions, and domicile of those who were in any way concerned with its administration or management. These declarations must be made at the prefecture of a department or the subprefecture of a district. Any changes in the administration or modification in the statutes must be reported within three months.

Three months was the limit of time allowed for associations to comply with all the conditions. At the expiration of that time those associations that had not sought authorization were to be declared illegal and dissolved. In such cases the property belonging to members of an association before its formation, or since acquired by them by succession, should be restored. The property acquired gratuitously and not specially assigned by a deed of gift to a work of charity might be reclaimed by the donor, his heirs or assigns. After a delay of six months all property that had not been claimed or devoted to some work of charity was to be liquidated, and the sum realized set apart to be used by the public liquidator according to the regulation of public administration of the law.

Later regulations defining the methods by which the law should be enforced placed the responsibility of the authorization and subsequent surveillance of the religious orders upon the respective diocesan bishops, thus subordinating to the ordinary church authorities those bodies which had hitherto claimed canonical exemption.

The ultimate purpose of the law was revealed by the refusal of authorization to the congregations applying for it, and the closing of many private establishments. A decree of June 27, 1902, closed 115 establishments opened without sanction since the law was passed. In 1903 the Chamber of Deputies, in agreement with the ministry, refused to pass a bill granting authorization to 54 congregations that asked for it. A law of July 8, 1904, decided on the suppression of all congregational teaching within a period of ten years.

The final step in this movement was the ratification, December 5, 1905, of the law providing for the separation of church and state. The attempt to execute this law in December last, at the expiration of the year allowed, threw France into a state of intense agitation and excited the interest of the whole world. Opposition to the law centered in two provisions, the one calling for the formation of lay societies, "associations cultuelles," to represent the church in its dealings with the state; the other determining the future control of the church property. The effect of these provisions is explained by the Pope's encyclical of February 11, 1906, addressed to the clergy and people of France.

The law of separation [says this document] attributes the administration and support of public worship not to the hierarchic body divinely instituted by the Savior, but to an association of laic individuals. Upon this association it imposes a form and a juridic personality, and in all matters related to religious worship it regards the association as alone having civil rights and responsibilities. Thus it is to this association that the use of the temples and sacred edifices belongs; the association will possess all the ecclesiastical property, movable and immovable; though in a merely temporary manner it will control the bishops, the presbyteries, and the seminaries; finally, it will administer church property, regulate the raising of money, and receive alms and legacies devoted to religious purposes. As for the hierarchic body of pastors, not a word is said. And if the law prescribes that the associations cultuelles must be made up in conformity with rules for the general organization of worship, whose exercise they are designed to control, the Government has been careful, on the other hand, to declare that in all differences which may arise relative to church property, only the council of state shall be competent to render decisions. These associations cultuelles will, therefore, be face to face with the civil authority in such complete dependence that the ecclesiastical authority, as is perfectly plain, will no longer have any power over them.

The law of separation also deprives the church of the annual appropriation from the state, and thus adds to the loss of prestige, decrease of resources. As the educational work which forms a very important part of the activities of the church must necessarily

be crippled by these losses, the law therefore, apart from its political and religious bearings, rightly belongs to the whole series of laws which mark the progress of the Republic toward complete monopoly of education.[a]

The rejection of the law of separation by the Pope, and the consequent resistance of the clergy and the faithful in France to its enforcement, produced widespread and alarming disturbances throughout the country. On the one side was the long habit of submission to papal authority and deep sentiments of loyalty and devotion to the Catholic Church; on the other the necessity of enforcing the law and the profound conviction that there should be "A free church in a sovereign state." France appeared to be divided into two hostile factions and in imminent danger of serious collisions, when a via media was suggested by the minister of public instruction and worship, M. Briand.

In a circular of December 1, addressed to the prefects of departments, relative to the questions that had arisen in respect to the execution of the separation law, Minister Briand suggested that the formation of the "associations cultuelles" was permissive, not obligatory, and indicated how the clergy and members of the churches might unite for religious exercises under the provisions of the common law. In a second circular of December 7 the minister explained that the associations formed for the purpose of maintaining a teaching seminary were not necessarily religious (cultuelles), but might be considered as scholastic. They might be regarded as not intended for the purpose of forming priests, but rather for preparing men to obtain the degree of licentiate or doctor of theology, hence instead of the law of 1905, condemned by the Pope, these seminaries could take advantage of the laws of 1875 and 1880 relative to the liberty of higher education.

While the continuance of public worship and of schools for the education of priests was thus provided for, so far as the Government was concerned, the question of the disposition to be made of the church properties still remained. This was determined by the law of January 2, 1907, which provided that the title to the properties of the church, i. e., episcopal mansions, edifices for worship, seminaries, etc., not claimed for use by associations formed either in accordance with the law of 1905 or the associations law of 1901, should revert to the communes. A further concession has been made by the "public meetings bill," introduced into the Chamber of Deputies, January 15, by M. Flandin. The bill authorizes meetings without previous declaration, thus removing the restriction imposed by the laws of 1881 and 1905, instructs the mayors of France to place the existing meeting places at the disposal of the public, and makes the organizers of meetings responsible for damages.

As a result of these concessions the priests have a legal claim on the churches, provided they make a declaration according to the law of 1881 relative to public meetings, or form associations according to the law of 1901. Even if they make no declaration it is provided that they shall retain the use of the churches, though without possessing a legal status.

The churches having become municipal or communal property, the priests may obtain prolonged leases of the same by contract with the mayors. The only question to be determined is the form of contract which the Government, on one side, and the bishops, on the other, will approve. Without waiting for final decisions on these points, arrangements of the nature indicated have already been made between the mayors and the priests of several communes.

It is expected that a clause will be inserted in the contracts to prevent foreign priests or members of religious organizations not recognized in France from becoming parties thereto, but it is admitted that the Government can not impose a special form of contract upon the local civil authorities (prefects and mayors), who are at

[a] For a full exposition of the separation law, see "The Church and the State in France," a discourse by Archbishop Ireland, published in the New Cathedral Bulletin, St. Paul, Minn., January, 1902.

liberty to make any contracts, provided they are legal; where the local authorities refuse to make contracts the Government will be compelled to keep the churches open and maintain them at the expense of the communes. These measures, which are only in a preliminary stage and liable to be interrupted at any moment, seem to indicate the settlement of the status of the church in France by successive laws. "This special legislation," to quote the words of M. Charmes,[a] "without being a formal concordat, and above all without possessing either for the church or for the state the value of the old concordat, is nevertheless a work in which the will of the Pope counts for as much as the inventive mind of M. Briand."

For the present, at least, public worship will continue and the theological schools and seminaries will continue, which activities belong to public education, considered in its widest sense. Thus, while maintaining the policy of complete separation of church and state, the Government is apparently desirous to avoid interference with the rights of the church in respect to its spiritual activities.

CURRENT AND COMPARATIVE STATISTICS OF EDUCATION IN FRANCE.

THE SYSTEM OF PRIMARY INSTRUCTION.

Organization.—The unit of primary school administration in France is the department—a civil district which for educational purposes is treated as a subdivision of an academy. There are in all 90 departments (including three in Algiers), which are unequally distributed among the 17 academies. Each department includes two normal schools (one for men and one for women) and the several classes of primary schools.

The civil head of a department and the head also of its school affairs is the prefect, appointed by the President of the Republic, and the only political official in the long series of those who pertain to the State teaching service. Around his prerogatives—especially the most important prerogative of appointing teachers—is waged a perpetual conflict, but so far only with the result of limiting his power by the advisory functions of the academy inspector and of a professional council. This departmental council of public instruction comprises 14 members (the department of Seine has more), including 4 members from the civil council, elected by their colleagues, 2 primary inspectors designated by the minister, the directors of the two normal schools, 4 teachers (2 men and 2 women) elected by their colleagues, and, when matters are under discussion affecting private schools, 2 members representing the same, one clerical, the other lay. Of this council the prefect is president and the academy inspector vice-president.

The council has disciplinary powers over teachers, but in case of dismissal or other severe penalty the teacher has the right of appeal to the superior council. The academy inspector submits most of the propositions upon which the decisions of the council and the executive orders of the prefect are based. This official is, in general, the controlling spirit in the administration of primary schools. He is assisted by a corps of primary inspectors.

The communes, cities and villages, are obliged to establish one or more public schools, but, excepting in the case of cities with more than 150,000 inhabitants, have no authoritative control over their schools.

PRIMARY SCHOOLS.

Table I shows the classification of schools belonging to the department of primary instruction, and the enrollment in the same for 1903–4, the latest year reported. The enrollment in the primary schools proper, viz, 5,554,208, was equivalent to 14.15 per cent of the population (census of 1906). This proportion is higher than it appears, since the ratio of child population to total population in France is lower than in other countries. In this enrollment are included the pupils in the higher primary schools, who have either passed the obligatory school period (6–13 years) or have obtained the certificate of primary studies, which exempts from further school attendance. The higher primaries are nonclassical schools, which continue the instruction of pupils up to the sixteenth year. Their enrollment in 1903–4 was 46,361 pupils (26,978 boys, 19,383 girls). The number of pupils securing the certif-

[a] Editor of the Revue des Deux Mondes in the issue of that review of 1st February, 1907, pp. 712–13.

icate of primary instruction, candidates for which must be at least 11 years of age, steadily increases. In 1903 it was 207,313, of whom 112,989 were boys and 94,324 were girls. The certificate of higher primary instruction was obtained by 3,148 pupils, viz, 1,964 boys and 1,184 girls.

TABLE I.—*Statistical summary of primary schools, 1903–4.*

Class of institutions.	Date.	Enrollment.			Teachers.		
		Male.	Female.	Total.	Men.	Women.	Total.
Infant schools (écoles maternelles, ages 2 to 6), public and private	1903–4	342,227	337,762	679,989	.....	8,838	8,838
Primary schools, elementary and high (ages 6–16):							
Public	1903–4	2,410,550	2,017,568	4,428,118	57,262	53,770	111,032
Private	1903–4	383,578	742,512	1,126,080	9,886	32,308	42,194
Total primary schools	.....	2,794,128	2,760,080	5,554,208	67,148	86,078	153,226
Primary normal schools (ages 16 to 19)	1904	4,564	4,794	9,358	974	873	1,847

Within the department of primary instruction are included the courses of instruction for adults conducted in the evening at the public schools by teachers belonging to the same. The number of these adult pupils in 1903–4 was estimated at about 619,000 (423,000 men and 196,000 women). There are also many similar courses of instruction for adults, provided by private associations, to which, in many cases, local public funds, municipal and departmental, contribute. The principal societies engaged in this work are: In Paris, the Society for Elementary Instruction, the Polytechnic Association, the Philotechnic Association, and the Union Française de la Jeunesse; at Havre, the Popular Education Society; at Lyon, the Société d'Enseignement Professionnel du Rhône. A recent extension of the work of adult instruction, known as "Universités populaires," is creating widespread interest in socialistic theories and also in the scientific developments of the time. These various associations exercise a great influence among the industrial classes, but no statistics showing the extent of their work are available.

APPROPRIATIONS AND EXPENDITURES.

The State appropriations for public primary instruction amounted in 1905 to 186,639,730 francs ($37,327,940). The latest complete financial reports are for the year 1902, when the total current expenditure for this service was 236,598,969 francs ($47,319,793), of which the State furnished 65.5 per cent.

Tables II and III bring into comparative view the expenditures for the years from 1877 to 1902 for which full reports were made.

TABLE II.—*Total current expenditures for public primary schools.*

Year.	Total current expenditure.		Proportion from each contributory source.		
			State.	Departments.	Communes.
	Francs.		*Per cent.*	*Per cent.*	*Per cent.*
1877	94,397,554	$18,879,510	25	18	57
1881–82	132,314,010	26,462,802	66.25	13.22	20.53
1886–87	172,900,515	34,580.103	48.80	10.50	40.90
1891–92	186,306,075	37,261,215	67.60	.....	32.40
1896–97	214,015,250	42,803,050	67.02	.....	32.98
1900	223,966,253	44,793,250	67.5	.....	32.5
1902	236,598,969	47,319,793	65.5	.....	34.5

TABLE III.—*Expenditure per capita for years specified.*

Year.	Per capita of population.		Per capita of enrollment in public primary schools (infant schools included).	
	Francs.		*Francs.*	
1877	2.55	$0.51	23.45	$4.69
1881-82	3.51	.70	30.25	6.05
1886-87	4.52	.90	34.85	6.97
1891-92	4.82	.96	39.26	7.85
1896-97	5.55	1.11	46.00	9.20
1900[a]	5.74	1.14	48.51	9.70
1902	6.07	1.21	50.98	10.19

[a] The expenditure per capita of population for 1900 and 1902 is estimated upon the census population of 1901, viz, 38,961,945.

The distribution of expenditures for primary instruction in 1902 was as follows:

	Francs.	Equivalent in United States money.	Per cent of total.
For inspection of primary schools	2,394,492	$478,898	1.01
Obligatory expenditure for primary schools	195,005,457	39,001,091	82.39
Optional and extra expenditure for primary schools	30,978,888	6,195,777	13.09
Expenditure for primary normal schools	8,220,132	1,644,026	3.51
Total	236,598,969	47,319,792	.....

The expenditures above considered are for the maintenance of the schools. In addition, there was spent for building purposes in the twenty-four years from 1879 to 1903, inclusive, 771,484,242 francs ($154,269,848), exclusive of the cities of Paris, Marseille, Lyon, Bordeaux, and Lille, whose accounts are not under the supervision of the State. It is estimated by the official statistician that the corresponding expenditure by the four cities named, which have borne the entire cost of this work without aid from the State, would raise the above total for building purposes to a thousand million francs ($200,000,000).

RELATIVE STRENGTH OF CHURCH AND STATE SCHOOLS.

The effect of the struggle between church and state for the control of education is indicated, as regards primary schools, by Tables IV to VI, inclusive. Prior to 1886–87 public schools might be either schools established by the communes or clerical schools adopted as public schools. As a result of the complete secularization of public schools, there was a decline in their enrollment after 1886, with a corresponding increase in that of private schools. This movement, which went on until 1901, when the associations law was passed, is plainly shown in Table IV, columns 5 and 6, and in Table V, which presents the same items expressed in ratios. The distribution of pupils in schools classed as secular and as schools belonging to religious orders, columns 7 and 8, Table IV, and columns 4 and 5, Table V, illustrates the same movement. After the passage of the law of 1886 many of the schools belonging to the religious orders were transferred to other private management, and continued as secular schools. A similar transfer has been going on since the associations law was passed (1901). The effect of the last-named measure is seen in the increased enrollment of both public schools and secular schools in 1903–4, as compared with 1900–1901.

By reference to Table VII it will be seen that male teachers belonging to religious orders were entirely eliminated from public schools before 1896–97 and that the proportion of women teachers belonging to religious orders had greatly declined prior to 1901. As late as 1903–4, however, 56 per cent of the men teaching in private schools and 46 per cent of the women were members of such orders.

TABLE IV.—*Retrospective view of pupils in the primary schools.*

Year.	Total number of pupils.[a]	Boys.	Girls.	Pupils in schools.			
				Public.	Private.	Secular.	Belonging to religious orders.
1876–77	4,716,935	2,400,882	2,316,053	3,823,348	893,587	2,648,562	2,068,373
1881–82	5,341,211	2,708,510	2,632,701	4,359,256	981,955	3,567,861	1,773,350
1886–87	5,596,919	2,829,127	2,767,792	4,505,109	1,091,810	3,877,185	1,719,734
1891–92	5,556,470	2,805,849	2,750,621	4,281,183	1,275,287	3,900,977	1,655,493
1896–97	5,531,418	2,782,547	2,748,871	4,190,320	1,341,098	3,911,806	1,618,612
1900–1901	5,526,800	2,764,625	2,762,175	4,149,222	1,377,578	3,984,419	1,542,381
1903–4	5,554,208	2,794,128	2,760,080	4,428,118	1,126,090	4,873,564	680,644

[a] Infant schools not included. Algiers not included prior to 1886–87.

TABLE V.—*Proportion of total enrollment in different classes of primary schools at dates specified.*

Year.	Public.	Private.	Secular.	Schools of religious orders.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*
1877	81.0	19.0	56.0	44.0
1881–82	81.6	18.4	66.8	33.2
1886–87	80.49	19.51	69.27	30.73
1891–92	77.1	22.9	70.1	29.9
1896–97	75.7	24.3	70.7	29.3
1900–1901	75.07	24.93	72.09	27.91
1903–4	79.9	20.1	87.74	12.26

TABLE VI.—*Number and classification of teachers of primary schools at specified dates.*

Year.	Total number teachers.	Men.	Women.	Men and women.	
				Public schools.	Private schools.
1876–77	110,709	51,717	58,992	80,063	30,646
1881–82	124,965	58,137	66,828	88,220	36,745
1886–87[a]	138,655	64,039	74,616	98,769	39,886
1891–92	146,674	66,363	80,311	102,486	44,188
1900–1901	157,517	67,895	89,622	107,931	49,586
1903–4	153,226	67,148	86,078	111,032	42,194

[a] For this and subsequent years, Algiers included.

TABLE VII.—*Proportion of lay and clerical teachers for the years specified.*

	Public schools.					Private schools.				
	1886–87	1891–92	1896–97	1900–1901	1903–4	1886–87	1891–92	1896–97	1900–1901	1903–4
Men:	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*
Lay	95.42	99.8	100.00	100.00	100.00	21.87	13.33	11.65	10.87	43.37
Belonging to religious orders	4.58	.2	.....	.....	.....	78.13	86.70	88.35	89.13	56.63
Women:										
Lay	69.25	75.74	81.75	87.52	96.22	22.00	18.45	15.47	13.54	52.12
Belonging to religious orders	30.74	24.26	18.25	12.48	3.78	78.00	81.55	84.53	86.46	47.88

DEPARTMENTS OF SECONDARY AND HIGHER INSTRUCTION.

Table VIII pertains to the secondary schools and universities of France, which, although separately administered, are intimately related in the general scheme of higher education.

TABLE VIII.—*Students in secondary schools and universities.*

Classes of institutions.	Date.	Students.		
		Men.	Women.	Total.
Secondary schools:				
Public (ages 8 to 20)	1905	96,524	[a] 30,831	127,355
Private (ages 8 to 20)	1903	[b] 60,751	(c)	60,751
Universities:				
State	1905	31,696	1,922	33,618
Private	1903	.....	.....	1,494

[a] Includes 7,365 in secondary classes not connected with secondary schools.
[b] Not including 22,497 in seminaries preparing candidates for theological studies.
[c] Not reported.

SECONDARY SCHOOLS.

The expression "secondary schools," as used in France, does not, as in our own country, refer to schools of an intermediate grade between primary schools and colleges. It is applied distinctively to the schools in which the élite of the youth of the nation pursue a complete course of general education. The typical schools of this class are the State lycées, 110 in number, which are under the general direction of the minister of public instruction and controlled immediately by the academic rector. The communal colleges have the same courses of study as the lycées, so far as their resources permit. The former are controlled, however, in part either by municipal authorities or by private managers, but they receive subventions from the State. The lycées generally include a preparatory division having a three years' course. The lycée course proper, until a recent date, placed chief stress upon the classics, and in particular upon the Latin language and literature. The new programme established by the arrêté and decree of May 31, 1902, was intended to provide larger opportunity for the study of subjects more urgently required by modern conditions. The whole curriculum is arranged in two cycles—the first comprised in four years and the second in three years. Four different courses are offered, as follows: (1) Latin, Greek; (2) Latin, sciences; (3) Latin, living languages; (4) sciences, living languages.[a] The pupil enters upon the course he may choose at about 11 years of age, and if he is able to pass on without duplicating a year is ready for the examination for the bachelor's degree at 18 years of age. This diploma is the crown of the lycée studies, and its possession is indispensable for all careers of distinction in France. As the degree is only conferred by the State board of examiners—i. e., university professors appointed for that duty—students in the private secondary schools naturally find it to their advantage to follow the lycée course; hence secondary instruction in France produces a body of scholarly men having common tastes, sentiments, and mental habits. This select and homogeneous class acts as a perpetual stimulus to intellectual and esthetic talent and offers a solid support for the brilliant intellects which develop under these favorable conditions. The fear has been expressed that the introduction of the scheme of electives would destroy this intellectual solidarity without any compensating advantages; but so far the diversion toward modern studies has not been decided enough to greatly change the established character of secondary instruction.

[a] For detailed account of the new curriculum see Report of Commissioner for 1902, Vol. I, Chap. XV, pp. 687–698.

The record of degrees conferred in 1904–5 upon graduates who had finished their studies under the old programmes, which provided also for a modern course, indicates the continued predominance of the old studies.

In the year named the examining faculties admitted 3,592 bachelors in classics (2,872 letters-philosophy, 720 letters-mathematics), 1,467 in modern instruction (608 letters-philosophy, 108 Latin and sciences, 751 letters-mathematics), and 2,567 bachelors in secondary instruction (1,618 philosophy, 949 mathematics).

In this connection should be mentioned a bill prepared by Minister Briand, intended to repeal that part of the education law of March 15, 1850, establishing the liberty of secondary education, which is still in force. The bill also calls for higher qualifications than are at present required for persons desiring to open a private school. Instead of the bachelors' degree, which now suffices, they must have the degree of licentiate either in letters or in science (licence-ès-lettres, or licence-ès-sciences). Directors of secondary schools must have either the licentiate or the "certificat d'aptitude." The bill also provides for a more thorough inspection of the schools.

But the most radical change proposed is the suppression of the time-honored baccalaureate. For this degree will be substituted, if the measure is carried, a certificate awarded upon the basis of the marks received by the student during his school course. This certificate will admit him to the university without further examination. As a consequence the strain of examination will be lessened and the school professors will be made the judges of the scholar's fitness to go on to the university.

The distribution of students between the public and the private (chiefly clerical) secondary schools is a matter of great interest, as the rivalry between church and state has been most intense in this department. Table IX brings into comparative view the enrollment in the two classes of schools for specified years from 1876 to 1901. No later reports have been obtained from the private schools, which were greatly crippled by the associations law.

TABLE IX.—*Enrollment in secondary schools for boys.*

Classes of institutions.	1876.	1887.[a]	1892.[b]	1897.[b]	1901.[c]	1905.
State schools:						
Lycées	40,995	53,816	52,945	52,427	54,830	60,211
Colleges	38,236	36,086	32,508	32,412	33,372	34,954
Total	79,291	89,902	85,453	84,839	88,202	95,165
Schools of religious associations:						
Classical	46,816	50,085	51,087	62,188	67,872	.....
Petits séminaires (preparatory to theological schools)	.....	.....	23,948	22,381	22,328	.....
Total	46,816	50,085	75,035	84,569	90,200	.....
Private secular schools	31,249	20,174	16,306	12,813	9,000	.....
Total non-State	78,065	70,259	91,341	97,382	99,260	.....
Grand total	.....	160,161	176,794	182,221	.....	.....

[a] From Statistique de l'enseignement secondaire des garçons, pp. lvi, lxxviii, xcviii.
[b] Rapports faits au nom de la commission du budget, etc., Service de l'instruction publique, par M. Bouge, 1897, pp. 124, 125; also 1898, pp. 32, 33.
[c] The same by Maurice-Faure, 1902, pp. 443, 445.

SECONDARY SCHOOLS FOR GIRLS.

The lycées and communal colleges for girls, which differ radically from the corresponding schools for boys, are included in Table VIII merely for convenience of reference. They have a five years' course of study without classics, the stress being on living languages, literature, and history.

Although the attendance of girls upon the public secondary schools has greatly increased since their establishment in 1881, as will be seen by reference to the com-

parative Table X, the majority of girls still pursue their studies in private schools, from which no reports are attainable. Hence the actual number of girls pursuing secondary studies is not known.

TABLE X.—*Enrollment in lycées and colleges for young women at specified dates.*

Year.	Lycées.			Colleges.			Grand total.
	Academic department.	Primary department.	Total.	Academic department.	Primary department.	Total.	
1881			71			229	300
1886	1,713	1,048	2,761	1,218	958	2,206	4,967
1891	2,831	2,132	4,963	1,410	1,272	2,682	7,645
1896	4,266	3,297	7,563	1,653	1,429	3,082	10,645
1905	8,031	6,746	13,242	5,043	3,636	8,679	21,921

EXPENDITURE.

The total expenditure for public secondary instruction in France has not been reported for several years. The state appropriation for this department in 1905 was 26,744,360 francs ($5,348,872).

HIGHER EDUCATION.

The universities of France comprise in their highest development the five faculties of law, medicine, pharmacy, letters, and sciences. They are highly specialized institutions, though the excessive tendency in this direction has been somewhat modified by their recent transformation from groups of isolated faculties to organized universities (decrees of July 25 and December 28, 1885, February 21, 1890, and the law of July 10, 1896). The spirit of scholastic unity has also been promoted by the extension of the courses of instruction in letters and the sciences and the efforts to impart a more philosophical character to these studies. By reference to Table XI it will be seen that the combined faculties of letters and sciences had 7,333 students in 1900; in 1905 the number had increased to 9,671, a gain of 32 per cent in five years. The Paris faculty of letters, which in 1870 had 11 chairs, in 1905 had 33, besides 24 complementary courses and 14 lectureships; for sciences there were 31 professorships, 16 additional courses, and 15 lectureships.

The increasing prestige of the provincial universities is indicated by the increase in their enrollment, as compared with that of the Paris University. Whereas in 1887–88 the latter comprised more than half the whole number of university students, in 1905 its proportion had fallen to two-fifths the whole number. (See Table XII.)

The number of students at Paris increased in the period 1887–88 to 1905 by 47 per cent; the number in the provincial universities by 138 per cent. This is a very significant fact, as it implies the multiplication of centers of intellectual force, and at the same time it proves that students appreciate the favorable opportunities afforded by the several provincial universities for the pursuit of special lines of study or research.

The bachelors' degree, as we have seen, is the crown of the lycée course. The higher university degrees—namely, the licentiate, the special certificate, and the doctors' degree—were conferred as follows in 1904–5: In law, 276 certificates of capacity, 1,618 diplomas of bachelor, 1,587 of licentiate, 473 of doctor; in medicine, 1,083 of doctor and 357 midwife certificates; in pharmacy, 601 diplomas and 127 herbalist licenses (brevets); in sciences, 282 diplomas of licentiate (licencié), 42 of doctor, and 1,130 other certificates; in letters, 453 of licentiate and 26 of doctor.

The resources and the expenditure for higher education have been greatly increased in the last decade, but no complete report under this head has been made since 1898.

TABLE XI.—*Distribution of university students in the different faculties.*

Faculties.	Number of university students.				
	Jan. 15, 1900.		Jan. 15, 1901.		Jan. 15, 1905.
	State universities.	Independent universities.	State universities.	Independent universities.	State universities.
Law	9,709	1,109	10,152	996	12,528
Medicine	8,781	151	8,627	139	[a] 8,338
Sciences	3,857	185	3,910	158	5,152
Letters	3,476	168	3,723	181	4,519
Pharmacy	3,395	16	3,347	14	2,980
Protestant theology	159	.....	142	.....	101
Total	29,377	1,629	29,901	1,488	33,618

[a] Includes 2,407 in the preparatory schools of medicine and pharmacy.

TABLE XII.—*Distribution of students in State universities.*

Designation of university.	Faculties, 1887–88.		Universities, 1897–98.		1900.	1901. [d]	1905.
	Number of students. [a]	Income. [a]	Number of students. [b]	Income. [b]	Number of students. [c]	Number of students.	Number of students.
Paris	9,140	$685,284	12,131	$1,005,538	12,192	12,289	13,431
Aix Marseille	433	94,261	849	129,983	772	950	1,150
Besançon	130	43,797	197	54,026	237	252	321
Bordeaux	1,029	142,064	2,144	219,656	2,124	2,119	2,433
Caen	531	101,556	772	130,687	609	646	748
Chambéry	.....	2,600	.....	2,620	.....	.....	.....
Clermont	96	45,492	257	53,027	279	299	272
Dijon	236	69,897	604	91,002	649	699	902
Grenoble	318	65,431	476	86,192	558	566	769
Lille	810	138,357	1,425	195,057	1,141	1,110	1,190
Lyon	962	175,640	2,335	250,940	2,465	2,458	2,551
Montauban	.....	.....	.....	.....	.....	.....	54
Montpellier	890	156,110	1,496	188,960	1,531	1,610	1,779
Nancy	454	158,255	1,001	197,377	1,064	1,027	1,540
Poitiers	391	82,310	944	111,710	752	821	888
Rennes	659	114,345	1,503	161,992	1,135	1,139	1,257
Toulouse	1,303	120,618	1,885	181,450	2,002	2,040	2,304
Schools of medicine not included in the universities.	.....	.....	.....	.....	1,005	1,025	996
Angers	223	98,623	763	112,329	862	881	1,033
Total	17,605	2,294,640	28,782	3,172,546	29,377	29,931	33,618

[a] Statistique de l'enseignement, 1878–1888, pp. 133–418.
[b] Statistique de l'enseignement, 1900, pp. 10–180.
[c] Rapport portant fixation du budget général, ministère de l'instruction publique, 1901 (Perreau), pp. 15, 16.
[d] The same (by Maurice-Faure) for 1902.

The following special schools of university rank are also under the minister of public instruction:

Collège de France (appropriation. statistics for 1905, $109,300); Museum of Natural History (appropriation, $200,000); Practical School of High Studies [École Pratique des Hautes Études (State appropriation, $64,200; city, $7,200)]; Superior Normal School (110 students; appropriation, $53,000), reunited to the University of Paris by a ministerial decree to take effect November 1, 1904; School of Archives [École Nationale des Chartes (students, 69; appropriation, $14,990)]; School of Oriental Languages (students, 415; appropriation, $33,600); French School of Archæology at Rome (appropriation, $16,000); French School at Athens (appropriation, $22,000); École Nationale des Beaux Arts (students, 2,000; appropriation, $84,052). The remaining special schools, such as the Conservatoire des Arts et Métiers, École Nationale Supérieure des Mines, etc., are under the charge of other ministers (see Table XIII).

The State appropriation for this service in 1905 was 20,591,596 francs ($4,118,319), which was 8.7 per cent of the entire appropriation, 237,014,806 francs ($47,402,961), made that year to the minister of public instruction.

TABLE XIII.—*Higher technical schools under other ministries than that of public instruction (ministry of agriculture, of commerce, of war, etc.).*

Institutions.	Number of students.	Budget (State appropriation.)
		Francs.
École Centrale des Arts et Manufactures	700	700,000
Conservatoire National des Arts et Métiers, Paris	100	500,000
École des Hautes Études Commerciales	320	.....
Institut National Agronomique, Paris	240	331,800
École Vétérinaire, Alfort	294	440,000
École Nationale d'Agriculture, Grignon	120	.....
École Nationale d'Agriculture, Montpellier	200	.....
École Nationale d'Agriculture, Rennes	118	.....
École Polytechnique, Paris	472	1,300,000
École Supérieure de Guerre	250	.....
École Spéciale Militaire, St. Cyr (ministry of war)	520	.....
École Navale, Brest	100	.....
École Nationale Supérieure des Mines, Paris	161	167,000
École Nationale des Ponts et Chaussées, Paris	118	355,800
École Coloniale	46	.....

The independent or private school of political sciences (École Libre des Sciences Politiques), Paris, registered 600 students in 1901.

CHAPTER III.

THE NEW PRUSSIAN SCHOOL LAW OF 1906,

WHICH IS TO TAKE EFFECT APRIL 1, 1908.

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MEMORABLE DATES IN THE HISTORY OF PRUSSIAN PUBLIC ELEMENTARY SCHOOLS.

1717. Royal order requiring parents to send their children to school. This order had the force of law, and was the foundation of subsequent compulsory school attendance laws.
1763. General school regulations, issued by Frederick the Great. This law was in force for nearly sixty years.
1794. Adoption of the Prussian code of laws, in which the schools found ample recognition; many of its provisions are still in force.
1806. Beginning of reconstruction of all governmental institutions of the Kingdom after the disastrous defeat at Jena. Universal obligation to military service and school attendance.
1808. Decree giving cities autonomy and placing the administration of schools under home rule. Queen Louise introduces Pestalozzi's principles and methods into schools.
1819. First step toward the passage of a comprehensive school law, in the form of an order which was for many decades the basis of ministerial regulations.
1825. Cabinet order defining compulsory school attendance and discipline, making the procedure uniform throughout the Kingdom.
1833. Royal decree concerning abolishment of tuition fees; only partially carried out.
1834. Cabinet order regulating supervision of schools.
1850. Adoption of the constitution. Article 20 reads: "Science and the teaching of science are free."
1854. Ministerial order prescribing the course of study for lower and normal schools in three "Regulations," which were an expression of the then dominant conservatism.
1872. General regulations of Minister Falk, liberal in their tendency; still in force in the main; also introducing secular supervision of schools.
1875. Rigid vaccination law.
1882 and 1885. Laws regulating pensions for teachers and their widows and orphans.
1888. Law providing for final abolition of tuition fees; also law regulating teachers' salaries and increasing the State's quota of the financial school support.
1899. Law establishing retiring funds. The State undertakes the entire cost of paying pensions to teachers and their widows and orphans.
1906. Law concerning the maintenance of schools and defining their denominational character. This is the law discussed in this chapter.

INTRODUCTION AND HISTORICAL REVIEW.

The constitution granted by King Friedrich Wilhelm IV of Prussia in 1850 contained the following articles:

Article 20: Science and the teaching of science are free.

Article 21: For the education of the young, public schools shall be established and maintained. Parents and guardians must not leave their children or wards without that instruction which is prescribed for the public schools.

Article 22: To give instruction and to establish schools is allowed to every one who can prove to the State authorities moral, scientific, and technical capability.

Article 23: All public and private educational institutions are under the supervision of the State authorities. Teachers of public schools have the rights and duties of officers of the State. [In this clause the State reserves for itself the right of properly training the teachers, and assumes the duty of pensioning them.]

Article 24: Religious instruction is left to the respective religious societies. [This passage was amended subsequently so as to intrust the school teachers with that duty.] The external management of schools is left to the civil communities, while the State employs the teachers and provides for the necessary number and training of teachers.

Article 25: The means for establishing, maintaining, and extending the public school system are furnished by the communities, and only in cases of inability does the State furnish the means. [This was subsequently amended. The State now bears from 25 to 33⅓ per cent of the cost of maintaining the public elementary schools and about 50 per cent of that of the secondary schools.] Rights acquired by private grants in behalf of education shall be inviolate. The State guarantees public school teachers a fixed income. Instruction in the public schools is free of charge. [This was not carried out until October 1, 1888.]

Article 26: A specific school law regulates all educational affairs in the State.

Article 112: And till the law mentioned in article 26 is passed, the former legal status, so far as it does not conflict with the constitution, shall remain in force.

Since 1850 the Prussian parliament (Landtag) has discussed more than two dozen school bills, only a few of which, dealing with minor questions, were adopted and became laws. A peculiar feature of the Prussian, as of any other German State legislature, is that no bill can be presented or introduced by its members, i. e., can originate in either of the two houses (House of Deputies or House of Lords). This is quite in harmony with the German conception of government. Rights and liberties are granted by the Crown, while here in America the people are the sovereign and hence their Representatives in Congress originate legislation. A German legislature has the right to petition the Government (that is, the Crown and its cabinet ministers) to prepare a bill along certain indicated lines. If the Government is unwilling to do so, that is the end of it. Again, if the Government prepares a bill which does not command a majority of votes in parliament, the bill is either withdrawn by its author, the minister, or voted down. It must always be borne in mind, in order to clearly understand the steps that led to the passage of the new school law, that the German is not, like the English and the American Governments, a party government. The cabinet ministers are not responsible to the people, but to the sovereign.

The representatives or deputies in parliament are divided into a number of parties,[a] to wit, the conservative parties, and other groups which vote with the conservatives on certain questions; the liberal parties, variously called people's, progressive, or liberal groups, all of which, as a rule, vote in opposition to the conservative groups; the center party, or ultramontanes, consisting of Catholics and orthodox Protestants, which frequently joins issue with the conservatives. The liberal parties and groups have of late lost a large number of seats.

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[a] According to the Statistiches Jahrbuch für das Deutsche Reich, the parties represented in the Reichstag are: Conservatives, Imperial party, National Liberals, Liberal Union, Liberal People's party, German People's party, Antisemites, Agrarian Union, Center party or Ultramontanes, Social Democrats, Poles, Danes and Alsacians, and, lastly, Independents. The three largest are (1) Conservatives, (2) Center, and (3) Social Democrats. The Prussian parliament has no Social Democrats among its members, owing to the mode of election, which is by classes.

School legislation has been the ball with which the parties have played for half a century, and meanwhile the regulation of public education has remained in the hands of the Crown and its minister of worship, education, and medical affairs, as the constitution provides in article 112. In absence of a specific school law his orders have had the force of law. In view of the impossibility of harmonizing antagonistic elements, it was thought best in 1888, and even earlier, to resort to partial legislation, in hopes of securing a majority for the settlement of some urgent problems, as, for instance, salaries of teachers, gratuity of instruction, pensions of teachers, and the like. In this the Government succeeded, and also in the annual appropriation bills a number of partial measures affecting the schools were passed, but a general school code, embracing all relations of public and private education, failed as often as it was attempted.

The last attempt at partial legislation was made in 1905, when the minister of instruction prepared a bill entitled "A bill providing for the support of public elementary schools." The struggle in the Diet and in the public press about vital paragraphs of this bill, which was passed July 8 in the House of Deputies and July 22 in the House of Lords, was a most interesting and at times fierce one, and could have resulted in a victory of the conservative parties only because of the peculiar mode of electing the deputies. In Germany only the lower house of the imperial parliament, the Reichstag, is elected by universal manhood suffrage. The Prussian parliament is not so elected; its deputies are chosen by classes of electors. On a certain day all men vote who pay a very small amount of taxes. This class consists of artisans, small tradesmen, and generally people of limited income. On another day, say a week from the first election day, a higher class of taxpayers vote, and finally, on a third election day, all of those vote who pay a considerable amount of taxes, and, besides these, all who have especial rights as large land owners. The votes of the second class are counted as multiples of the first, those of the third as multiples of the second and first classes, because each class counts for one-third in the result. This secures a greater voice in the Government to the wealthy conservative classes than is due to their numbers. Naturally, a legislative body thus constituted is more likely to sanction conservative laws than one which is the result of equal suffrage (universal or manhood suffrage), as is the case with the Reichstag, or lower house of the imperial parliament.[a]

A natural consequence of this mode of electing representatives is the fact that the elements of the Kingdom of Prussia which desire to see church[b] and religion preserved and protected from attacks combine with conservative parties and Government officials to sanction laws which will give the desired protection; hence, also, any school law which will secure to the church the education of the people. Empress Maria Theresa, of Austria, once said, The school is a "politicum." This is everywhere in Europe true to this day. High church dignitaries in the legislative body, both in the House of Deputies and in the House of Lords, use every legitimate means to strengthen their hold on the schools, precisely as the established church in England does. For over half a century the clergy had not succeeded in establishing by law their supremacy over the schools. They were in possession of that supremacy, i. e., they had supervision over the schools to a large extent, but only by grace of the Crown and its minister of education. Every time an attempt was made to pass a school law to that effect the liberal elements in the legislature, backed by the press, by the

[a] Doctor Barth, editor of the Berlin Nation, says, in a signed article:

We can not expect from a parliament of the privileged, legislation which will do justice to the interests of the people. * * * With every year the incongruity between national performance and national privileges becomes greater; with every year the significance of those strata of the population which are partly not represented at all in the Chamber of Deputies, partly very inadequately so, increases as compared with those wielders of traditional power whose cultural value is absolutely, as well as relatively, steadily sinking. With every year, too, therefore, the surface which this parliament of three classes bears to criticism becomes broader. (Quoted from Review of Reviews.)

[b] The Protestant, or, properly speaking, the United Evangelical Lutheran Church, being one of the established churches of the Kingdom, the Roman Catholic being the other; that is, the State supports these churches, builds church edifices, and pays salaries to clergymen.

universities, and by city officials, raised such fierce opposition to the bill that the Government was obliged to withdraw it. The last attempt to that effect was the Zedlitz bill, in 1892, so called after its author, at that time minister of instruction. The occasion was a memorable one. The liberal-minded elements of the entire Kingdom, from the university professors, who were the prime movers, to the newspaper readers in the remotest hamlet, combined in petitioning the Government not to press the bill, i. e., not give the schools over to the clergy.

In 1905 Doctor Studt, the present minister of instruction, had easier work in pressing a new school bill toward its passage—first, because the liberal parties were hopelessly in the minority, and, moreover, divided into antagonistic factions; secondly, because he could rely upon the steadfast adherence to the bill of all the Catholic members, the bill being quite in harmony with the aspirations of the clergy. Still another reason was the fact that he did not attempt in the bill to cover every feature of school education; notably, the course of study and the inner working were left, as previously, in the hands of the minister, but he submitted the bill as partial school legislation, calling it "Schulunterhaltungs-Gesetz" (law of school support).

As a matter of self-evidence, no school law which deals with the question as to who is to establish and maintain the schools can evade the question of denominational instruction—a question paramount in the land of Luther, where the school has been, since the time of the Reformation, a child of the church. During the second half of the nineteenth century the hold which the Protestant church once had upon the consciences of the people, as well as upon the educational institutions of the State, had diminished considerably, especially during the liberal era of Minister of Instruction Doctor Falk. He introduced professional in place of ecclesiastical school supervision, and heartily approved of the establishment of common schools for all denominations. A number of cities—notably, Frankfort-on-the-Main—had established the American system of common or simultaneous, that is, nonsectarian schools, partly from reasons of economy, partly because the church had proved in its supervision of public education to be lagging behind just demands of modern times.

Now, when this new school bill was presented to the Diet the old contention grew particularly fierce, since it was seen that it considered the "simultaneous" (or common) school a negligible quantity, and decreed its gradual abandonment. To some extent the efforts in the Diet for saving these common schools were successful, as will be seen in the text of the new law.

The Deutsche Rundschau of Berlin (July, 1906) sums up the features of the new law as follows:

> It is a compromise, accepted by the two conservative parties and the national liberals; the radical parties and factions voted in the negative. For the first time in the history of Prussian public schools the contributors to the expenditure for schools are definitely determined, the quota of the State is essentially increased, the right of establishment and maintenance of schools on the part of urban communities legally defined, the election of teachers and principals by communal authorities prescribed by law, the further existence of "Simultan-Schulen" (common for all denominations) safeguarded and their extension made possible. The liberation of the schools from the government of the church will, now that this law is passed, remain a pious wish, but in comparison with former conditions the Prussian people's schools receive a firmer legal foundation in regard to financial support and a greater freedom of choice between denominational and common schools.

Additional expressions of opinion of the new law by deputies in parliament, professional educators, and the press in Germany and the United States follow after the text of the law, which has been translated with a view to making it comprehensible to American readers—that is to say, technical terms have been given their American equivalents, though they may not always be logically congruent.

Some statistical data of the Prussian schools, of expenditures, attendance (in text and diagram), supervision, and teachers, are added to enable the reader to gauge the importance of the new law.

LAW CONCERNING THE MAINTENANCE OF PUBLIC ELEMENTARY SCHOOLS IN PRUSSIA.

[Passed the House of Deputies July 8, the House of Lords July 22, and was signed by the King July 28, 1906.]

We, Wilhelm, by the grace of God King of Prussia, etc., decree, with the consent of both houses of the Diet of our Monarchy, as follows:

Chapter I.

Contributors to the school maintenance.

Section 1. The establishment and maintenance of public elementary (so-called people's) schools shall be the duty of civil communities and independent seigniorial districts, except where specific regulations in this law require the State to contribute to the costs.

Communities (seigniorial districts) are to form either separate school districts or may, for the purpose of maintaining one or more schools, combine to form a joint school district.

A community (seigniorial district) may belong to several school districts; it may, even though it have formed its own school district, be part of one or more joint school districts.

Seigniorial districts as supporters of the school maintenance, as well as joint school districts, shall have the rights of corporations in civil law.

Sec. 2. Every city, as a rule, shall form a separate school district. City communities with more than twenty-five school rooms or classes may, with the consent of all concerned, combine with other communities or seigniorial districts to form a joint school district.

Sec. 3. The supervisory school authority of the State [a] decides about formation, change, or dissolution of a joint school district upon motion of those concerned (civil communities, seigniorial districts), and after consultation with the township (Kreis) council, or, in case it involve a city, the county (Bezirk) council. In cases of opposition of some one concerned formal consent of township or county councils may be required by the supervisory school authority.[b]

From the action of township or county councils the school authorities and those concerned may appeal to the provincial council within two weeks.

Sec. 4. The question of settlement of property caused by the formation, change, or dissolution of joint school districts is decided by the supervisory school authority. Appeal from such decision is to be taken to the county council within two weeks.

Sec. 5. The supervisory school authority may, after consultation with the school districts concerned, send children of one district as guests to the schools of another

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[a] In order to understand the provisions of this Prussian law, it should be explained that the "supervisory school authority" mentioned so often in this law is not, as in cities of the United States, the local superintendent of schools, or the inspector of schools, as in England and Germany, but an entire hierarchy of officials, namely: (1) The royal minister of instruction and his division chiefs; (2) an officer (usually a privy school councilor) attached to the executive office of a president or governor of the province; this officer has his assistants, and in a small way is minister of instruction of the province; (3) the counties (or Regierungs-Bezirke) have also educational officers, or councilors, subject to orders of the provincial and royal officers.

Hence a question involving the school authorities of a district or a township is by this law referred to the "supervisory authority" of the county or Regierungs-Bezirk. If the question be of wider bearing and of more general character it is referred to the "supervisory authority" of the province, and sometimes to the president or governor of the province. The highest supervisory authority, or "Schulaufsichtsbehörde," is of course the minister of instruction, who, as head of an executive department, represents the Crown.—(Translator.)

[b] Prussia has twelve provinces and one principality (Hohenzollern). Each province is divided into several Regierungs-Bezirke, or counties. Each Bezirk is divided into Kreise, or townships, but the chartered cities form Kreise of their own.—(Translator.)

district if this does not necessitate the erection of new buildings and the appointment of additional teachers.

In similar manner, and with the same proviso, children may be allowed to participate in the instruction in separate branches only.

Appeal from the decision in this matter of the supervisory authority may be taken within two weeks to the president of the province, whose decision is final.

Remuneration for the attendance of such guest children is to be paid by the school district in which the children reside. In case of disagreement between the school districts the fees are fixed by the township council or, if a city be concerned, by the county council. Appeal from the decision of the councils is to be taken within two weeks to the provincial council. As far as such cases may involve the city of Berlin, the supervisory school authority determines the remuneration. Appeal is to be taken within two weeks to the superior administrative court. In determining the fees of guest children the additional cost to the one and the saving caused thereby to the other district should be considered.

In cases of considerable changes in the attendance caused by guest children, a school district may withdraw from the agreement only after giving a year's notice, the date to coincide with the close of the fiscal year. Under similar provisions the remuneration for guest children may be differently determined.

In suitable cases the supervisory authority may require a member of the administrative body of the school district from which the guest children come to act as a member, without vote, in the board of the district in which the children are taught.

Sec. 6. School districts may require tuition fees for attendance at school of nonresident children.

As residents may be considered all children of the German Empire who reside in the respective school district or in the guest district (sec. 5); that is to say, in the place of residence of those who have the care of the children's persons, including private parties who, without pay, maintain in board and lodging children not their own. Tuition fees for nonresidents must not exceed the average per capita cost of school maintenance for the last three years.

The fixation of these fees is subject to the approval of the supervisory authority. If this authority denies approval the community may appeal within two weeks to the provincial council.

With reference to complaints and objections concerning the payment of tuition fees, the legal provisions in force dealing with local taxation shall be applied.

Chapter II.

Distribution of school taxes—Budgets of expenditures—Building funds—The State's contributions.

Sec. 7. In civil communities the costs of maintaining schools are to be provided for by local taxation.

The duty to contribute to the local school taxes of persons freed from local taxation (according to sec. 40 I, Nos. 1 and 3, as well as sec. 41, of the law of July 14, 1893, providing for local taxation; see Code of Laws, p. 152) is regulated by law.

Sec. 8. In seigniorial districts the costs of maintaining schools are to be provided by the seignior.

If the seigniorial district is not exclusively the property of the seignior, or if within the limits of his district other persons have inherited property rights, or if in the district there are taxpayers who do not stand in the relation of servants or wage-earners to the seignior, the school taxes, upon motion of the seignior, are to be subdivided in such a manner that the duty to participate is performed according to the provisions of the law of local taxation. (July 14, 1893; see Code, p. 152.) Separate regulations are to be made by written agreements (Statut), the terms of which, after a hearing

of all concerned, are fixed by the township council, subject to the consent of the county council. Upon motion of the seignior the agreement may be canceled.

SEC. 9. In joint school districts the division of taxes for school maintenance among the various communities forming the joint district shall be made, for one-half of the amount, according to the number of children attending the schools of the joint district from the various communities (or seigniorial districts), and for the other half of the amount according to the valuation of property in these communities (seigniorial districts), which valuation is the basis of the township taxation; but the value of real estate shall not be estimated at more than one-half its taxable value, while the rate of taxation remains unchanged.

If a community (seigniorial district) belongs to several joint school districts the taxes shall be computed according to the provisions of the previous paragraph for each joint district, only in the same proportion in which the number of its children attending the schools of the joint district stands to the whole number of its school-going children.

The number of children to be considered in the two preceding paragraphs is to be ascertained by taking the average attendance on May 1 and November 1 of the preceding three years. The fixation of this proportion is to be made for three subsequent years.

The provisions of paragraph 2 of section 9 are logically applicable where a community (seigniorial district) forming a separate school district at the same time participates in a joint school district.

The township council (or, if a city be involved, the county council) may in cases mentioned in paragraph 1 of section 9, with the consent of those concerned, or upon motion of some one concerned, determine another mode of distribution of school taxes. If the consent of some one of the parties concerned is lacking, it may be supplemented by the township council (or, if a city be involved, the county council), but this supplementary vote must not violate the principle that the division of taxes is to be computed according to the number of children on the one hand, and to the valuation of taxable property on the other.

SEC. 10. The provisions of section 53 of the law of local taxation (July 14, 1893; see Code, p. 153) shall find appropriate application in favor of the school districts if increased expenditures for purposes of public elementary schools are needed.

SEC. 11. For every school district, as a rule, a school budget is to be adopted, and a school treasury to be created.

SEC. 12. In communities which form school districts of their own, it suffices to incorporate the school budget in the civil budget of the community, and it is left to the vote of the community whether a separate school treasury is to be created, or whether its school business is to be transacted through the community's treasury.

In a seigniorial district which itself forms a whole school district, or in joint school districts consisting of districts belonging to the same seignior, and in which a subdivision according to section 2 is not made, the publication of a school budget and the establishment of a school treasury may be omitted with the consent of the supervisory authority. This consent may be withdrawn.

SEC. 13. The means to defray expenses of small building repairs are to be entered into the budget in the same manner as the current costs of maintaining the schools according to local conditions. This may be omitted with the consent of the supervisory authority in cases mentioned under section 12, paragraph 2. This consent may be withdrawn.

SEC. 14. Every school district having 25 schoolrooms, or less, is required to set aside annually, at interest, 60 marks for the only or first, 50 marks for the second, 40 marks for the third, and 30 marks for every additional schoolroom of the district toward providing the costs of new school buildings not included in repairs.

If the costs of building are, either wholly or in part, to be borne by a third party, the school districts need not, or only for appropriately smaller amounts, be called upon to provide a building fund. The supervisory school authority decides definitely whether, or in how far, the requirement of providing building funds, by saving specified sums annually, may be omitted.

The supervisory authority is authorized, upon motion of a school district, to permit a cessation or a diminution of the annual saving for a building fund. If it may be supposed that the building fund accumulated in any district, together with interest and compound interest, and the State's contribution thereto (see sec. 17), as well as eventual bequests of third parties, will suffice for the prospective school buildings of the next fifty years, the supervisory authority shall, upon motion of the school district, order a cessation of the annual collections for the building funds. The resumption of the payments or collections is to be ordered as soon as these presuppositions are no longer valid. If the supervisory authority refuses to entertain a motion for cessation of contributing to the building fund, or if the school district is not satisfied with the order to resume payments to that fund, the provisions of sections 2 and 3 of the law of May 26, 1887, concerning the expenditures for school purposes, shall be applied without consulting the district's capacity for paying.

Sec. 15. The accumulated capital shall be deposited in the treasury of a civil community or city, or in a public-credit bank. With these provisions the supervisory school authority designates the place of deposit. It arranges for the school districts with the chosen place of deposit the rate of interest, deposits the accumulated amounts, and credits them to the school districts in the accounts which provide for the State's contributions, according to the law of March 3, 1897, concerning salaries of men and women teachers in public elementary schools.

Sec. 16. The school districts are allowed to draw upon these accumulated funds only with the consent of the supervisory authorities.

This consent must be granted when the contemplated use of the fund is in accordance with the need of buildings in the districts, and if it is plain that the need can not be met without hardship except by using the building fund, or if it may be presupposed that within a number of years other extraordinary needs of school buildings will not arise for which the accumulated means are likely to be required.

If the use of the fund is refused, the school districts have the right to appeal to the provincial council within two weeks.

Sec. 17. The State grants school districts of not more than seven schoolrooms one-third of the amount needed for school buildings (exclusive of ground) over and above 500 marks per schoolroom, which can not be charged to third parties, nor in case of fire has been covered by insurance. In calculating the State's contribution to the building expenses, any services in kind which may be furnished by the district may not exceed 15 per cent of the total amount to be expended. The State's building contribution shall not be paid if the need of building has arisen through a want of care since the passage of this law.

In cases of contention concerning the duty of paying the State's contribution, or as to the amount, the township council (or, if a city be involved, the county council) decides, upon motion of those concerned, to whom shall belong the separate communities or seigniorial districts included in a joint school district. Appeal may be taken within two weeks to the provincial council.

The school districts, in case the cost of building exceeds 2,000 marks for each building, must submit to the supervisory authority a building plan with minute estimate of costs before beginning with the work. This authority may appoint a State building inspector to supervise the work.

Sec. 18. In cases of demonstrated inability of school districts to defray the costs of elementary schools the State grants supplementary subsidies from funds provided for in the annual appropriations. In granting them it may be ordered that the subsidies

shall be used for the especial alleviation of the burden of local school taxation in designated townships.

A claim upon the State for such subsidies can neither be raised in court nor in administrative office procedure.

SEC. 19. For the support of school districts of 25 schoolrooms or less, unable to raise the necessary amount of school taxes, the State budget shall keep in readiness an amount which, for this purpose, will be appropriated March 31, 1908, and placed at the disposal of the various provincial governments. The ministers of instruction, of finance, and of the interior shall decide what amounts are to be placed at the disposal of the provinces and the principality of Hohenzollern in accordance with other revocable State aid assigned heretofore.

Within the provinces the further distribution among the various districts is regulated by the presidents of the provinces after a hearing of the provincial councils in accordance with contributions heretofore granted; for the Hohenzollern principality the decision lies with the minister of instruction after a hearing of its county councils.

SEC. 20. Aside from the regular State subsidies there is to be entered upon the State budget the sum of 5,000,000 marks, to be used in school districts of 25 schoolrooms or less, unable to produce the required school taxes, for the purpose of equalizing unfair displacements in raising the school taxes arising in consequence of this law, as well as for other unfair inequalities in the amounts of school taxation, which extra sum of 5,000,000 marks is to be distributed in the manner prescribed in section 19.

SEC. 21. To the regular State subsidies of the separate townships are added the supplementary funds granted to the school districts of 25 schoolrooms or less from the central fund of the township treasury for the erection of new schoolhouses.

With the exception of the case in section 22, the amounts rendered to the townships change only (1) at the transition of a school district of 25 rooms or less to one of more schoolrooms; (2) when the reverse takes place; (3) when communities in a township are changed by consolidation or separation.

In the first case, at the beginning of the next fiscal year the supplementary subsidy is paid into the central fund of the township to aid school districts of more than 25 schoolrooms; in the second case, at the same date, the funds formerly granted to the central fund are then paid into the fund of the township. In the third case the same provisions are appropriately applied.

SEC. 22. For the purpose of providing revocable supplementary subsidies for school districts of 25 rooms or less that are unable to raise the required sums, each township shall set aside an amount equal to one-half of the accumulated State subsidies, according to section 14.

SEC. 23. For the purpose of subdividing the State subsidies (secs. 19, 20, 21, 22) among the school districts, the township council, after a hearing of the township school inspector, shall propose a plan and submit it for the approval of the supervisory school authority. Its adoption takes place if within four weeks the township authorities enter no objection to the plan with the minister of instruction, whose decision is final.

The subsidies granted to the various needy school districts can be diminished during the period for which they were granted by the township council only (1) on account of dissolution or change in the boundaries of school districts; (2) on account of cessation of a school; (3) on account of entire or partial cessation of the duty to accumulate a building fund (sec. 14).

The decision of the township council requires the approval of the supervisory authority. Appeal to the provincial council must be made within two weeks.

In the plan of distribution a suitable amount, at least 5 per cent, shall be appropriated for subsidies occurring only once. To this amount are to be added the unexpended supplementary subsidies. All allowances are made by the township council

with the approval of the supervisory authority. An appeal from the refusal to grant subsidies [i. e., to give approval] may be taken by the township council to the minister of instruction within four weeks. If he dismisses the appeal, the decision of the lower supervisory authority is to be carried out.

Chapter III.

School property—Contributions of third parties.

Sec. 24. Special school communities (so-called societies), as well as all schools, which heretofore have had the character of independent legal corporations, and as such were required to contribute to public elementary school taxation, are, without prejudice to their existence as educational institutions, dissolved.

The property of such dissolved school community (or school) passes over to the school district (see sec. 1, par. 2).

If the boundaries of such a dissolved school community (or school) extend over several school districts, the latter all enter into possession as legal successors. The distribution of property among the districts concerned is decided by the supervisory authority. In this matter section 4 of this law is applicable.

Sec. 25. A minute inventory is to be made of the property thus changing legal owners. The property shall remain devoted to the general or specific purpose of the schools for which it was originally donated. In cases of disposal of such property the provisions which deal with school property in general are applicable, only that before permission to sell or for other disposal be given the school board (mentioned in secs. 43, 47, par. 10, and sec. 57) the school commission (secs. 45, 48, and 55), or the schulvorstand (sec. 47), shall be heard.

Sec. 26. As proof of legal succession (sec. 24) a written statement to that effect of the supervisory authority suffices for third parties. Upon motion, any party who can prove a legal interest may demand such a written statement.

If any real estate or other property of a dissolved school community (or school) was entered upon the Grundbuch [i. e., in the recorder's office] in the name of the former holders, the supervisory authority may request the recorder to enter the title of the property in the name of the new school district.

Sec. 27. If a church community was contributor to the public school support, the property, including real estate, buildings, capital, rights, usufruct, and claims, with proper consideration of liabilities connected with the property, shall be transferred (under restrictions of secs. 28 and 30) by the supervisory authority, with the consent of the former owners, to the school district for similar purposes according to the provisions of this law. If an agreement is impossible, the president of the province decides the case. Before a decision on the part of the supervisory authority or of the president is rendered both the church community and the school district board are to be heard.

Against this decision both the church community and the school board have the right to appeal in ordinary civil procedure in law within six months.

The provisions of sections 25 and 26 are, as a matter of course, applicable in such a case.

Sec. 28. Independent school endowments, including those under the administration of third parties, especially of church officials, shall remain as such unchanged. Their properties and other parcels of value devoted to school purposes being in possession of third parties, especially church officials, shall be preserved for their original designation.

Sec. 29. The rights of possession of third parties, especially church congregations or other ecclesiastical owners of properties devoted to school purposes or simultaneously serving school and church purposes, shall remain inviolate.

Properties which are permanently intended for both school and church purposes, having belonged in common to parties required to support a school or to the school itself, shall remain common property according to the conditions heretofore existing.

In cases where the title of the common property has been recorded, section 26, paragraph 2, is applicable, except that the request to change the name of owners in the title must be made by both parties.

SEC. 30. Where an ecclesiastical office is permanently connected with the office of a teacher, the school district assumes, by virtue of the law, the position of the former supporter of the school. The provisions of section 26 are logically applicable.

Properties which heretofore were used simultaneously for both church and schoo purposes may continue to be used thus.

With reference to taxation of ecclesiastic supporters of the schools, the existing regulations concerning school buildings and repairs and supplementary buildings remain in force.

Obligations entered into by church congregations or other ecclesiastic school supporters for the combined office of teacher and church official according to law, provincial or county regulations, custom, or local government are left untouched by this law.

During the time of combination of the two parties interested they may agree that the obligation to contribute to the building and maintenance of the buildings common to both shall devolve upon the school district in lieu of a fixed rental to be paid by the church congregation. By this agreement the church's rights to the use of the buildings or to a settlement in case of dissolution shall not be affected by this law. The agreement requires, however, the consent of both the supervisory school authority and the superior church authority. Hence, where the school district has accepted the duty to build and maintain schoolhouses, the state subsidies (sec. 17) are to be paid over to the district in case the costs in excess are not covered by the rental from the church congregation.

In case of dissolution of a permanently united church and school office the settlement of the property is made by the president of the province if the two parties interested can not agree or the consent of the school or church authorities be lacking. A reversal of the decision of the president is to be sought within six months in the ordinary civil procedure in law by either the school district or the church congregation.

Also, in case of retaining the union of a church and school office, upon motion of one of the two parties, or any supervisory authority, a settlement of the property or separate parcels of property may take place. This settlement is to be made according to the paragraph preceding this.

SEC. 31. In case another arrangement of the relations of local funds entirely or partially devoted to school support not falling under section 28, and not intended for a specially designated school, should become necessary by this law, it may be made, with royal sanction, by the minister of public instruction and the minister of finance, the previous purpose being kept in view. In case church rights are involved in these funds the sanction of the higher church authorities is to be procured before the royal sanction is asked for.

The privileges vested in the free miners' funds in Silesia and their legally imposed duties are not affected by this law. If, however, a change in their administrative regulations should become necessary in consequence of this law, it shall be made by the minister of public instruction and that of commerce and industry, with royal sanction.

SEC. 32. Obligations which have hitherto existed through regulations of legal force (be that through law, provincial order, local or school charters, custom, or general observance) for purposes of maintaining schools are hereby abolished in so far as the present law does not preserve them. This is applicable to current obligations which those who, according to regulations of legal force, are in duty bound to support schools have undertaken voluntarily over and above the customary or necessary measure.

On the other hand, all obligations of third parties for school support based upon especial legal titles shall remain intact.

In so far as obligations of the Fiskus (royal domain) are not based upon its character as seigniorial domain the presupposition is that they rest on special titles (par. 2).

The customary contributions of the Fiskus, according to section 45 of the school order for the province of Prussia (December 11, 1845), are to be continued. In place of furnishing wood or peat as fuel, a rental in money shall be paid equal to 5 marks per cubic meter of soft cord wood. This rental may be commuted on motion of either the payer or payee, six months' notice being given.

At the expiration of ten years the provincial council of the province of East Prussia must renew the rental, or at least fix it at 5 marks per cubic meter of soft cord wood.

Chapter IV.

Denominational conditions.

Sec. 33. The public elementary schools shall, as a rule, be so organized that Protestant children shall be taught by Protestant teachers and Catholic children by Catholic teachers.

Wherever in any school district there are ungraded schools besides schools of three or four classes, or besides schools of the kind described in section 36 there are such as are designated in sections 35, 38, and 40, paragraph 1, the pupils shall not be transferred to the one or the other kind of school against the will of their parents or guardians, if local circumstances will allow it, and if thereby the continuation of an existing school is endangered or the establishment of a new school is necessitated.

Sec. 34. No child shall be denied admission to the public elementary school of his home place solely on account of denominational confession.

Sec. 35. In public elementary schools of only one schoolroom [ungraded schools] the teacher shall always be a Protestant, if his predecessor was a Protestant, or a Catholic, if his predecessor was a Catholic.

In place of a Protestant teacher, should his position become vacant, a Catholic teacher shall, as a rule, be appointed, if for five successive years at least two-thirds of the children attending the school, exclusive of guest children, have been of the Catholic faith, and if during that time the number of Protestant children has been less than twenty. Under similar circumstances, as a rule, a Catholic teacher shall be replaced by a Protestant. The change requires the sanction of the minister of instruction.

Sec. 36. In a school in which according to its particular organization both Protestant and Catholic teachers have been simultaneously employed, the practice may be continued. In a school district which has had only schools of this kind, new schools can be established only upon the same principle. A change may be made for sufficient reasons by the authorities of the school district only with the sanction of the supervisory authority.

If in any school district there have been heretofore, besides schools of the kind described in paragraph 1, also such as have had only Protestant or only Catholic teachers, the establishment of new schools shall be according to the principle of separate denominational schools, as far as possible.

The preceding rule is not applicable to schools in which the difference in the denomination of the teachers is caused solely by making it possible that pupils of one denomination be offered religious instruction. (See sec. 37, par. 3.)

Schools of the kind described in paragraph 1 of section 36 may, for especial reasons, be established by other school districts; this action is, however, subject to the sanction of the supervisory authority. The resolution of the school district to establish such schools is to be published in the way customary in the respective locality, together with the sanction mentioned before. Within four weeks from the day of such publication persons interested may enter before the township council a denial that there are sufficient reasons, and move the abandonment of the plan of such establishment. An appeal from the decision of the township or county council may be taken to the provincial council.

If the supervisory authority refuses its sanction, because it does not consider that especial reasons exist for that kind of school, the school district may appeal to the provincial council.

Against the decision of the provincial council suit may be brought within four weeks in administrative procedure before the superior court of administration.

For the city of Berlin the supervisory school authority acts in place of the county council (par 4). Against the decision of that authority (pars. 4 and 5) suit may be brought before the superior court of administration.

For the principality of Hohenzollern the minister of public instruction decides definitively.

If a school, such as described in paragraph 4, has had during the last five successive years more than 60, or in cities and rural communities of over 5,000 inhabitants more than 120 pupils of the Protestant or of the Catholic denomination, the parents or guardians of these 60 or 120 pupils, respectively, may petition the supervisory authority to arrange the schools so as to make them denominational, i. e., have teachers employed who are either Protestant or Catholic, as the case may be, provided there is not in that district any school of denominational character to which such children might be sent.

With reference to the pecuniary demands made, according to section 9 of the law of May 26, 1887 (see Code, p. 175), the necessity of providing pupils solely with Protestant or solely with Catholic teachers shall not be denied from considerations of the needs of the school, nor from considerations of the ability to pay of those who support the school.

In a school of the kind described in paragraphs 1 to 4, the teaching body should, as far as possible, agree in number to the denominational proportion of the pupils.

SEC. 37. If in any public elementary school staffed exclusively with Protestant or with Catholic teachers there are found twelve pupils, residents of the district, of a different denomination, separate religious instruction shall be provided for them.

With reference to the pecuniary demands made according to section 1 of the law of May 26, 1887 (see Code, p. 175), the necessity of providing pupils with separate religious instruction shall not be denied from considerations of the needs of the school, nor from considerations of the ability to pay of those who support the school.

Whenever any such provision for extra religious instruction is met with great difficulties a Protestant or a Catholic teacher may be employed for that purpose, who may be also intrusted with the instruction in other branches.

SEC. 38. For all other public elementary schools requiring several teachers, only Protestants or only Catholics shall be employed. In employing additional teachers in schools hitherto taught by only one teacher (sec. 35) only candidates of the same denomination shall be considered.

Protestant teachers in schools of several grades shall be replaced by Catholics if during five consecutive years at least two-thirds of the pupils residing in the district (exclusive of guest children) have been of the Catholic faith, and if during that period the number of Protestant children has been less than forty. Under similar conditions Catholic teachers shall be replaced by Protestants. The change requires the sanction of the minister of public instruction.

SEC. 39. If in a school district containing schools staffed exclusively with Catholic teachers the number of Protestant children obliged to attend school (exclusive of guest children) has been, during five consecutive years, more than 60, or in towns and rural districts of over 5,000 inhabitants more than 120, the parents and guardians of these 60 or 120 children, respectively, may petition the supervisory authority to provide schools exclusively with Protestant teachers.

With reference to the pecuniary demands made, according to section 1 of the law of May 26, 1887 (see Code, p. 175), the necessity for providing exclusively Protestant teachers shall not be denied from considerations of the needs of the school, nor from considerations of the ability to pay of those who support the school.

The provisions of paragraphs 1 and 2 are logically applicable to Catholic children, if in any school district there are only schools of Protestant teachers.

A public elementary school described in section 37, paragraph 3, is to be considered in the light of the preceding regulations as equivalent to those exclusively staffed with Protestant teachers, or exclusively with Catholic teachers.

If the number of children of any denominational minority remains below the minimum mentioned in paragraph 1, a provision for schools of their denomination shall be ordered by the supervisory authority only for especially urgent reasons.

SEC. 40. For the establishment, maintenance, and management of public schools for Jewish children, staffed exclusively with Jewish teachers, the regulations heretofore followed shall continue in force, only that section 67, No. 3, of the law of July 23, 1847, concerning Jews (see Code, p. 263), shall henceforth be applicable for the whole monarchy. The congregations obliged to support such schools shall be considered school districts in the sense in which the present law defines that term.

If the public schools mentioned in sections 35 and 39 are attended by Jewish children the present regulations concerning the expenditures for Jewish religious instruction, and those concerning the employment of Jewish teachers in such schools for both purposes, i. e., to give religious instruction and to teach other branches, shall remain in force. If in any school, staffed with Protestant or Catholic teachers, as many as twelve Jewish children belonging to the district are in attendance, a teacher shall be appointed to give religious instruction to these twelve. In such a case section 67, No. 3, of the law of July 23, 1847, is logically applicable.

For the management and the maintenance of public elementary schools in which, according to their especial organization, both Christian and Jewish teachers are employed, existing laws remain in force, except in such a case as mentioned in paragraph 2.

For the province of Hanover the law of March 7, 1868 (see Code, p. 233), section 1, No. 3, concerning aid to the Jewish school system through the provincial government, remains intact.

SEC. 41. The preceding regulations contained in sections 33 to 40 are not applicable to special teachers (of drawing, gymnastics, manual training, domestic art) now employed, or in future to be employed.

SEC. 42. For the territory of the former Duchy of Nassau the regulations hitherto existing shall remain in force.

CHAPTER V.

Administration of public schools—Employment of teachers.

DIVISION I.—IN CITIES.

SEC. 43. According to the law of communal charters (Gemeinde-Verfassung) and the present law, it is left to the city government to determine the school budget, to appropriate the means required for the maintenance of schools, to administer the school funds, to represent school property in courts of law, and to appoint the required officers.

In all else the management of school affairs appertaining to the community shall be intrusted to a city school board, which is an organ of the city government and as such subject to the latter's orders.

The school board also exercises local supervision over the schools according to the law of March 11, 1872 (see Code, p. 183), which defines the participation in school supervision of city governments and their organs. The board in this matter acts as an organ of the State supervisory authority, and as such acts subject to the latter's orders also.

SEC. 44, I. The school board consists of:

(1) From one to three members of the executive officials of the city (assistant mayors, aldermen, etc.). In place of one city official a school superintendent (councilor) may be appointed even though he be not an elected officer.

(2) The same number of members of the city council (citizen-elders, etc.), and

(3) At least the same number of men well acquainted with educational and school systems, among whom there shall be at least one school principal or one elementary school teacher.

(4) To these are added the parish pastor of the Protestant or Catholic church ranking highest according to length of service.

In place of the ranking pastor another clergyman may be selected as a member of the school board in agreement with the State supervisory authority and the superior church authority.

In the same way another clergyman may be selected in case the ecclesiastical member be incapacitated from serving.

(5) If the city has at least twenty Jewish children of school age, the rabbi oldest in service is to be added to the membership of the school board.

The State school inspector of the township takes part in the meetings of the city school board as commissioner of the State supervisory authority, and must be heard upon demand.

City communities are permitted to increase the membership of the board under 1 to 4, with the sanction of the supervisory authority. If the number of members designated under (3) be increased to four, there should be among them at least two school principals, or two class teachers. In this case women teachers may be appointed; but only such as are serving in the schools subject to the board.

II. The members of the board chosen from the executive officers of the city are appointed by the mayor. From these members the chairman is to be selected. The mayor has the right to take part in the proceedings of any or all meetings of the board, and assume the chairmanship himself with full power to vote.

The members of the city council who are to serve on the school board are elected by the city council; the professional members of the board are selected by the members of the first two groups; that is, the members chosen from the executive and legislative branches of the city government.

The election of the members of groups 2, 3, and 5 requires the confirmation of the State supervisory authority.

If a person whose election or appointment has not been confirmed is reelected, the supervisory authority may appoint a substitute, in case the position is not to remain vacant, or in case a suitable substitute is not elected or appointed within a certain period.

All elections or appointments for membership of the board are for a period of six years. The duty to serve in unremunerated communal offices is clearly defined by existing legal provisions. Those who are elected and confirmed have the right to resign the office after serving three years. Questions are decided by majority vote. In tie votes the chairman gives the decisive vote. A vote can be taken only when the majority of members are present; if the board be called together to deliberate the same question a second time, the question of quorum may be disregarded. The call to this second meeting must expressly indicate the reopening of the question. In proceedings and votes in which members of the board are personally interested, the latter are excluded.

Further regulations regarding the election of members designated in I number 3 and I number 4, and regarding business procedure of the school board, are to be issued by the city government, and require the sanction of the State supervisory authority.

III. A member of the school board who is neglectful in the performance of duties devolving upon him, or who proves, or has proved himself by his conduct, within or without the board, unworthy of the respect, reputation, and confidence expected of a member of the board, may, if he belong to the members specified in I, numbers 2 to 5,

be excluded from membership in the board by resolution of the supervisory authority. Such a member may appeal within two weeks in ordinary procedure to the county council.

IV. Wherever, for the performance of separate functions (such as carrying out of the compulsory attendance act), and for special business concerning separate or several schools, especial commissions have been appointed who act under orders of the school board, such commissions may continue to act according to resolution of the city government.

For the exclusion of members of such commissions, and also of members designated in section 5 paragraph 6, the provisions of Rule III are applicable.

SEC. 45. By resolution of the city government requiring the sanction of the supervisory school authority, school commissions may be appointed for one or several schools as organs of the school board, which commissions shall watch over the interests of such schools in regard to proper attendance, good relations between school and parents, and have the right to submit motions to the school board, and also be obliged to carry out the latter's resolutions.

School commissions consist of the mayor, or a council member appointed by the mayor (vice mayor, trustee, etc.) as chairman, the local school inspector (if there be any), the parish pastor ranking highest in length of service, or an otherwise ranking local pastor of the Protestant State church, or of the Catholic Church, or, if there be a commission for each school, the pastor of the church to which the pupils belong; furthermore a school principal, or a man or a woman teacher, of the respective school or schools; lastly, of several members chosen by the school board from the citizens of the district in which the school is situated. For schools exclusively taught by teachers of one denomination only citizens of that denomination are eligible. For the substitution of another clergyman the provisions of section 44 I number 4, and for the purpose of dismissal of members the provisions of section 44 III are applicable.

Wherever such organs exist under or side by side with the school board, or have existed in absence of any school board in cities where the schools are supported by local taxation, such commissions may remain in force; provided they are reorganized according to provisions in paragraphs 1 and 2 to make them agree with reference to membership and functions. A school commission shall not be abolished except for urgent reasons, and then only with the sanction of the supervisory school authority.

Minute regulations concerning the duties and the order of business of school commissions are to be issued by the city government. These regulations require the sanction of the supervisory school authority.

If the city government fail to agree in a case provided for in paragraph 3, or if it fail to provide the necessary regulations for school commissions (see par. 4), the supervisory school authority shall decide concerning membership, functions, and order of business of such commissions.

DIVISION II.—IN RURAL COMMUNITIES AND SEIGNIORIAL DISTRICTS.

SEC. 46. The duties of determining the school budget, of appropriating means for school purposes, of auditing accounts, and of legally representing the school property, are performed in rural communities forming school districts of their own, by the constitutional organs in accordance with the law establishing rural communities; in seigniorial districts forming their own school districts, the duties are performed by the seignior; in case of section 8 paragraph 2 they are performed by a seigniorial representative body formed for that purpose.

Detailed regulations concerning composition and election of seigniorial school representative bodies are to be made in a statute by the township council according to section 8 paragraph 2. For the duties, right to vote, and order of business of such representative bodies, as well as for the participation of the supervisory authorities,

the regulations in force for all rural communities and communal administrations are applicable.

The right to sue, given to the seignior in section 35, paragraph 2, of the law of competency, is transferable in a case mentioned in section 8, paragraph 2, upon the seigniorial bailiff.

SEC. 47. In rural communities forming their own school districts a school board (Vorstand) is to be created for the administration of the affairs of public schools of the community, except for the duties mentioned in section 46, paragraph 1.

The rural board (Vorstand) shall attend to the exterior order of the schools, and to the proper relations between home and school. More detailed rules for this are to be issued by the supervisory authority.

The rural board consists of the communal mayor; in the province of Westphalia of the justice of the peace and in Rheinland of the burgomaster—of one teacher designated by the supervisory authority and of the pastor ranking in length of service of the Protestant or Catholic church to which the pupils of the school belong. In place of the pastor designated another may be substituted, in case the supervisory school authority and the superior church authority agree. Upon a case of admission of a rabbi to this local board, the same rules are applied which are provided for city school boards. If the rural board is established for schools of one denomination only, neither a pastor of the denomination nor a rabbi shall be added to the membership of the board.

Finally, from two to six citizens of the school district shall serve as members of the board. The number is to be determined by resolution of the communal government. These members are elected by the council of the community.

The election of the members of the board, as well as that of the rabbi, requires confirmation of the supervisory authority. This latter State authority has the right to depute the duty to confirm or sanction elections to a subordinate State authority. Paragraph 4 of section 44 II is applicable in this case.

With regard to the exclusion of members of the rural school board the provisions of section 44 III are applicable, with this difference, that the suit is to be brought in administrative procedure before the county council.

With regard to the length of service, the obligation to accept an election to membership, as well as the mode of voting in the board, the regulations set down in section 44 II, paragraph 5, must be followed except in this, that the elected members are entitled to resign after three years' service only for valid causes, such as are specified in section 65, paragraph 2, of the law of rural community order of July 3, 1891 (see Code, p. 233).

The chairman of the rural school board is, as a rule, designated by the supervisory authority from the members of the board. To depute the chair, according to the nature of the business before the board, is permissible.

The local school inspector is entitled to participation in the board, if he be not already a member, and must be invited to its meetings. He must be heard on demand.

In rural communities with more than 10,000 inhabitants the government of the communities may resolve to institute school boards like those in cities; their membership and functions, as a matter of course, are the same as in sections 43 to 45. Likewise rural communities with more than 3,000 inhabitants may establish school boards like those in cities, but only with the sanction of the supervisory authority.

In seigniorial districts forming school districts of their own, according to section 8, paragraph 2, school boards may be established, for the membership and functions of which the provisions of paragraphs 1 to 9 are applicable, with this exception, that the number of members is determined by statute and the election is held by the seigniorial representative body.

In seigniorial districts of the kind described in section 8, paragraph 1, the head or chief officer determines the number of members and appoints them. The selection

requires the sanction of the supervisory authority; in all else the provisions of paragraphs 2 to 9 are applicable.

Sec. 48. In rural communities and seigniorial districts which have, side by side with schools staffed exclusively with Protestant teachers, such as are staffed only with Catholic teachers, or besides these two kinds also such as are described in section 36, paragraph 1, there shall be, with the sanction of the supervisory authority, for the purpose of performing the duties designated in section 47, paragraph 2, a separate school commission for each school or for several schools, as organ of the school board. For such commissions the provisions of section 47, paragraphs 3 to 9, are logically applicable.

DIVISION III.—IN JOINT SCHOOL DISTRICTS.

Sec. 49. The administration of affairs designated in section 43, paragraphs 1 and 2, and section 47, paragraph 2, is performed in joint school districts by the school board and the chief civil officer of the district. The latter is to act as executive officer.

Sec. 50. The school board consists of representatives of the various communities and seigniorial districts comprising the joint school district. Each community and seigniorial district is to be represented by at least one member. The total number of representatives must be at least three.

The proportion in which the various communities and seigniorial districts forming the joint school districts are to be represented in the board is to be in accordance with the amount of taxes contributed by each for school purposes. Upon this principle the number of representatives, their election, their distribution among the various component civil communities in case an agreement is not reached by those interested, are determined for a period of five years by the township council, or, if a city be involved, by the county council. If within that period the distribution of membership calls for a change, owing to great differences in the population occurring meanwhile, the decision of the township, or the county council, as the case may be, is, upon motion of an interested party, to be changed before the expiration of five years.

The representation of rural communities consists of the burgomasters, or their deputies, and of representatives to be elected by the community councils of the school district from inhabitants of the communities. The representatives of cities consist of the mayor, or his deputy, or another city official, and of representatives elected by the city council. Only persons eligible for membership in the council, or any of its commissions, may be chosen for the board.

The votes of the seigniorial districts are represented by the seignior himself, or his deputy. The seignior, instead of acting himself, may appoint a number of representatives equal to the number of votes to which he is entitled. In a case such as is designated in section 8, paragraph 2, the representation of the votes shall be determined by statute, as nearly as possible in accordance with the amount of taxes for school purposes paid by the participants.

Deviations from the preceding provisions may be allowed, upon motion of any interested party (community or seigniorial district), by the township council; if a city be involved, by the county council. Such deviations require the sanction of the supervisory authority.

The provisions of section 47, paragraph 3, concerning the admission of pastors, rabbis, and teachers to the school board, are logically applicable to joint school districts.

All elected members of the school board, and those appointed by seigniors, as well as the membership of rabbis, require the confirmation of the supervisory authority. The latter authority is permitted to depute its duty of confirmation upon a subordinate organ. Section 44, II, paragraph 4, is applicable.

With regard to the exclusion of members of the school board the provisions of section 47, paragraph 6, are applicable.

If any joint school district consist exclusively of seigniorial districts in which a subdivision, according to section 8, paragraph 2, is not made, the administration of

affairs, designated in section 43, paragraphs 1 and 2, remains in the hands of the seignior, and in case several seigniors are participants, it is placed in the hands of the one designated by the township council. As to formation and function of the school board, the provisions of section 47, last paragraph, are logically applicable.

SEC. 51. The chief officer of the joint district, as well as his deputy, are selected from the members of the board by the supervisory authority. If there be no suitable person in the board, the supervisory authority is empowered to appoint a person, not a member, to whom shall be intrusted the duties of chairman as a commissioner. This commissioner shall have no vote in determining the school budget, expenditures for school purposes, nor in auditing accounts.

The local school inspector, if not a member of the board already, shall have the right to attend the meetings of the board, and must be invited.

In the province of Westphalia it is the justice of the peace, in the province of Rheinland it is the burgomaster, who acts as chief officer of the board for all joint school districts within the territory of his community. If the joint school district include several civil communities, the chief of the township council (Landrat), or, if a city be included, the president of the county, determines which burgomaster is to be the chief officer.

SEC. 52. The length of service of elected members is six years. With regard to the obligation to accept the office, the legal provisions in force for unpaid communal officers are applicable. Those elected have the right to resign after three years' service under the conditions mentioned in section 47, paragraph 7.

The chief officer and his deputy are placed under oath by the township councilor, or by an officer deputed by him.

The chief officer may claim reimbursement for his expenses and a reasonable remuneration for his services. These payments are made by the joint school district.

The township council determines the amount of expenses and remuneration of the chief officer and his deputy; if a city be part of the districts, the county council determines the amounts.

In cases of malfeasance in office on the part of the chief officer, or other officials of the school board, the legal provisions in force concerning crimes and misdemeanors of communal officials, burgomasters, etc., are applicable.

SEC. 53. The chief of the joint district board prepares the resolutions of the board, issues the calls for meetings, acts as chairman in the meetings, and sees to it that the resolutions are carried out.

Resolutions are passed by majority vote of at least three members. In case of a tie vote the chairman casts a decisive vote. If a quorum is not obtainable, a second call is issued. If that fail to produce a quorum, the chief officer is entitled to give orders concerning the matters on the programme of the call, without awaiting action of the board. Members are not allowed to take part in affairs and votes in which they are personally interested. In affairs and votes concerning the fixation of the school budget, appropriation of means for school maintenance, and auditing of books, the teachers and clergymen mentioned in section 47, paragraph 3, have no vote.

Against any resolutions of the school board which go beyond its functions, or are unlawful and injure the common weal or interests of the joint districts, the chief officer shall raise protest upon proposal of the supervisory authority if such suggestion is made. Against such protest the board may enter suit in ordinary administrative procedure before the county council within two weeks.

The chief officer represents the joint school district externally. Documents (contracts) which obligate the district, are to be signed by the chief officer, or his deputy, and one member of the school board.

SEC. 54. The chief officer has the duty to fix the rate of school taxes required by the joint district board for the schools, according to the laws and the resolution of the

joint board for the various communities (seigniorial districts) and third parties which are bound to contribute according to public law; he also gives the necessary orders for their collection and transfer.

Against the rates determined upon, those interested (communities, etc.) may raise objection within four weeks.

Complaints and objections concerning (1) the duty to pay tuition fee by nonresidents (sec. 6), (2) the obligation of separate communities and seigniorial districts, as well as third parties legally required to support the schools, to contribute to the school district and its schools, the chief officer of the district decides.

An appeal from this decision may be taken in ordinary administrative procedure within two weeks.

The township council, or, if a city be involved, the county council, has jurisdiction in this case.

Complaints and objections do not have the effect of postponing action.

The same administrative procedure is to be followed in contests between third parties obliged to support the joint district and its schools concerning the amount of their contributions.

The forty-eighth section of the law of competency is applicable to joint school districts. If a city be a component part of the district, the provisions concerning city schools shall be followed.

Sec. 55. In joint school districts which have besides schools exclusively staffed with Protestant teachers also such as are exclusively staffed with Catholic teachers, or besides these two kinds one or more of the kind described in section 38, paragraph 1, a special school commission is to be appointed for each school, or for several schools of one kind, as organ of the school board, for the performance of duties mentioned in section 47, paragraph 2; upon such commissions the provisions of section 47, paragraphs 3 to 9, are logically applicable.

Sec. 56. Joint neighboring civil districts consisting of communities and seigniorial districts, or parts of such, serving other purposes (joint judicial districts in Westphalia, burgomaster villages in Rheinland, etc.) may upon their own motion be declared joint school districts by the supervisory authority with the sanction of the president of the province, provided they have, according to their charters, a chief officer and a representative council (commission, etc.). Upon such joint civil districts the provisions for joint school districts are applicable with reference to the administration of school affairs and the appropriation of the required means, unless their charters do not admit of different arrangements.

Sec. 57. The forty-seventh section, paragraph 10, has logical application upon the establishment of school boards. If a city be involved in the joint school district, a board shall be established.

DIVISION IV.—PROVISIONS COMMON TO ALL KINDS OF SCHOOL DISTRICTS—APPOINTMENT OF TEACHERS.

Sec. 58. Until a general law concerning the appointment of teachers is passed, the following provisions (secs. 58 to 62) shall be applied:

Rectors (principals), head teachers, teachers (men and women) in public elementary schools are appointed from the number of qualified candidates by the supervisory authority with such participation in the selection on the part of the school districts as this law defines.

Sec. 59. Men and women teachers are selected by the communal authorities from the number of qualified candidates within a period defined by the supervisory authority. In school districts with twenty-five or fewer teachers the selection is made from three candidates declared eligible by the supervisory authority.

The right to select is exercised:

(1) By the city government in communities forming school districts of their own, after a hearing of the school board or the chief officers of the board, and of the school commission, if such exists. In case several commissions exist the one interested is to be heard. In places where a communal government does not exist the right to select is left to the school board.

(2) By the seignior in seigniorial districts and joint school districts to which the provisions of section 8, paragraph 1, and section 50, paragraph 9, apply, after a hearing of the school board.

(3) By the school boards in all other school districts (sec. 57).

The selection needs the confirmation of the supervisory authority, and the document of appointment is to be signed by this authority in the name of the school district. Confirmation shall be refused only for very urgent reasons.

If the supervisory authority refuses confirmation, it must notify the school officers and request a new election within a stated period of time.

The right to select on the part of the board ceases in the specific case if the period defined is allowed to pass, or if the supervisory authority refuses to confirm a second selection. In that case the supervisory authority may proceed to select and appoint in place of the school board.

SEC. 60. For positions whose holders exercise directive functions (principals, head teachers, etc.), only such teachers should be selected as answer the requirements prescribed by law or by administrative regulations having legal force. In this respect proper consideration of experienced candidates from outside of the school district, especially of head teachers and normal school teachers, should be exercised.

Appointments for such positions are made by the supervisory authority, after a hearing of the administrative organs designated in section 59, paragraph 2.

SEC. 61. In a community forming a school district of its own, in which the civil community has heretofore been the supporter of the school maintenance, and in which the civil government has had the right of a more extensive cooperation with the State authorities in the selection and appointment of teachers, or has exercised a more extensive cooperation in this matter than allowed in sections 56 to 60, the custom may continue to be followed. The same custom may continue to be followed in seigniorial districts forming their own school districts (sec. 8, par. 1), as well as in joint school districts (sec. 50, par. 9), parts of which are seigniorial districts. Where the right to a more extensive cooperation in the selection and appointment of teachers has heretofore been enjoyed by the seignior it shall now be exercised by the owners of the district; likewise, in school societies, abolished by section 24, which heretofore possessed and exercised the right to such extensive cooperation, hence in joint school districts of which such societies are now a part. In the last two cases mentioned the right to cooperate with the State authorities is transferred to the school districts formed by this law, with the provision that the right shall be exercised by the organs mentioned in section 59, paragraph 2. The foregoing regulations are not applicable if the more extensive cooperation in selecting and appointing teachers has been granted by the supervisory authorities only with reservation, or if the supervisory authorities have protested against such extension of rights within the period of five years, from January, 1900, to January, 1905.

The State supervisory authority decides concerning the assumptions contained in the first sentence of the preceding paragraph. Those interested may appeal from the decision within three months to the township council, or, if a city be involved, to the county council, in ordinary administrative procedure.

With reference to confirmation, issue of appointment documents, and appointments, the provisions of section 59, paragraphs 3 to 5, are logically applicable.

SEC. 62. The right to select candidates and the right to propose their names are not used, nor is the hearing necessary (see secs. 59, 60, and 61) when the filling of a

vacancy is done by transfer in the interests of the service. (Sec. 87, No. 1 of the law of July 21, 1852; see Code, p. 465.)

Teachers appointed by the State authorities without the cooperation of the parties interested receive reimbursement from the State treasury for their expenses of moving. More detailed directions concerning the rate of indemnity are to be issued by the minister of instruction in agreement with the minister of finance.

If an ecclesiastical office be connected with the teacher's position, the existing legal provisions concerning the appointment of church officials are not altered by the foregoing paragraphs.

The procedure of appointing teachers employed only as substitutes, or for special branches, is to be regulated by an order of the minister of instruction.

Chapter VI.

Concluding provisions and directions for the period of transition.

Sec. 63. All existing regulations contrary to this law are declared out of force, whether they be contained in general laws, in provincial laws, in county, city, or school charters, in traditional or customary usage, or whether they rest upon directions derived from laws. Also, all heretofore valid rights to select, appoint, call, elect, or commission teachers, men or women, in public elementary schools, in so far as these rights conflict with this law, are hereby revoked, whether they have rested upon a legal basis, law of custom, tradition, or special titles.

Sec. 64. The continued legal authority of the provisions of the law of July 6, 1885, dealing with pensions of teachers in public elementary schools; of the laws of June 14, 1888, and March 31, 1889, facilitating the payment of school taxes; of the law of June 27, 1890, dealing with provision for the orphans of teachers in public elementary schools; of the law of July 23, 1893, dealing with teachers' retirement; of the law of March 3, 1897, fixing the salaries of men and women teachers in public elementary schools; of the law of December 4, 1899, dealing with the care for widows and orphans of teachers in public elementary schools, is abridged by this present law only in so far as the school districts, school societies, communities, and seigniorial districts, obliged to furnish means for the payment of salaries, retirement pensions, for widows' and orphans' funds, contributions to the age-increase in salaries, pension funds, etc., are replaced by the various school districts created by this law.

Sec. 65. If not provided for otherwise in this law, the functions of the State supervisory school authorities and those of the school districts remain the same as under existing laws.

The discontinuance of any public elementary schools requires the sanction of the minister of instruction, or takes place by his orders.

Sec. 66. In cases where existing school boards and school officers have been intrusted with the administration of other school affairs, aside from those of public elementary schools, through action of the school districts, such functions may be transferred to the school district authorities created by this law.

In cases where the existing local school authorities have had superior functions granted them, outside of public elementary schools, either by law or by orders of State officers, the supervisory school authorities are entitled henceforth to exercise these functions themselves, or transfer them wholly or in part to subordinate organs, or empower local school boards and officers, created by this law, to exercise them, until other legal regulations are provided for the purpose.

Sec. 67. In the former principality of Hohenzollern-Hechingen the school districts are joined with the territory of the pension fund in the principality of Sigmaringen.

Sec 68. Paragraph 18 of the law in Hanover, dealing with the Christian people's school system (May 26, 1845) (Hanover Code I, p. 465), and the Lauenburg school

order of October 10, 1868 (see Official Journal for the Duchy of Lauenburg, 1868, p. 441), are herewith annulled.

SEC. 69. This law has no application to garrison schools, nor to schools connected with institutions serving other than public school purposes, nor to such schools as have been established by the State from considerations of national policy, and heretofore maintained exclusively by the State treasury.

SEC. 70. This law is not applicable to the provinces of West Prussia and Posen.

SEC. 71. This law will take effect on April 1, 1908.

Meanwhile, the establishment of school districts and the creation of their officers and organs shall be begun, and the property relations regulated before that date, so that on the 1st day of April, 1908, the school districts may assume the rights and duties derived from this law.

The administrative authorities and courts (of decision) shall in these preparatory steps exercise the functions granted them by this law.

Given under our signature and royal seal at Odde, on board of the steamship *Hamburg*, this day, the 28th of July, 1906.

WILHELM.

Countersigned by: Prince von Bülow, Count von Posadowsky, von Studt, Baron von Rheinbaben, von Podbielsky, von Bethmann-Holweg, Delbrück, Beseler, Breitenbach.

EXTRACTS FROM THE DISCUSSION IN PARLIAMENT.

1. *Appointment of teachers.*—(See secs. 58–62 of the new law.) Referring to section 61, in which the appointment of school principals in cities is regulated, Deputy Doctor Friedberg said as spokesman of the National Liberals:

The necessity of securing a new foundation for the development of the Prussian people's school, by regulating the manner in which it is to be financially supported, has urged my party to seek an agreement with other parties of this house, which agreement was not easy to find and which required great sacrifices of opinion on our part. However, from the higher point of view of removing weighty obstacles to the development of the schools, we have been persuaded to offer these sacrifices, acknowledging the fact that other parties had to do likewise. We firmly adhere to the action of the committee, so long as we may hope that the majority in this house will yield to our view in the selection of school principals. If we find that our hope in this point is not realized, we shall be obliged to unanimously reject the bill.

Baron von Zedlitz-Neukirch, leader of the Free-Conservatives, said on this point:

Since the motion of the National Liberals and the statement of the royal minister has furnished a suitable common ground, on the one hand to safeguard as much as possible the existing rights of cities with reference to the selection (or call) of school principals, on the other hand to preserve the fundamental principle of this bill in their definite appointment, my party friends are going to vote for the motion after the second reading. But should this motion be defeated, we shall vote against the entire section 40.[a] Judging from the point of view that on the whole the propositions and amendments of the committee open up a way for the final solution of our legislative problem, my party friends can not agree to accept fundamentally important and material counter propositions, come from whatever party they may.

Deputy Doctor Porsch, spokesman of the Center Party, said:

My political friends do not think it advisable at this moment to take final position on the entire bill. We shall do that when the time comes to judge the bill after its third reading. But we readily acknowledge that the legislative committee work, as it is here exhibited, is eminently necessary in the interests of the State; that it was exceedingly difficult to bring it about, we know, and we are rejoiced to see that, concerning certain important parts, the committee has succeeded in unifying all parties concerned.

[a] Section 40 in the first draft became sections 58-62 in the law.

Deputy von Heydebrand und der Lase, spokesman of the Conservatives, said:

On the whole we agree with the results of the committee work and shall vote for the resultant amendments; but any motion tending to changes of radical character we shall reject. That which I am obliged to acknowledge in the motion of the National Liberals is, that they attempt to show a practical way upon which a compromise is possible concerning the most difficult and debatable point of the bill.

2. *Views of a seignior (large landed proprietor).*—Deputy Count von Strachwitz-Bertelsdorf moved that, in assessing real estate for school taxes, only the ground, without the buildings, should be assessed at half its value, and in advocating that motion he said in part as follows:

I must acknowledge that through this bill, if it become a law, but more so through its amendments in committee, the burdens of many land owners, especially of large landed proprietors, have been considerably lightened. I am in possession of statistical material which makes that clear. But the owners of medium-sized properties, as they are found in large numbers in the East, are not allowed to recline on roses, even though this bill be adopted. I should like to contradict the opinion still frequently entertained, that this new school law will give unjust advantages to the seigniors. It is true it removes some of the crying severities, that should never have even existed in a civilized State, and the incredible patience of those who suffered under them can not be praised too much; it is astonishing why they did anything at all for the State before these crushing burdens were removed from their shoulders. In the final analysis of things the main thing in all relations of the State's actions is the protection of property, and whether the money which a man earns with more or less trouble is left him to enjoy. Whether he be robbed of it by the State, or by robbers, or by a revolution, is all the same to him; it is only a question of keeping or losing it. Now the burdens of seigniors of medium-sized properties, as is plainly seen from the discussion, are not eased by this new law as much as would seem desirable in accordance with existing conditions, and I agree with Deputy Gamp, that really only the total number of children attending school should be the basis for calculating the distribution of the costs, for if a rich childless man, perhaps a pensioner, lives in a community, it seems an injustice to tax him as heavily as the whole of the rest of the community.

This remark shows why the bill was supported by the aristocratic seigniors.

3. *Definition of denominational and common schools in Prussia.*—Deputy Kreth, Conservative member, who reported the bill to the house, said:

In the bill we have used the term "schools in which teachers of one denomination teach" instead of speaking of "denominational schools," and instead of "simultaneous (or common) schools" we use the term "schools in which teachers of different denominations teach." The committee agreed to the governmental proposition that not the pupils' but the teachers' religious confession should determine the name, for it is the latter's spirit which characterizes the institution; that is the criterion of a school, and that determines whether a school be a denominational or a common school for all.

Deputy Funk, member of the Free Conservative party, said:

We have had a most significant experience in Frankfort on the Main at the opening of the school year at Easter, namely, the number of children applying for admission to denominational schools decreased 16 per cent in Protestant and between 6 and 7 per cent in Catholic schools from that in the previous year. These numbers should induce us to ponder deeply. It has been asserted that in Frankfort [a] a complete change of mind had recently taken place because three deputies of the Center party and two of the strict orthodox Protestant persuasion were elected to membership in the city council. I think the result of that "great change of mind" has been that the population now prefer to send fewer children into denominational schools than last year. This is a sign of the times not to be underrated.

Deputy Friedberg, a National Liberal, said in this connection:

It is plain—and in this I agree with my colleague Funk—that our ideals deviate greatly from what the committee finally resolved. If we had a large majority of Liberals in this chamber and a state government which walked the same road with them [hilarity all over the house], we should have wished to give this bill an altogether different countenance. We should have secured in this bill what Deputy Funk holds up as his ideal, namely, the complete equivalence of denominational and common school. What we present to you is a compromise.

[a] Frankfort on the Main is the pioneer city in the movement for the establishment of simultaneous or common schools.

4. *Only elementary schools are to be denominational.*—The minister of public instruction, Doctor von Studt, took occasion to say during the discussion:

Deputy Ernst tells us: "After we have here made the people's school denominational my party friends do not doubt that its effect will be reaching further; that next the continuation schools and the secondary schools, and, lastly, even the universities, will be made denominational." The deputy nods his head. I may be permitted to shake my head to that for the simple reason that for forty years my predecessors in office have never left a doubt that the secondary schools and the higher institutions shall not be managed on denominational lines. The fact is that the entire development of our educational conditions is directed toward that aim. I may here refer to my statement made last year in the Saarbrücken affair. Hence I believe that ghosts are being painted on the wall which, I believe, will prove mere shadows without substance.

Deputy Ernst, replying to the minister, said:

The minister of public instruction emphasizes to-day, as I notice to my astonishment, that secondary schools and universities should never be organized on confessional lines. He therefore establishes a boundary line between the people's school and all secondary and higher institutions of learning. I have already emphasized that I must protest against such views. I can not agree to a differentiation between higher and lower schools in this respect. I shall never aid in interpreting the well-known words of our Emperor in this wise: "Religion shall be preserved for the people—that is, the lower classes; it does not matter at all for the higher classes." I demand for the people's school essentially the same treatment which is accorded to secondary schools. If the common (or simultaneous) form is the better for secondary schools, it must be so, too, for the people's school. * * * Gentlemen, I should like to ask you a question of conscience—such questions are not expected to be answered, I know—What kind of schools, denominational or common schools, have your own children attended or are they attending? I presume the answer will be from the majority of deputies: "The common preparatory school and the common gymnasium or another common secondary school." Gentlemen, a thing you claim as your just right you can not deny to others.

Minister Doctor von Studt:

We have in five provinces not a single simultaneous school, namely, in Brandenburg, Saxony, Schleswig-Holstein, Hanover, and Westphalia. To these I may add the province of Pomerania, for that has only one such school, in the county of Lauenburg. In the entire territory of German Silesia we have only one, in Ohlau. In the whole of the province of Hesse-Nassau there is only one, in Hanau. The great province of Rheinland, with its 6,000,000 inhabitants, has only 12. In East Prussia there are two—a total of 16 in the entire Kingdom, against a total of 37,000 people's schools. The simultaneous or common school is the rarest exception—not one in a thousand.

This statement of the minister says the Pädagogische Zeitung, of Berlin] is not in harmony with the published statistics of his own department, where 803 such schools are enumerated, with 4,813 teachers, 5,066 classes, and 284,575 pupils. The difference between the statistics and the minister's statement lies in the definition of the term. While the minister in his speech defines a simultaneous school to be one where pupils are taught together regardless of their denomination and where religion is omitted from the course of study, the statistics regard a school a simultaneous one where the pupils of all denominations are taught together except for lessons in religion, during which they are temporarily separated.

5. *A clause of wide bearing.*—Deputy Klopsch (Liberal), discussing section 59 of the bill, which deals with the local selection of teachers from a number of qualified candidates and their appointment by the State authorities, objects to the last clause, "Confirmation (on the part of the State of the selection of a teacher) shall be refused only for very urgent reasons," saying:

In connection with this clause, the question arises: What in reality are urgent reasons for nonconfirmation of a selection? Is the interest of the school in which the teacher has been engaged to be the criterion? If that be the case, I ask, What remains of the teacher's right to change his abode? Is his personal interest not also to be considered when he leaves one place to enter upon another engagement? The interest of the school should of course be safeguarded in a case where a teacher leaves without demonstrable personal advantage to himself, against so-called "birds of migration," as they are found in the teaching profession as well as elsewhere. Secondly, I ask whether urgent reasons are found in the fact that the character of the teacher selected for a place is not suitable. Such a procedure would be comprehensible and appear

quite justified; but it would be very difficult to do the right thing in all cases, exceedingly difficult to guard against arbitrariness toward teachers in many cases. I believe in most cases confirmation will be refused by the State authorities, if the teacher in question has had trouble with his local school inspector or with his patron, the seignior. Misunderstandings arise between school inspectors and teachers in too many cases, but it must be admitted that the origin of such disagreements is by no means always the fault of the teacher alone. We have repeatedly referred cases to higher authority, where authentically the fault was not on the side of the teacher, who, nevertheless, was and remained the injured party. It is particularly the nonprofessional supervision which gives rise to dissension between the teacher's and the clergyman's office. Those are not always the worst teachers who get into a quarrel with their local school inspector; on the contrary, it is more often the teachers who, conscious of their faithfulness to duty and of their results in the schoolroom, develop and express self-esteem and a professional consciousness which is anything but pleasing to nonprofessional superiors or patrons.

6. *Liberals declare their opposition to the bill.*—Deputy Cassel said:

The bill is not acceptable to us, owing to its fourth chapter, which creates denominational schools and makes the healthy development of the common or simultaneous school impossible. * * * The general law of Friedrich II recognized no denominational schools, but only general elementary schools (Volksschulen) without any reference to denominational differences. Schools in which such differences were recognized were merely tolerated as exceptions. Minister von Puttkamer declared that he had to respect the simultaneous school and that he had no right whatever to disturb their sphere of existence.

7. *Local self-government, formerly and now.*—Deputy Cassel (Liberal), in a long address in which he severely criticized the reactionary tendency of the bill, said

The instructions issued July 26, 1811, for the formation of school boards, contain these words: "The authorities for the pedagogical and those for the business affairs of the school system in a city shall, as a rule, not be independent of each other, but there shall be one authority under the name of school board (Schuldeputation), in order to combine the whole system of a city under one simple and harmonious direction which shall represent all the relations of the school system." You see this governmental order demanded that the whole system be under a simple and harmonious direction. The State authorities at that time were convinced that the school system could flourish only when the same authority which furnished the means for erection, equipment, and all exterior educational requirements should also be intrusted with the administration of the interior affairs; evidently they entertained the conviction that by bestowing such competence the cities would, upon initiative of the school board, be urged to make the great sacrifices for public schools which ever since 1811 they have offered in the consciousness that in the administration of their schools the citizens had some importance and "had something to say." [Hear, hear! from the Liberal benches.] In practical execution of the order of 1811 this principle was followed for a long time. In orders from the minister of the interior in the thirties the school board is repeatedly designated as a department of the city government. In the course of time, however, this principle, which, according to our conception, was quite clear and decisive for the establishment of school boards, was disregarded. In contrast to this conception, and in contradiction to that which we Liberals regard as positively authoritative, orders were issued which tended toward undermining the administrative authority of cities and their school boards, and since a general school law for the State was lacking, local self-administration was replaced by bureaucratic arbitrariness of the royal minister. The present minister can not abandon the idea that the whole problem resolves itself into a question of supporting with a strong hand the prerogatives of the State in school administration; and he seems to believe that the State loses something if he (the minister) can no longer attend to this privilege himself, although in other directions the State gives to organs of local self-government a free hand. If the State now designates the abandonment of the exclusive appointment of teachers on the part of the State, a disqualification of State authority, then King Friedrich Wilhelm III (in 1811) would seem to have abandoned his crown prerogatives by creating local self-government through his famous "city order," since through that law the rights of the State passed over to the city communities. At those times great statesmen, with whose aid the King issued the city order, had somewhat different conceptions from those of the present minister. They did not believe that it was an abandonment of State rights to give communities local self-governmental authority in public affairs of their own.

Liberal hopes.—Deputy Cassel (Liberal) said:

The bill will become a law despite our opposition. It will, however, be no "monumentum aere perennius." That is our conviction! (Quite right! from the Liberal benches.) The Liberal breath now wafting over all of Europe will—of that we are convinced—revive our own State with its freshness. We shall not always occupy the isolated position in its chamber which we occupy at present; of that we are also convinced, and this hope alone encourages us in our efforts.

A National-Liberal member is quoted to have said:

The National-Liberals have no reason to see in this law a great promotion of their party ideals, but their concessions are at least not in contradiction to these ideals, and can be tolerated since the promotion of the people's school itself represents an essential part of the cultural development so ardently fostered by the National-Liberal party.

Deputy Reverend Heckenroth (Conservative) said, during the debate on February 24:

It is to be regretted that as teachers of religion in school clergymen are employed for whom the church has no more use, owing to their radical views. The church rejects such men, and they drift into the schools. Of what use can pastoral instruction for confirmation be, which lasts at most only a year, if religious school instruction does not go hand in hand with it; if that instruction, owing to the icy cold atmosphere pervading it, or, owing to the doubts it raises in young minds, counteracts pastoral influence and tears down what that influence is building up? That is the reason why the church points to the importance of religious school instruction, especially in secondary schools, and to the importance of the teachers of religion. I admit the church has the right of supervision, and can convince itself at all times of the spirit that rules religious lessons in school. This right of supervision is exercised by the clerical superintendents, but these men are generally so overtaxed with duties that despite their zeal and faithfulness they can spend rarely more than an hour a year in each school to listen to lessons in religion.

The deputy pleaded for intimate relations between the inspector and the religious teachers. In normal schools he missed sufficient guaranty for the promotion of the religious spirit. He had met elementary school teachers who had been estranged from their faith in the church. Books like Haeckel's Riddles of the World he would not prohibit in normal schools, nor punish reading them, but they should be controverted by the teachers from a positive Christian standpoint. The deputy desired "the conviction to spread among school administrators that materialistic minds, void of religious faith, are recruited to-day from the education offered in the schools." [Bravo! from the benches of the Conservatives.]

OPINIONS OF THE NEW SCHOOL LAW EXPRESSED BY PROFESSIONAL EDUCATORS IN GERMAN EDUCATIONAL JOURNALS AND TEACHERS' CONVENTIONS.

A protest against the bill was presented to Parliament signed by over 900 prominent professors of German universities, polytechnica, and academies of sciences, also by distinguished artists, scholars, and teachers. From this document, which was barely noticed by Parliament, the following excerpt is offered in English:

The undersigned deem it their duty to protest energetically and publicly against the bill of school support now before the Lower House of the Prussian Parliament. Disregarding other obviously serious faults of the bill, we protest particularly against the provisions giving the people's school a denominational character. The principle from which the bill starts, to wit, that the pupils of the public elementary schools shall be taught in all the branches prescribed by teachers of their own religious confession, can not possibly be carried out in localities with a confessionally mixed population, a fact which is proven in the bill itself by sharp contradictions to the principle it intends to uphold. But the bill should also be rejected on principle. During lessons in any branch of study the pedagogic interest of the school alone should be the guidance. Every influence of sectarian religious tendency should be rigidly kept out. Sectarian coloring of the entire instruction is, however, manifestly aided when

it is legally decreed that the whole instruction shall be divided according to religious confession. Not only the Catholic, but principally also the Protestant orthodoxy, actually claim decisive denominational influence upon the entire instruction in the people's school, and they know how to carry this claim into effect, especially through ecclesiastical school supervision which the school bill preserves. They do so even now, when the school is without legal basis, yet bears a denominational character, which the bill seems intent upon perpetuating by force. In this tendency toward confessionalizing the people's school, without reference to the wishes and the financial capacity of the population, without reference, either, to the quality of the schools, the bill is quite on a par with that of 1892. The existing common, or simultaneous, schools remain merely tolerated exceptions. In fact, it is not religion which is to rule in school, but religious sectarianism. That is the point in the bill against which everyone must utter protest to whom the unity and liberty of the nation stand higher than the perpetuation and the intentional sharpening of the confessional contrast, which for centuries has fed on the marrow of our people, and is likely to undermine the unity and power of the nation. We therefore consider the question as not merely a Prussian but a German question. It can not be an indifferent matter to any liberty-loving German to see this growth of sectarianism and to observe that it is Prussia which throws away the better traditions of the era of Frederick and that of Baron von Stein, and for the first time offers a legal handle to the dangerous influence of ecclesiastical spirit upon the largest and fundamental part of its educational system. Hence we deem it a matter of honor to raise our voice at this critical moment, to demand of the representatives of the Prussian people unconditional rejection of the confessional provisions of the school bill now before the house.

At its first publication this protest was accompanied by the names of the following twenty-seven original signers:

Ludwig von Baer, Göttingen.
Julius Baumann, Göttingen.
Karl Binding, Leipzig.
W. Borchers, Aix-la-Chapelle.
Lujo Brentana, Munich.
Felix Dahn, Breslau.
Rudolf Eucken, Jena.
Wilhelm Förster, Berlin.
Albert Hanel, Kiel.
Otto Harnack, Stuttgart.
Karl Hensel, Erlangen.
Ignaz Jastrow, Berlin.
Georg Jellineck, Heidelberg.
Eduard Kohlrausch, Königsberg.
Karl Lamprecht, Leipzig.
Theodor Lipps, Munich.
Franz von Liszt, Berlin.
Paul Natorp, Marburg.
Theodor Nöldeke, Strassburg.
Karl Pelmann, Bonn.
Walther Schücking, Marburg.
Werner Sombart, Breslau.
Franz Tuezek, Marburg.
Max Weber, Heidelberg.
Heinrich Wölfflin, Berlin.
Wilhelm Wundt, Leipzig.
Theobald Ziegler, Strassburg.

The Pädagogische Zeitung, of Berlin, said in substance (July 12):

It is plain that the new regulation of school support was planned to submit public school education to extensive changes, for the question of financial support alone might have been solved in a law of a few paragraphs. But through the medium of this law the Government, safely supported by a majority of conservatives and orthodox elements, intended to make the church again, as in former centuries, the teacher of the people and the clergyman of the parish the general school superintendent. The aspirations of the laboring classes, their material demands, their claims upon equal political rights, and other currents of thought and action in modern times had awakened the conviction among the privileged classes of the nation that a dam should be erected against these ever-increasing claims from below. This, it was thought, could be done by having the road that leads to education regulated by the church. In the highest layers of the social fabric of the Prussian State the belief in the social-political importance of the church was reawakened. Police and criminal court, as experience showed, could not avail against increasing criminality; hence religion should aid to strengthen the moral stamina of the nation. Upon this background of social politics the essential features of the new school law became plainly visible. For that reason also the local or communal factors in the government of the schools, in cities especially, which could not be easily influenced, should be eliminated.

This underlying motive, which later on in the discussion of the deputies and lords was openly admitted, was at first cautiously concealed. It was the intention of the

Government, the author of the bill, to throw all its weight upon the financial question in order to silence the Liberal elements in cities and gain their consent until it was openly stated in the House of Lords "that the long desired denominational school had at last been secured by law," and another lord said in the same house it was to be hoped that this new law would counteract the destructive tendencies in the nation.

In reading the discussions in the Diet and the press, which for more than a year kept the bill in the focus of public attention, one is induced to ask how it was possible that the valiant victors over the Zedlitz bill in 1892, the two parties called National Liberals and Free Conservatives, could aid in passing the present law. This is satisfactorily explained if we recall to mind the social-political campaigns of late years in Germany, and particularly in Prussia. The various parties which furnished the majority for this new law did not join hands on a question of civilizing statesmanship, but they did it to down social democracy. The wealthy employer of labor has of late replaced the statesman of high civilizing ideals. The opposition to socialism brought political parties together which as long as there has been a national representation in the Diet have never joined hands on educational questions. That the National Liberals joined their forces with the conservative legions of the State government to produce this new law is the most significant feature of the struggle.

Socialism is to be combated by means of this law. The root of popular education is to be fertilized with church influence. It may be admitted that the social democracy has in late years become very disagreeable to the most important supporters [employers are meant] of industrial labor, and hence to the equally important factors of the State. Numerous actions of the Socialists had awakened apprehension, and had made timorous men turn to conservative thoughts; at least fear for the future of the State became prevalent. It may be said the radical parties have their full share in the bringing about the passage of the law. The social democracy neglected its responsible duty in not working toward an education for the broadest layers of the people. Fear of the socialistic specter has driven tens of thousands of voters into the reactionary camp.

The center (or orthodox religious) party remained passive during the deliberations in the Diet, but it profits most by the new law.

The new law is to solve a great educational problem. According to the intentions of its originators it is to make the nation again religious and regular in church attendance. That it can not do this is a matter of self-evidence to him who soberly reckons with facts and is not deluded by political dreams. In whatever way religious and ecclesiastical conditions may develop in future the church can flourish and extend its influence only by means of its own work and through forces active within its own body. By transferring its functions to an institution which in the nature of things is alien to its narrow purposes—that is, by deputing the schools to do the work of the church—it will only weaken itself. Many clergymen knew this well enough, but their voices were not heard.

It stands to reason that the radical elements in the State will indirectly profit by the passage of the law, which creates denominational schools supervised by the clergy, for it will arouse educational struggles such as Prussia has never yet experienced. The intellectual and political elements which it is intended to exclude from participation in the development of the public school system, will now fight for their share in it. But such struggles will be advantageous to neither state nor church, and while the school law is the political bone of contention, school education is apt to be neglected. History is full of examples illustrating this.

The great majority of the teaching profession fought the passage of the law in the press, in meetings, and by means of petitions. Few teachers stood aside neutral or indifferent. Those who did may have done so because they failed to see dangers the law will cause to vigorous development of popular education, or because they hoped that the law would secure better emoluments for the profession. But it is clear now that this hope will not be realized. From the benches of the Crown ministers it was said that the new law would require about $5,000,000 increase in the State's quota of financial support, but little if anything of that sum is intended for salaries. The support of the schools will remain as inadequately distributed as heretofore. Few new sources of income are opened. With about $5,000,000 the now insufficient income of teachers might have been increased so as to fix the minimum at $320 and the annual increase at about $40. Instead of that the minimum salary has been left as before, at $260, and the annual increase at $30.

These conditions will cause an ever-increasing want of teachers. The Government will have to resort to artificial means to fill vacancies. Men teachers are banished to rural districts, and the teaching profession loses more and more the strong support it still has in the representatives of civil liberty and independence in cities, for failing to raise the income of men teachers to adequately enable them to meet the increased demands of life, and denying them professional supervision, will inevitably result in

driving them out of the profession, especially during a time in which numerous other occupations allure young men with brilliant prospects of social and material success.[a]

It would seem that the teachers of Prussia have fought in vain. They were at once excluded from the deliberations. The principal and unvarying rule of sound parliamentary usage in making a new administrative law is to consult those who will be most affected by it. This evidently is not a Prussian legislative usage, for during the lengthy discussion of the bill in the diet the teachers' counsel was not called for. The bill was not submitted to the National Teachers' Association, and when the teachers petitioned against the passage of the bill their petitions were pigeonholed.

One thing may comfort the profession. A reactionary school law, such as has just been passed, can not live long. The conservative party in England tried it, and thereby dug their own political grave. History shows also in Prussia that a period of reaction will be followed by a period of liberal action. The time will come, as it did in England, when the pendulum will swing toward the liberal side, and it is reasonable to expect a law which will press ecclesiasticism into the background and place the teachers in a position in which they can exert an influence beneficial to the State and themselves.

The great political thoughts which at the beginning of the nineteenth century rejuvenated Prussia seem to have been forgotten at the beginning of the twentieth century. It is to be hoped that heavy strokes of fate, similar to those of a century ago, will not be needed to make Prussia realize the necessity of progressive school legislation.

The Deutsche Schule, one of the ablest educational journals of a country so rich in pedagogic thought, says in its July number:

The minister of public instruction [i. e., the Government] upon certain demands, if granted by the new law, will extend his prerogatives at the expense of local self-government, and even eliminate that local influence wherever possible. The people's school is to be made a state-church institution, a denominational school; everything else is of little consequence. In this regard the Government's yielding a point is not to be expected. Whether this policy be wholesome or not is a question of the future; it will depend upon who is at the head of the State school administration. At the present time the administration is not a progressive motor; rather, it is a brake on the development of the schools. However, there will be other times. Minister Mühler (the Conservative) was followed by Falk (the Liberal). Hence there is a hidden advantage offered by this new conservative law. The greater the legal powers of the minister, the more chances for a liberal successor to turn the car around. Often a law was made with evil intentions which in its application had the contrary effect.

Dr. Theobald Ziegler, professor in the Strassburg University, addressing the German National Teachers' Association, a body of more than 110,000 paying members, nearly 6,000 delegates of whom met at Munich at Whitsuntide, said:

We have been beaten in a great battle. The fight against the school support bill in Prussia is lost. But, though I say the battle is lost, it is not to be taken as a discouragement. As courageous men we do not give up the fight, but discuss here in Munich the simultaneous [i. e., common] school which you condemned to slow starvation eight years ago. To-day the church has taken a part of the State's sovereign rights, but we shall not rest until the words "Render therefore unto Cæsar the things which are Cæsar's; and unto God the things that are God's," are applied to ecclesiastics with reference to the schools. But aside from this willingness to continue the fight there has appeared another most delightful feature. Again, as in the combat about the Zedlitz bill in 1892, we have seen that the school is in the center of the people's interest, and that Pestalozzi's idea of the solidarity of all educational agencies has impressed itself upon the general consciousness of the people. We are vanquished, but we firmly believe that, like the Romans after Cannæ and the Prussians after Jena, we shall yet be victorious, and secure for teachers and the school complete independence and liberty of movement, which in the interest of its own and general human culture the nation indispensably needs, for without liberty no culture, and without culture no liberty.

Prof. Friedrich Paulsen, of the University of Berlin, in a letter to the Deutsche Schule urges the teachers to console themselves, and view the law from the standpoint of modern liberalism, saying:

The liberalizing of religious instruction should go in the direction of spontaneous movement of actuality. The old confessional catechism lessons of the sixteenth century, which the reactionary movement during the fifties in the nineteenth century

[a] See article "Men and Women Teachers," at the close of this chapter.

attempted to revive, is impossible on every side. It was possible, so long as the State represented church confessional unities; so long as the teachers were imbued with the faith, and stood in the service of the church, and, finally, so long as the real belief of the majority found its expression in the confessional formulæ. None of the three presuppositions, which were fulfilled in the sixteenth and seventeenth centuries, when our people's school originated, hold good to day. And, therefore, religious instruction can not perform the old task to create a conviction through the truth of confessional formulæ based upon the Scriptures, since neither teachers nor parents entertain confessional belief any longer. now that the church has lost its hold on the souls, and the State, as the patron of the schools, is without a religious confession; it is an utterly groundless expectation to think that a confessional instruction forced upon the school, despite all that, will succeed in permeating the masses with confessional belief. But there is another, a possible, and, according to my view, an unavoidable task to be performed: It is to introduce our youth into the knowledge and comprehension of Christianity and its literary documents, above all, the Bible. From these our nation has gained for more than a thousand years almost exclusively its intellectual and ethical culture. An instruction tending to make the coming generation familiar on the historical ground, on which they have to live and labor (and this is in the end the sum and substance of the objects of school instruction), can not pass by these things: it can not coordinate them as of equal value with other matters from the world's literature, as the Bremen teachers in a not very felicitous moment thought themselves called upon to recommend.[a] And hence teachers who have the education of young souls close at heart can not abandon instruction in such things. How can you speak of the profoundest human affairs to children, if you will let go those books that have nourished the soul of our nation? If the school policy of Liberalism and a liberal-minded teaching profession assume this standpoint it will be fruitful and successful, and we shall have no more occasion to lament over lost battles. That such a policy will at first only be carried out within the Protestant school is true enough, but it is no disadvantage. The Catholic school in the past always followed the development of the Protestant school, though after intervals, and it will do so again. On the other hand, to make the schools common to all denominations is going to fetter the Protestant to the Catholic school and retard its inner progress. False parity has ever proved an obstacle to development. A word of ancient wisdom may close this meditation: The best shoemaker is he who can make the best shoes of the leather he has at hand. That is true of the politician also.

The Catholic clergy of Bavaria published in many religious journals of Germany a protest against the Simultan-Schule (or common school), in which they say:

The opposition to the Christian school is getting fiercer and more general. In late years it is advocated to separate the church entirely from the school by establishing schools common to all denominations, in which temporarily religious instruction is to be given in separate classes, but from which religion will disappear in future. The abolishment of the denominational school will, as in France, result in the establishment of schools completely without religion, and even hostile to religion. School is not only to instruct, but also to educate the young to become not merely men and citizens, but also Christians and members of the church; not only for the present fleeting life, but also for the future eternal life. In education, therefore, religion must occupy the first place as the most important and most effective means. That is not possible in the common school. The arguments advanced in favor of the common school are spurious.

The protest enumerates the errors of the friends of that school, and mentions as its faults, that it is purely a state institution; that the parents are excluded from it; that it is wrongfully demanded in the name of liberty; that instruction in it is in many branches most difficult; that the teachers working in such schools often complain about the great difficulties of their positions; moreover, that the school administration of the greatest German State fully agrees with the spirit of this protest. It then proceeds to say:

The adherents of the common school are, partly at least, people who have broken off connection with Christianity, and who reject all revealed religion; people who are declared enemies of Christianity, outspoken freethinkers and infidels. Hence all faithful Christians, Catholics and Protestants, clergymen and laymen, should firmly adhere to the denominational school, and the thousands who demand the common

[a] At the National German Teachers' Meeting at Munich, in June, 1906.

school should be met by hundred thousands and millions with the demand for denominational schools.

The following passage is particularly significant, as it points to the motives of the clergy in attempting to secure their hold on the schools:

In closest connection with the question of common schools is that of professional supervision. He who combats the Christian school must necessarily oppose ecclesiastical school supervision. The friends of the common school have heretofore raised the demand that the church should be excluded entirely from supervision of the schools, and that only members of the teaching profession, i. e., laymen, be intrusted with that supervision. In some countries this has already been carried into effect, at great cost, without gain to instruction and with great loss to education. However much believing Christians, and especially priests, desire the promotion of the school system, since good instruction will aid the material and moral welfare of the people, the demand for professional supervision must be rejected at all times. All the arguments in favor of denominational schools are applicable to the participation of the church and its representatives in the direction and supervision of the schools.

OPINIONS OF THE AMERICAN PRESS.

The Review of Reviews says in its September (1906) number editorially:

While England and France are attempting to eliminate the sectarian (not to say religious) idea from their scholastic programme, Prussia is accentuating the religious note in her schools. This fact is interesting, not only because it is in opposition to the current of thought predominating or tending to predominate in the rest of occidental Europe, but because it is generally conceded that the methods used in Prussian primary schools are superior to those in use elsewhere. However strong the organization of the Prussian primary schools may be, they are always a representation of the principle that education is salutary only as long as it is associated with the ruling idea of active religious morality. More than that, the Prussian school does not confine itself to a certain amount of religious instruction given at certain hours—instruction embracing the most essential features of the Old and the New Testament, the history of the Reformation and of the development of the evangelical state, Luther's catechism, and a word-for-word recitation of Bible texts. All that would be considered too much in the majority of countries, but in Prussia the whole system of education is impregnated with the religious spirit in its fullest expansion and in all its degrees.

In the evangelical schools the teachers impress it upon the minds of their pupils, that to teach religion is an integral part of the duty of the school teacher. Before a teacher is qualified for school teaching he must profess some form of religion. Children belonging to families preferring the religion of the State, attend the evangelical schools. Catholics and Jews are separated; the Jew has his own school, and the Catholic has his. The teachers are either Catholics, Jews, or Protestants, as the case may require. In some parts of the country—notably in western Prussia and the province of Nassau—there are mixed schools (Catholic and Evangelical) in charge of equal numbers of Catholics and Protestants. There are no special favors for the children of the Protestants dissenting from the accepted form of Protestantism. If a man rejects the established church, he is not given special teachers for his children. All Protestants attend the evangelical schools. A new law just passed, by the efforts of Conservatives and National Liberals, emphasizes the religious character of the schools, but it takes great care to protect all the little religious minorities. In schools where twelve of the children belong to any particular religious confessions—Protestant, Catholic, or Jewish—differing from the religious confession of the majority, the minority has a right to a separate religious instruction—instruction in its own religion. The new law continues the prior custom and ignores the dissenting Protestants, classing them all with the believers of the evangelical confession; and as the essential belief of all the differing Protestant bodies is very approximately similar, there is little or no friction, no war to the death, nothing like the bitterness between radically differing confessions.

The communities pay the expenses of the primary schools. The direction or superintendence of the schools is intrusted to a special bureau, called the school committee, answerable to the minister of public instruction. It is composed of members of the parish council, of a council appointed by the mayor, and of elected members of the common council, who select a certain number of colleagues among people of competent educational equipment. Each council contains a Protestant pastor, a Catholic priest, and (if there are more than twenty Jewish children in the school) a rabbi. Each

school is under the surveillance of three very active district inspectors who have a right to be present at all the meetings of the school board. In some districts several of the members are women.

Such are the outlines of the law just passed to cover the primary schools of Prussia—passed, we may say, in a spirit essentially differing from that animating the English, French, and Belgians. Considerable opposition to the law has been made by the Radicals of the Landtag, but it will be a long time before there can be any real change of method in running the schools, or in the expression of the Prussian clerical conception of the basis of all instruction, "The fear of God is the beginning of wisdom." A good many protestations have been made by the Socialists, but the nation has paid little attention to them, and in no event could they have any immediate result.

Taken all in all, however clear it is to the people that the Government is inflexibly determined to impress primary instruction with a religious character, the general feeling is strongly in favor of things just as they are, because, no matter what a man's religious prejudices are they have the sanction and the affirmation of the Kaiser and his Government.

It is a sort of family matter. It is not a question of furnishing a weapon to a young man imbued with the sense of his own power; it is a question of the state of mind of the whole nation. It has been said that Germany follows where the Kaiser leads—well, so she does, but as she is in sympathy with him it does not cost her anything.

William C. Dreher remarks in the November (1906) number of the Atlantic Monthly:

The school law * * * sets up the general principle that the schools must be denominational; and it contains provisions under which children already in mixed or so-called "simultaneous" schools can be withdrawn, and separate denominational schools organized for them. In addition to the regular boards special denominational commissions will supervise these newly created schools. The clergy, Catholic and Protestant, must be represented on the boards. The Government also demanded far-reaching power to abolish home-rule in the selection of principals and teachers, but had to content itself with less sweeping changes.

The school bill called forth an exceedingly sharp controversy. About a thousand university professors, artists, and literary people signed a strong protest against the denominational features of the law; but others favored a denominational division of the schools as making for harmony. The teachers of the country at their national convention rejected the denominational school with practical unanimity. Influential educators apprehend that the law will have just the opposite effect religiously from what was intended. They point out that very many of the teachers are already inwardly estranged from the church, and their disapproval of the system they are compelled to apply will now become still more intense. The estrangement of the industrial working classes, too, is expected to take on a still more aggressive form, for religion as an adjunct of the police authority of the State can no more bear good fruit in Prussia than in Massachusetts. Under a recent decision of the courts, dissenting parents can be compelled by fines and imprisonment to make their children at school attend Protestant or Catholic denominational instruction. What would Americans think of compulsory Sunday schools with the sheriff to compel attendance?

The school law will carry religious politics into municipal affairs. Already the Catholic clergy and press are calling upon their people to organize for carrying city elections in order to seize all the denominational advantages held out to them by the law. It is evident, therefore, that the measure will foster the religious divisions of the people, and in particular perpetuate the spirit of apartness prevailing in the Catholic Church. Instead of unifying the people by giving them homogeneous ideals, it will tend to prevent the establishment of a common intellectual type.

The Outlook (New York) of August 18, 1906, contains the following editorial remarks:

German Protestantism faces a sobering fact in recent statistical returns of the German universities. These show an ominous decline in the number of theological students, singularly contrasting with the large increase in other departments. In the past twenty years the total number of university students has risen from 27,000 to 42,000—an increase greater than the growth of the population. On the other hand, the students of Protestant theology now number but 993, against over 2,600 two decades ago. This contrast between a gain of 64 per cent in all other lines and a loss of 62 per cent in theology is rendered more striking by the fact that the number of students of Roman Catholic theology is not only not declining, but increasing proportionately with the population. Some see in such a condition clear proof of the blighting effect of modern criticism, but the condition may more reasonably be attributed to the stiff confessionalism of the State church; in part, at least, it is probably an inevitable consequence of the irrepressible conflict between confessional orthodoxy and scientific

criticism, in which the vital difference between faith and knowledge is often forgotten. A cultivated British writer, well acquainted with Germany, suggests what is probably another factor to the present decline: "I am afraid that there is no hope for German Protestantism till after the social revolution has accomplished itself—that is, until Social Democracy has gained its political end and disestablished the church. They [the Socialists] see in the church only an established system, which has for its aim the maintenance of the social and political status quo—a useful police measure for keeping the poor contented with their lot." This retrogression of the established church in Prussia is one of the strongest motives of the passage of the new school law.

EXPENDITURES FOR PUBLIC EDUCATION IN PRUSSIA.

In order to comprehend why the government of the State or Kingdom of Prussia has so great an influence upon all educational institutions and agencies within its borders, it is only necessary to show in a brief summary what large sums the State treasury pays for the maintenance of schools—lower, secondary, and higher—what portion is borne by communities through local taxation, what is derived from tuition fees, and from permanent funds or endowments. In order to give a complete exhibit, it is necessary to go back to a date from which complete financial statements can be had, to wit, to the year 1901–2. If later statements could be used, the showing of the State's part of the expenditures would be still better.

I. Expenditures for elementary schools (so-called Volksschulen): In 1882, $24,141,956; in 1901, $62,308,400, to which sum should be added $2,975,000 for advanced city schools, which are still ranked below the secondary schools; hence a total of $65,283,400 for elementary schools only. Only fifteen hundredths of 1 per cent of this sum was raised from tuition fees, charged in some advanced city schools. The instruction in the lower schools has been gratuitous throughout the Kingdom since 1888. In 1882 the tuition fees still amounted to 12.8 per cent of the expenditures.

From permanent or irreducible funds (chiefly old endowments) the elementary schools derived $2,500,000 in 1882, which had increased to $3,332,000 in 1901; from State subsidies, $15,398,600 in 1901; from local taxation, $42,316,400; from other sources $2,093,400. These amounts do not include funds for pensions to sick teachers, retirement funds of superannuated teachers, nor for administration of the State department of education with all its ramifications through State, provincial, county, and township governments. They are simply the amounts used for buildings, repairs, salaries of inspectors, teachers, and janitors, and for supplies.

The per capita of expenditures in elementary schools was $11 in 1901; in advanced city schools the per capita was $22.15. These are low figures compared with the per capita found in the United States, but the purchasing power of money is greater in Germany than here.

II. The expenditures for secondary schools in Prussia in 1883 was $6,073,041; in 1902 it had reached the sum of $11,947,600, and hence had nearly doubled in nineteen years. Of this sum, nearly two-fifths, or exactly expressing it, 37.6 per cent, was raised from tuition fees, while nearly $250,000 was derived from irreducible funds, and about $7,500,000 from State subsidies and local taxation. The per capita of expenditures in secondary schools in 1902 was $57.60.

III. The expenditures for higher education in Prussia have risen from nearly $2,000,000 in 1882 to nearly three and a third millions in 1902, of which sum the State paid $2,406,180; the rest was derived chiefly from students' fees. The per capita of expenditures in universities in 1902 was about $238.

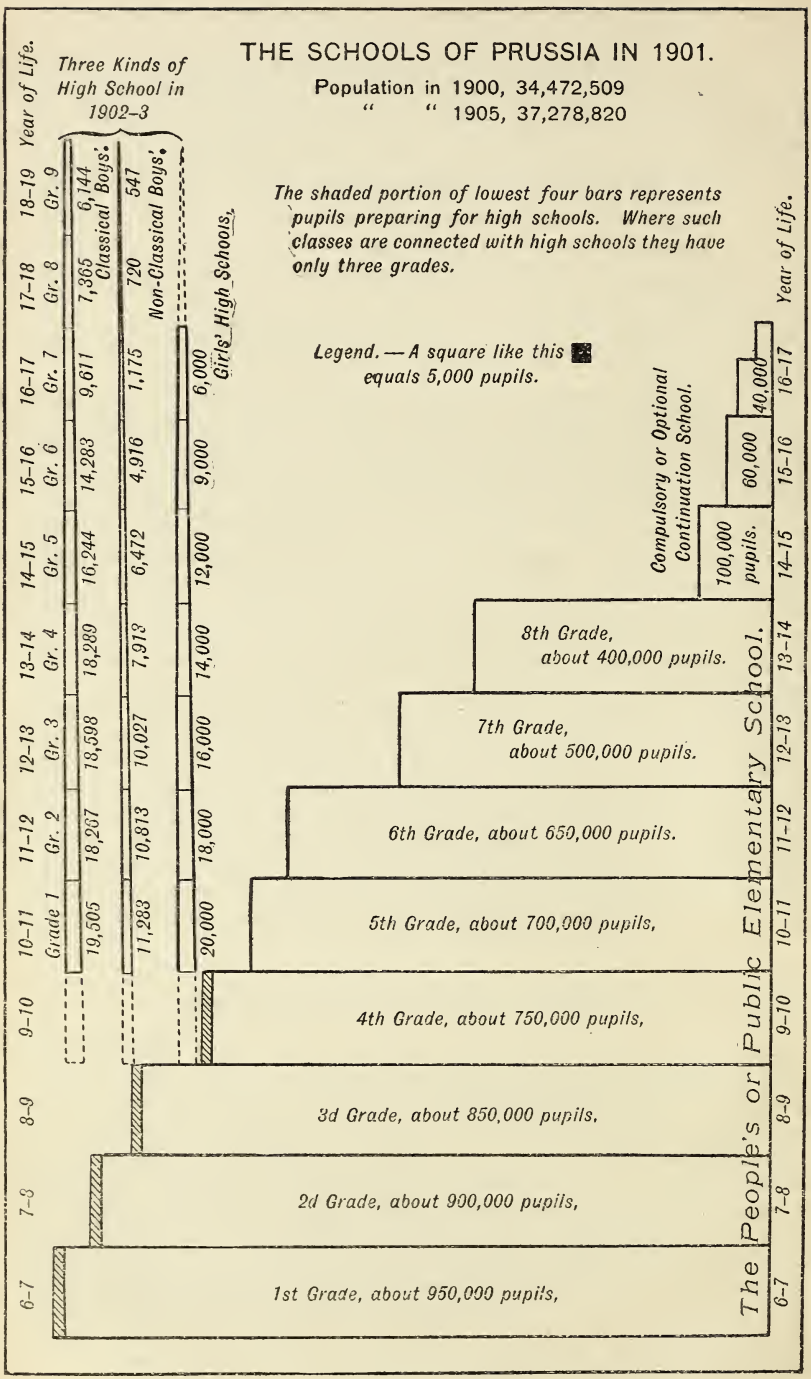
ATTENDANCE IN PRUSSIAN ELEMENTARY SCHOOLS.

Since the year 1717 Prussia has had compulsory school attendance. While at first the compulsion was of a mild form, it nevertheless established the habit of sending children to school. During the nineteenth century the laws of compulsory attendance became stricter, so that toward the end of that century virtually no child of school age (6–14) was withheld from school, and the ratio of illiteracy dwindled down to two thousandths of 1 per cent. During the school census year of 1901, the last one of which complete reports are available, there were found in a school population of a little over 5,700,000 an enrollment of only 300 less than there should have been, and these 300 belonged to that floating population which lives on canal boats, or were withheld from school by parents not easily approachable. The percentage of excused absence in city schools is less than 10 per cent; in rural schools it may be somewhat more during inclement weather; but the average attendance for the entire Kingdom is about 90 per cent.

The accompanying diagram shows the distribution of these 5,700,000 pupils in round numbers in elementary or people's schools. A glance at the diagram reveals the fact that the high schools are not continuing the work of the elementary schools, but that they begin their work at the pupil's ninth or tenth year of age; in other words, the high school work begins where the primary, not where the grammar school, ends, as with us. The Prussian people's school is therefore a blind alley, which has no outlet into secondary education, for the optional or, in part, compulsory apprentice and continuation schools are in the nature of the case only elementary in character, teaching neither higher mathematics nor foreign languages. But the fact that the great bulk of the school population is offered only an elementary education, with no prospect of rising into the high school, and from there into higher altitudes of learning, makes the new school law, which deals exclusively with elementary schools, very important. It establishes, by making these schools denominational, a cleavage on religious lines in a country which has been, since the sixteenth century, the battle ground of religious contention. In all kinds of high school, which begin at the pupil's ninth or tenth year of age, the American principle of common education is followed—that is to say, Protestant, Catholic, and Jewish children are sitting side by side in the high schools. Americans, not having the incubus of historical tradition, such as the Church-Reformation and the Thirty Years' war, to consider in establishing their schools, can scarcely conceive the intense feeling aroused in Germany by the radical proposition of secularizing the schools. Hence the importance of the present new law.

SCHOOL SUPERVISION IN PRUSSIA.

The elementary school system in Prussia is supervised by 84 governmental or ministerial councilors. These are partly in the central seat of the State's supervisory authority, i. e., in the royal ministry of education, and partly attached to the government offices of the 12 provinces of the Kingdom. Of these 84 State officials, 44 were formerly normal school principals, 34 county superintendents, 4 clergymen, 1 a high school principal, and 1 an elementary school principal. The number of county school superintendents is 1,270, of whom 373, or 29 per cent, are exclusively engaged in school supervision, while 897 are school principals, clergymen, etc., besides being school inspectors. Most of these inspectors or superintendents are teachers in secondary schools, but we find among them also 63 former elementary school principals, 25 clergymen, 2 head teachers, and 4 class teachers. All cities have professional men as superintendents, and they are regarded as part of the executive branch of the city government, to which belong also the mayor, the deputy mayor, the secretary, the treasurer, the tax assessor and tax collector, the health officer, and other officials.


THE SCHOOLS OF PRUSSIA IN 1901.
Population in 1900, 34,472,509
" " 1905, 37,278,820
The shaded portion of lowest four bars represents pupils preparing for high schools. Where such classes are connected with high schools they have only three grades.
Legend. — A square like this ■ equals 5,000 pupils.
Three Kinds of High School in 1902–3
Year of Life.
Grade 1
Gr. 2
Gr. 3
Gr. 4
Gr. 5
Gr. 6
Gr. 7
Gr. 8
Gr. 9
6–7
7–8
8–9
9–10
10–11
11–12
12–13
13–14
14–15
15–16
16–17
17–18
18–19
19,505
18,267
18,598
18,289
16,244
14,283
9,611
7,365
6,144
Classical Boys'.
11,283
10,813
10,027
7,913
6,472
4,916
1,175
720
547
Non-Classical Boys'.
20,000
18,000
16,000
14,000
12,000
9,000
6,000
Girls' High Schools.
1st Grade, about 950,000 pupils.
2d Grade, about 900,000 pupils.
3d Grade, about 850,000 pupils.
4th Grade, about 750,000 pupils.
5th Grade, about 700,000 pupils.
6th Grade, about 650,000 pupils.
7th Grade, about 500,000 pupils.
8th Grade, about 400,000 pupils.
The People's or Public Elementary School.
100,000 pupils.
60,000
40,000
Compulsory or Optional Continuation School.

MEN AND WOMEN TEACHERS IN PRUSSIA AND OTHER COUNTRIES.

In order to understand the immense importance of the new school law for Prussia, it should be borne in mind that the word teacher is not, as with us, of feminine implication; that 85 per cent of the teachers of all elementary schools and nearly 100 per cent of those of secondary schools are men, men who have votes, and in numerous localities can influence voters. The teacher in rural districts is frequently, especially if he be a little advanced in years, a sort of magistrate and general adviser of the village or settlement, and that gives him a prestige and social standing which the American rural teacher rarely acquires. There is, however, in Prussia, as in all other civilized countries, noticeable a steady increase in the ratio of women teachers, chiefly owing to the pecuniary and social inducements held out of late to young men in industrial, technical, commercial, and professional pursuits. These offer better incomes than the teaching profession will ever offer, especially since the Empire of Germany has so enormously increased its industrial and commercial activity. The steady increase in the number of women teachers is partly due also to the fact that Germany has in its population about one million and a half more women than men, and it is generally understood that unmarried women teachers are willing to work in the schoolroom for lower salaries than men, of whom it is expected that they support families.

The gaps left in the ranks of the men teachers by those who either forsake the profession or never enter it are filled, especially in cities, by women, for whom the State offers ever-increasing facilities for normal training. Taking the governmental statistics of Prussia (published only at intervals of five years) as a basis, we find the following number of women teachers in Prussia:

Year.	In cities.	In rural districts.	Total.
1861	1,064	691	1,755
1886	4,097	2,751	6,348
1896	6,313	3,667	9,980
1901	8,125	4,705	12,830

While the increase in the number of men teachers in Prussia from 1891 to 1896 was only 9.32 per cent, the increase in the number of women teachers was 21.25 per cent during the same five years. During the period from 1896 to 1901 the increase in the number of men teachers was 10.43 per cent, while that of the women was 34.63 per cent. In Bavaria, the second largest State of Germany, the number of women teachers rose from 614 in 1865 to 1,675 in 1892, and to 2,715 in 1900—that is for the last eight years an increase of 62.09 per cent.

The following table is very instructive, as it shows that the ratio of women to men teachers in Prussia is not by any means the same in all of the 26 States of the Empire of Germany, but that between the ratio of Prussia and that of Germany the difference is very slight—namely, only one-tenth of 1 per cent.

State.	Year.	Teachers.		Per cent of—	
		Men.	Women.	Men.	Women.
Prussia: Total	1901	76,342	13,866	84.7	15.3
East Prussia	1901	5,149	382	93.0	7.0
West Prussia	1901	3,892	278	93.0	7.0
Berlin	1901	2,836	1,648	63.0	37.0
Brandenburg	1901	7,076	753	90.0	10.0
Pomerania	1901	4,377	372	92.0	8.0
Posen	1901	4,441	213	95.0	5.0
Silesia	1901	10,499	928	92.0	8.0
Saxony (Prussian)	1901	6,765	530	92.0	8.0
Schleswig-Holstein	1901	3,698	606	86.0	14.0
Hanover	1901	6,533	549	92.0	8.0
Westphalia	1901	5,847	2,390	71.0	29.0
Hesse-Nassau	1901	4,366	525	89.0	11.0
Rhenish Prussia	1901	10,668	4,695	69.0	31.0
Hohenzollern	1901	195	3	98.0	2.0

State.	Year.	Teachers.		Per cent of—	
		Men.	Women.	Men.	Women.
Bavaria: Total	1900-1901	12,184	2,715	82.0	18.0
East of the Rhine	1900-1901	10,087	2,538	79.0	21.0
West of the Rhine	1900-1901	2,097	177	92.0	8.0
Saxony (Kingdom)	1899	10,003	401	96.0	4.0
Wurttemberg	1901	4,615	494	90.0	10.0
Baden	1900	3,631	418	90.0	10.0
Hesse	1900-1901	2,525	222	92.0	8.0
Mecklenburg-Schwerin	1903	1,885	170	92.0	8.0
Mecklenburg-Strelitz	1901	348	34	91.0	9.0
Saxe-Weimar	1901	979	15	98.0	2.0
Oldenburg	1901	1,101	120	91.0	9.0
Brunswick	1900-1901	1,142	151	88.0	12.0
Saxe-Meiningen	1901	656	54	92.0	8.0
Saxe-Altenburg	1901	495	23	96.0	4.0
Saxe-Coburg-Gotha	1901-1902	625	79	89.0	11.0
Anhalt	1901-1902	814	154	84.0	16.0
Schwarzburg-Sondershausen	1901	211	7	97.0	3.0
Schwarzburg-Rudolstadt	1901	263	2	99.0	1.0
Waldeck	1901	166	6	97.0	3.0
Reuss, senior line	1901	162	19	90.0	10.0
Reuss, junior line	1901	317	20	94.0	6.0
Schaumburg-Lippe	1901	72	5	94.0	6.0
Lippe	1900	261	.....	100.0	.....
Lübeck	1902-3	184	162	54.0	46.0
Bremen	1901	498	97	84.0	16.0
Hamburg	1902	1,653	950	64.0	36.0
Alsace-Lorraine	1901	2,895	2,329	55.0	45.0
The German Empire	.....	124,027	22,513	84.6	15.4

The foregoing table plainly shows that the percentage of women teachers in those parts of the Empire which have chiefly city population is much greater than in States with almost exclusively agricultural population. Large cities have frequently a large ratio of women teachers. Thus, for instance, in Münster the ratio is 51.4 per cent; in Bonn, 50.5 per cent; in Aix-la-Chapelle, 49.2 per cent; in Gelsenkirchen, 49.1 per cent; in Cologne, 47.9 per cent; in Munich, 47.85 per cent; in Strassburg, 46.5 per cent; in Düsseldorf, 45 per cent; in Danzig, 44.72 per cent; in Erfurt, 44.72 per cent; in Berlin, 44.02 per cent (in the year 1901, including all special teachers, without them the percentage is 37); in Altona, 44.51 per cent; in Bochum, 43.1 per cent; in Frankfort on the Main, 30.27 per cent; in Wiesbaden, 29.13 per cent; in Charlottenburg, 27.74 per cent. In Saxony this rule does not seem to hold good. We find the ratio of women teachers to be only 4.02 per cent in Chemnitz, 5.81 per cent in Plauen, 5.17 per cent in Zwickau, 10.92 per cent in Leipzig.[a] The following table shows that Germany is still at the foot of the column:

Country.	Teachers in 1904.		Per cent of women.
	Men.	Women.	
Portugal	2,800	22,000	88.0
England and Wales	26,200	66,300	71.5
Scotland	4,000	7,000	63.6
Italy	18,600	31,800	63.0
Ireland	6,000	7,000	53.8
France	56,370	49,400	46.7
Finland	1,500	1,170	44.0
Norway	3,852	2,354	38.0
Russia	38,700	22,400	36.6
Switzerland	6,400	3,600	36.0
Sweden	4,922	2,649	35.0
Denmark	4,800	1,800	28.6
Austria	51,500	20,000	28.0
Hungary	26,365	5,938	18.4
Germany	124,027	22,513	15.4

[a] It should be remembered, though, that no candidate for a teacher's place is considered who has not graduated from a normal school or from a university department of philosophy. This holds good for men and women alike.

CHAPTER IV.

PROGRESS OF EDUCATION IN ITALY.

By Will S. Monroe,

State Normal School, Westfield, Mass.

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I. MILAN INTERNATIONAL EXPOSITION.

There was held at Milan during the summer of 1906 an international exposition of the customary and conventional type. It was occasioned (1) to commemorate the completion of the great railway tunnel under the Alps, at the Simplon Pass—the most stupendous piece of railway engineering in modern times—and (2) to celebrate the one hundredth anniversary of the construction of the famous public highway built by Napoleon from Paris to Milan, and crossing the Alps at the Simplon Pass.

As there was no public park in or near Milan sufficiently large for the exposition grounds, it was found necessary to have two separate exhibits—at the park and the Piazza d'Armi; but the division was not, as at Paris in 1900, a logical one, as there were simply two fair grounds connected by an electric railway. There were in all 80 buildings—palaces, pavilions, kiosks, and side shows—in the park, and 143 at the Piazza d'Armi.

The industrial cities of northern Italy figured most largely, and the foreign countries represented by special exposition buildings were France, Belgium, Switzerland, Hungary, and Canada. Concerning the artistic qualities of the Italian exposition palaces, an American architect writes: "Italy is groping her way toward a new manner of art expression; she is not forgetting the glory of her old masters, her vast arches, her Doric columns—she has progressed out of these, not away from them. They still express her great love of the beautiful; but she is also getting into her architecture of to-day an occasional suggestion of the fire and strength of the twentieth century Renaissance in art. She has discovered the value of the straight line of beauty, the restfulness of bare spaces, the monumental dignity of square pillars, and the art value of ornament only where it inevitably develops."

Two of the most significant buildings, architecturally, were the peace palace and the palace which housed the social science and education exhibits of the city of Milan. The peace palace was the architectural gem of the exposition. The critic already quoted says of it: "Every decorative detail seems as essential as the foundation itself; and yet there is great strength as well as beauty." The fine arts palace was one of the least satisfactory buildings of the exposition. It was an inharmonious mingling of several styles of architecture, with some of the worst features of the Rococo in line and ornament.

There was nothing distinctive about the educational exhibit beyond the opportunity which it afforded of studying the progress of education in Italy. Besides the exhibits of the schools, many of the buildings contained work of a distinctly educational nature. In the palace of decorative art, for example, there were many exhibits which indicated educational aspects of the arts and crafts movement, not only in Italy, but also in England, Holland, Hungary, and Japan. Milan and Turin had exceptionally fine exhibits of hand-carved furniture, concerning which an altogether competent American critic says: "Both these cities show a restrained simplicity in construction and ornamentation, artistically far beyond the furniture from Munich or Paris, much nearer London in feeling, but simpler even than the English craftsman. The structural lines of this new Italian furniture are almost entirely straight; there is no ornament put on merely to gratify a riotous imagination, and there is a distinct tendency to allow the woods used to reveal their natural beauty."

The United States was not officially represented at the Milan exposition. There was an exhibit of the workings of the American Institute of Social Service in New York; some of the teaching orders in the United States—and notably the Jesuits—had creditable exhibits of school work, in the palace devoted to Italians "outside of Italy," and there were a few industrial exhibits by American business firms. Some of the industrial exhibits, such as those of the Milanese Society of Mechanical Industries, the Venetian glass and lace industries, and the industries of the Lombardian Silk Society, were broadly educational; but they will find a place in this report in connection with the general question which I was asked to discuss, "The Progress of Education in Italy."

II. EVIDENCE OF EDUCATIONAL PROGRESS.

Notwithstanding the fact that Italy shares with Portugal and Spain the primacy of illiteracy among the nations of western Europe, there are everywhere manifest signs of educational progress in the United Kingdom. Illiteracy has decreased 26 per cent among the male population over six years of age since 1871, and 27 per cent among the females. There is to-day 23 per cent less illiteracy among army recruits than thirty years ago and 16 per cent less among naval recruits. The southern and central provinces progress less rapidly than the northern provinces; but even in the former Bourbon and papal States, where, at the time of unification, the illiteracy rate was highest—in the case of the former including 93 per cent of the entire population—there are hopeful signs. There are but 2 per cent of illiterates in Turin and 3 per cent in Milan to-day, as against 63 per cent in Sicily and 79 per cent in Calabria, among the population over six years of age. The percentage of those who are unable to sign the register when they marry in Turin is still 4 for men and 6 for women; in Rome, 29 for men and 50 for women; in Cosenza, 79 for men and 87 for women.

When the coveted unification was an accomplished fact, the Marquis Massimo d'Azeglio very truly said: "We have made Italy; we must now make Italians." And the young kingdom set itself to the task with a zeal that is worthy of a large measure of praise. It has blundered unmistakably; with an average of a new minister of public instruction for every year since unification, policies have necessarily been varying and inconsistent. Money has been lavished on the army, and the elementary schools forced to eke out a pauper existence. Nevertheless, Italy is educa-

tionally two centuries ahead of where she was when she took up "the long arrears that came to her from governments that loved darkness." Education, for at least three years (and now six years in towns of more than 4,000 inhabitants), has been made compulsory; the elementary school attendance has increased 121 per cent; institutions for the training of teachers have been established; competent school supervision has been provided; and everywhere in Italy one notes a marked tendency to correlate the training in the elementary schools with the civic, social, and industrial needs of the future. The bow of promise in the educational sky of Italy is large.

III. KINDERGARTENS.

While not an integral part of the national system of education in Italy, kindergartens are numerous, more numerous in fact than in the fatherland of Froebel. The infant school movement in Italy was an outgrowth of the social reforms inaugurated at New Lanark, Scotland, by Robert Owen, and it antedates the organization of the first kindergarten at Blankenburg, Germany, by more than ten years.

Ferranti Aporto (1791–1858) organized the first infant school at San Martino, near Mantua, in 1829. Aporto subsequently became rector of the university at Turin, and he succeeded in organizing infant schools in that city. Milan, Brescia, and other cities followed, and by 1840, when Froebel opened his first kindergarten at Blankenburg, each of more than a half dozen cities in northern Italy had its infant school (asilo per l'infanzia). It was not until 1880 that the term kindergarten (giardino d'infanzia) came into general use in Italy, although in recent times (since 1871) the labors of Froebel and his followers have influenced unmistakably the Italian movement.

The kindergartens of Italy are communal and private institutions, although they receive small subsidies from the National Government, and they are subjected to the very general supervision of provincial inspectors. About one-fourth of the communes have established kindergartens. They are most numerous and most efficient in Piedmont and Lombardy. In the Kingdom of Italy there are 35,000 kindergartens, with an enrollment of 350,000 children, maintained at an annual cost of $1,250,000.

Many of the Italian kindergartens are what the French call crèches, and what we should call day nurseries. They relieve working women of the care of young children during the laboring hours of the day. Such sale di custodia are organized and conducted by communes and religious and charitable organizations, but the educational features of the genuine kindergarten are wanting in many of them.

Children may enter the Italian kindergarten at the age of 2½ years, although few enter before the age of 3; and they are supposed to leave the kindergarten at the age of 6. Thirty per cent of the children attending the kindergartens are under 4 years; 58 per cent are from 4 to 6 years, and 12 per cent are over 6 years of age.

A real obstacle in the efficient administration of the kindergarten idea in Italy is the lack of trained kindergartners. The Casati law of 1859 provided for their inspection and accorded to any person furnished with an elementary teacher's certificate the right to conduct a kindergarten. The law of 1880 provided for special courses in kindergarten training in the State normal schools of the Kingdom. Nevertheless, more than two-thirds of the kindergartners of Italy have had no special training; and the proportion of untrained among the nuns who conduct private kindergartens for the religious organizations is much greater. In recent years the National Government has done something to supplement the theoretic knowledge of this large army of untrained workers by the organization of extension courses of lectures and conferences in many cities and towns.

Connected with many of the State normal schools, particularly in northern Italy, are some good training schools for kindergartners, and there are excellent private training schools at Rome, Naples, and Verona. The Royal Froebel Institute at Rome, founded by Madame Julie Salis-Schwabe, received an endowment from Victor Emmanuel II, and it has an annual subsidy from the National Government of $2,480.

The Italian kindergartens have been the subject in recent years of a deal of adverse criticism. One hears with great frequency the charge that they are prevailingly literary, that they prematurely force the intellect, that their exercises are mechanical, and that too few of them have real gardens. Signor Roncheti, in a recent report on the private kindergartens, asserts that they "generally sin by stuffing children's memory with mystic legends, abstruse and didactic precepts, and unintelligible poetry." "Their children," he says, "may excite the admiration of thoughtless people, but their achievements are only the fruit of automatic drill."

Another criticism is the perversion of the play feature of the kindergarten. G. A. Colozza, Paola Lombrosa, E. Graziani, and L. Ferriani have asserted that the stereotyped and mechanical games of the so-called orthodox Froebelians do violence to Italian children, and they urge, accordingly, greater spontaneity in the games and occupations of the kindergarten. Ferriani says in this connection: "No toys for sick children, no clown gymnastics, no plays that occupy the mind of the child to even worse ends than schools tasks, but, rather, plays that set the muscles in motion, plays that incite emulation and courage, plays that act in a compensatory fashion upon the nervous system and that make the child bold, magnanimous, courteous, and ingenious."

As my opportunities for obtaining first-hand information concerning Italian kindergartens were greatest in Milan, I may be permitted to add a word about the movement in that city. Milan has 491,460 inhabitants—the second city in Italy—and it maintains 65 kindergartens, at an annual cost of half a million dollars. Children are admitted at the age of 2½ years and remain until 6. There are 11 charity kindergartens in the congested and poorer parts of the city, which care for more than 4,000 children. They care for poor children free, and paying pupils are admitted after the accommodation of the poor children. These kindergartens are under the control of the municipality, and a part of the scheme of public education.

There are also 15 public kindergartens in residential parts of the city where a small fee is charged, although if poor children live in the precincts they may be admitted free. There are about 6,000 children in these kindergartens. There are, in addition, 37 private kindergartens, conducted chiefly by religious organizations, with an enrollment of 1,500 children, and 2 kindergarten practice schools, connected with the normal schools, which have 150 children.

So far as I was able to judge, the kindergartens at Milan are reasonably efficient—more so than in other parts of Italy. They are better housed and better equipped. Milan is under a large measure of obligation to the late Joseph Sacchi (1804–1891), who labored so long and so earnestly to improve the condition of the kindergartens of the city. His treatise on the education of the Italian child, published in 1885, is a milestone in the history of infant education in Italy.

Connected with all the kindergartens for poor children, and with some of those for the more favored classes, are kitchens where free meals are provided for the poor.

One of the serious problems in Milan in the development of the kindergarten idea, as elsewhere in Italy, is the lack of trained kindergartners. The salaries are low, certificated kindergarten directors rarely getting more than $240 a year. Only 16 out of the 70 public kindergartners hold the certificates which indicate careful training for the work; and with those in the charity and private kindergartens, the proportion is much less. Nevertheless, the kindergartens of Milan have the sympathy of enlightened public sentiment and the hearty cooperation of labor organizations and the Socialist party.

IV. ELEMENTARY EDUCATION.

The Casati law of November 13, 1859, which followed in the train of the battle of Solferino, forms the basis of the elementary school code of Italy. It decreed that education from the sixth to the ninth year should be secular, gratuitous, and obligatory. It did not, however, make adequate monetary provision for the maintenance of the

elementary schools, and it failed to impose penalties upon parents who neglected or refused to send their children to school. The Coppino law of July 15, 1877, imposed upon recalcitrant parents an ascending scale of fines, from 10 cents for the first offense up to $2. The decrees of February 16 and December 25, 1888, formulated the course of study; and the law of July 8, 1904, has fixed the compulsory school attendance period at six school years, or rather the completion of a six-year school course, for all communes of more than 4,000 inhabitants.

Every commune with 70 children between the ages of 6 and 9 years must provide an elementary school for boys and one for girls. Smaller and poor communes may unite with neighboring municipalities. Communes of less than 500 inhabitants may have a mixed school, although the sentiment against coeducation is everywhere strong in Italy, even for the youngest children. The code provides for male teachers for boys' schools and female teachers for girls' schools; but the constant decrease in the attendance at the State normal schools for men has so reduced the supply that women are now very generally found teaching boys in the first grade and often in the second grade also. Italians recognize and lament the fact that if the State does not greatly increase the salaries of teachers the elementary schools will soon be entirely in the hands of women, as in the United States.

The schools are free and are maintained by communal and provincial taxes, supplemented by State subsidies. The Italians are the most heavily taxed people in Europe. The annual tax for all purposes is more than $15 a head. Everything is taxed in Italy—the necessities as well as the luxuries of life; yet only a pittance of the enormous tax fund gets into the educational budget. And the elementary schools get less than one-fourth of the money assigned to the ministry of public instruction for educational purposes.

Teachers are appointed by local boards of education, but such appointments must be approved by the educational council of the province. The schools are supervised by provincial inspectors, who are drawn from the ranks of experienced and successful elementary teachers. There are in all about 220 provincial school inspectors, and they are paid salaries ranging from $400 to $600 a year.

The percentage of the population in Italy attending the elementary schools, including the kindergartens, is about 8 per cent, as against 16 per cent in France and Germany and 20 in the United States. Less than three-fourths of the children of the Kingdom between the ages of 6 and 9 (the compulsory age for all classes) attend any school, public or private. With an average enrollment of 70 children in the classes of the lower elementary schools, the average daily attendance is only 47, and in the case of the higher elementary schools an average enrollment of 40 children gives an average daily attendance of only 29. The number of children who pass from the lower elementary schools (the three-year course) to the higher elementary course, while increasing every year, is still painfully small. Only a trifle over 7 per cent of those who complete the course of the compulsory lower elementary school finish the sixth school year, which is the highest class in the higher elementary schools.

School attendance has, however, increased 121 per cent since the unification of Italy; hence, with manifest discouragements, matters are growing better all the time. The movement which provides free meals for poor children, which was inaugurated ten years ago at Milan, has improved unmistakably elementary school attendance. The teachers of that city reported that not only were children out of school because they were inadequately fed, but when such children were in school malnutrition influenced unfavorably progress in the school studies. The municipality decided, accordingly, not only to provide necessitous children with free meals, but also, in worthy cases, with free clothing. Kitchen plants were installed in many of the school buildings of the city at an expense of $28,800, and it has been necessary to provide about 16 per cent of the children attending the lower elementary schools with free meals. The minister of public instruction has issued a stirring appeal to pro-

vincial councils commending the free-meal movement, and school kitchens are now found in Pavia, Cremona, Perugia, Rome, and other cities. At Pavia necessitous children are given free meals, but those who can afford it pay 2 cents for each meal. Text-books and necessary school supplies are not free in Italy, as in portions of the United States, but the free-meals and free-clothing movement has suggested municipal agitation on this subject.

As to school buildings, one finds great inequalities in Italy—much better ones being found in the north than in the south—but they are everywhere improving. So far as the Milan exposition threw any light on this matter, one might conclude that conditions were as favorable in Italy as in France and Belgium, but for personal knowledge to the contrary. Milan has some excellent buildings, and John F. Reigart, who made a study of the elementary schools at Rome, says that its school buildings are "in advance of other great capitals of Europe, notably Berlin and Vienna." On the other hand, I have it upon the authority of a number of school inspectors that a reasonably large number—even in the north—are poor, and that in the south unsanitary conditions are the rule. Many suppressed convents are used for school purposes, but they have not been provided with closets and otherwise adapted to the bare needs of school existence. Great inequalities also exist in school furniture. In Milan and some of the northern cities one finds the latest and best seats, desks, and the like, and Mr. Reigart speaks in warm terms of the furnishings of the schools of Rome. But here, again, the evidence of Italian school inspectors does not help one to paint a very favorable picture of prevailing conditions in the Kingdom.

V. STUDIES IN THE ELEMENTARY SCHOOLS.

The course of study in Italy, as in France, is fixed by the National Government and is not left, as in the United States, to short-lived boards of education and school trustees. The compulsory course for the elementary schools includes the mother tongue, penmanship, arithmetic, history, geography, civics, nature study, drawing, singing, and gymnastics. Domestic science is obligatory in girls' schools, and manual training and agriculture are elective in boys' schools.

The course in the mother tongue—reading, spelling, and writing—prescribed by the National Government very naturally takes the lion's share in the elementary schools. Definite reading books, approved by the ministry of public instruction, form the basis of the instruction in Italian during the five school years. Many Italian poems are committed to memory, and much more time is given to dictation exercises than in the elementary schools of the United States. The elements of grammar—parts of speech and structure of sentences—are begun the third school year, and during the fourth and fifth years the children are required to read a limited number of books outside of school.

The prescribed course in arithmetic would do credit to an American rural school of the last century. During the first school year (for children from 6 to 7 years) there are written and oral combinations of numbers up to 20 and counting up to 100. The second year continues the counting up to 1,000, with mental and written exercises in the fundamental operations up to 100. The third school year completes the work in the fundamental operations and begins common and decimal fractions. The fourth year has weights and measures and the metric system, and the fifth year ratio and proportion, percentage, and mensuration.

History is begun in the third school year. The work covered by this grade includes Italian history from 1848 to 1870. The fourth year has Roman and mediæval history, and the fifth year takes a general (and somewhat more exhaustive) survey of the whole field of Italian history. The approach to the study is very largely from the biographic standpoint, and the work in the third and fourth grades is chiefly a study of the lives of significant men in the development of the national history of Italy.

Civics is required during the same grades. The course includes the rights and duties of citizens to the community and the State, social obligations in the home and town, and the political and administrative organization of the communes, provinces, and National Government. With the gradual disappearance of religion from the schools, civics takes its place, and the instruction, as in France, tends more and more to assume an ethical character.

The study of geography is begun in the third grade. The first year's work includes a study of the geography of the community, the province, and the Kingdom. The fourth grade studies the earth as a whole and the countries of Europe. In the fifth grade there is a detailed study of the Kingdom of Italy and a smattering of mathematical geography. Aside from the careful study of their own country, the geographic instruction struck me as decidedly inferior.

The code simply requires that nature study shall be taught without specifying when it shall be taught or stating how much time shall be devoted to the subject. Among the topics to be covered in the elementary schools are (1) study of the human body and its care; (2) food, clothing, and personal and domestic hygiene, study of common plants, animals, and minerals; (3) elements of light, heat, and moisture, and (4) local art, industries, and means of transport.

Singing and drawing are obligatory studies, but the code does not state when and to what extent they shall be taught.

A diluted form of manual training—Froebelian handwork it is called—is elective. It includes paper cutting, work in pasteboard, straw braiding, and clay modeling; but the Italian teachers have not taken very kindly to this or any other form of manual training. Successive ministers of public instruction have urged its importance, and the normal school at Ripatransone has tried to train and interest teachers, but the outcome has been inconsequential.

Agriculture is also an elective study in boys' schools, but it is growing in favor, and is now well taught in many schools. Domestic science is compulsory in girls' schools, and since 1878 gymnastics has been obligatory in the elementary schools of both sexes.

Religion is not an obligatory study, although parents have the right to claim school instruction in the catechism for their children. In spite of the great homogeneity of the creeds of Italy—for practically all Italians are Roman Catholics, if they are anything—the catechism is taught in less than three-fourths of the schools of the Kingdom, and there is a marked annual decrease in the number of schools where religious instruction is given. In some instances the religious instruction is given by the regular teachers, but in many cases the communes employ the parish priests to take charge of the catechism classes.

The law specifies that in the lower elementary schools no teacher shall have enrolled more than 70 children and not more than 40 in the higher elementary schools. It further requires that there shall be five school days a week of four hours each for the former grade of school and five hours for the latter, with an intermission of half an hour. Most elementary schools in Italy follow the French practice of taking Thursday for a holiday and teach on Saturday, although a few follow the example of Germany and have two half holidays—Wednesday and Saturday afternoons.

VI. NORMAL SCHOOLS AND TRAINING OF ELEMENTARY TEACHERS.

The international jury of the Paris exposition of 1900 thought that the normal schools of Italy compared favorably with those of the other progressive countries of the world. When compared with the other educational institutions in Italy, the normal schools certainly make a very favorable showing. They had their beginning in northern Italy in "schools of methods," where young men and women were trained in the elementary school studies and given "practice in the art of instructing young children." Milan had such a school of methods as early as 1786.

The present normal school system, however, dates from the political awakening of Italy in 1859. The Casati law of that year decreed the establishment of 18 normal schools, 9 for men and 9 for women, but it was subsequently found possible to organize more than this number at the time. This number has been gradually increased to meet the growing needs, so that at the present time there are 32 normal schools for men (all but three State institutions) and 117 for the training of women teachers for the elementary schools, 75 of which are State schools. There are 1,329 students in the normal schools for male teachers, a decrease of 58 per cent during the last ten years; and in the State normal schools for women there are 14,494 students, an increase of 16 per cent for the same period.

The abbreviated course of the elementary school (five or six years) has greatly complicated the problem of normal instruction in Italy. The elementary school course is completed at the age of 11 or 12 years, and the State normal schools do not admit men students under 16 or women under 15. Moreover, the higher elementary schools do not take the pupils far enough along in their studies to enable them to begin the work in the normal schools. Various preparatory schools have sprung up to meet this need; but under the Correnti ministry in 1870 it was decided to have special preparatory normal schools, two or three in each province, the expense to be borne jointly by the provinces and the communes. At first two years, the preparatory course was extended to three years by the law of September 14, 1879, and a year later these special preparatory schools were annexed to the normal schools. These complementary schools were simply higher schools for general elementary education; and as those for young men duplicated work being done by secondary technical schools they were suppressed by the law of July 12, 1896.

The State normal schools have a two-year course for those who are to teach in the lower elementary schools, and a three-year course which secures permission to teach in either the lower or the higher elementary schools. The normal schools for women also have courses for kindergartners. Practice schools are connected with the normal schools.

The course of study includes pedagogy, Italian language and literature, history, geography, mathematics, physical and natural science, drawing, singing, and gymnastics. Needlework and domestic science are taken in the girls' schools and manual training and agriculture in the boys'. Thirty periods a week are required during the first year of the course and 31 periods a week the second and third years. Tuition in the normal schools is free, and the students receive slight State aid (about $60 a year) for their general expenses. The State normal schools are supported by the National Government and the provinces, the State paying the salaries of the teachers and the cost of school supplies.

VII. SALARIES AND PENSIONS OF ELEMENTARY TEACHERS.

The saddest aspect of educational progress in unified Italy is the inadequate remuneration of her teachers. The State has found it necessary to fix a minimum salary, and in too many communes teachers are paid only the salaries required by law. The Government recognizes two general classes of schools—town and rural. Communes with less than 3,000 inhabitants are regarded as rural, and those with more than 3,000 inhabitants as towns.

The salaries of rural teachers in the lower elementary schools (the first, second, and third school years) in communes of less than 2,000 inhabitants are $140 a year for men and $112 a year for women. In communes of from 2,000 to 3,000 inhabitants men get $150 and women $120 a year. In rural communes of more than 3,000 inhabitants the men get $160 and the women $128.

The minimum salary of teachers in the lower elementary town schools in communes of from 3,000 to 15,000 inhabitants is $180 a year for men and $144 for women. In communes of from 15,000 to 40,000 inhabitants the men get $190 and the women $152; and

in communes of more than 40,000 inhabitants the minimum salary of male teachers is $200 and of female teachers $160 a year.

The higher elementary schools (grades four and five and sometimes six) pay higher salaries, both in the rural communes and in the towns. In the rural communes of the lowest class (less than 2,000 inhabitants) the minimum salary for men is $160 and for women $128; in rural communes of the second class (2,000 to 3,000 inhabitants) men $170 and women $136; and in rural communes of more than 3,000 inhabitants, men $180 and women $144.

The minimum for town schools of the lowest class (communes of 3,000 to 15,000 inhabitants) is $200 for men and $160 for women; in communes of the second class (15,000 to 40,000 inhabitants), $222 for men and $176 for women; and in communes of more than 40,000 inhabitants, $264 for men and $216 for women.

These are the minimum salaries fixed by the National Government, and communes may supplement these sums or provide the teachers with houses. But most communes do neither. The law further provides that the salaries of teachers shall be augmented 10 per cent for every six years of service until the salary has been increased four times. As teachers, however, must hold the same post three consecutive years before they are deemed permanently appointed, and thus eligible to the increase, local boards of education very generally evade the law by giving quittance notice at the end of two years. They may turn the teachers adrift and employ new ones, or they may reappoint them under a new agreement, and thus not have to make the sexennial 10 per cent increase.

The pitiable condition of the Italian teacher that Edmondo de Amicis has portrayed in his novel "Il romanzio d'una maestra," probably savors more of fact than of fiction. In spite of this state of affairs there is no dearth of teachers—particularly among women—for the elementary schools of Italy. An instance came to my notice of a commune that wanted 30 women teachers at an average salary of $140, and there were 450 candidates for the 30 posts.

The pension system for the elementary school-teachers of Italy is not a bad one, as compared with other European pension systems. Teachers are required to contribute 4 per cent of their salaries to the pension fund, the communes must contribute 5 per cent of the salaries they pay their teachers, and the balance is borne by the State. The National Government made a foundation grant of $600,000, payable in 10 annual installments. After twenty-five years of service a teacher may retire on 17 per cent of the salary at the time of retirement, and after forty-two years of service teachers may be retired on 100 per cent of the average salary received during the last five years of service. Widows draw two-thirds of the sum that their husbands would have received, and there is a small allowance for orphans. The teachers so far retired draw on an average about $100 a year each.

VIII. SECONDARY EDUCATION.

There are two broad subdivisions of secondary education in Italy: (1) Classical secondary schools, and (2) technical secondary schools. The latter are in no sense institutes of technology, but what we should in America call scientific high schools. There are two subdivisions of the classical secondary schools: (1) The gymnasium, and (2) the lycée. The gymnasium has a five-year course. Pupils enter it at about the age of 8 or 9 years, and they are expected to have the equivalent of the three-year compulsory elementary school course, although as a matter of fact they rarely enter the gymnasium from the elementary schools, but get their preliminary training under tutors or in private schools. The course of study in the gymnasium includes the Italian language and literature, Latin, Greek, French, mathematics, and a very little drawing and natural history. The gymnasium trains for minor posts in the civil service and fits for the lycée.

The lycée is simply a continuation of the classical studies begun in the gymnasium. It has a three-year course and fits for the universities. The course of study includes Italian, Latin, Greek, French, history, philosophy, and a little science; German is elective. The lycées are supported jointly by the State and the communes. The State pays the salaries of teachers and furnishes the necessary appliances. The communes erect and maintain the buildings. The gymnasia, on the other hand, are largely maintained by the communes with supplementary subsidies from the State.

There are in Italy 277 gymnasia, with an attendance of 31,201 boys and 1,597 girls, and 157 lycées, with an attendance of 14,528 boys and 359 girls. Teachers in the gymnasium are paid from $309 to $386 a year, and those in the lycée from $387 to $425 a year.

Classical education is held in high esteem in Italy, as in other Latin countries, which results in overcrowding the professions with men who should, during the elementary school period, have been diverted into technical, industrial, and commercial callings. The secondary classical schools are crowding the ranks of the intellectual proletariat at a time when Italy is demanding more foremen and skilled workers for her factories.

Perhaps the least lovely aspect of classical secondary education in Italy is the entire absence of discipline and regard for law and authority. Youngsters in their early teens aim to shape municipal policies; they get up demonstrations and indignation meetings, and go on strikes when their instructors fail to comport themselves to their liking.

The secondary education of girls in Italy is still very largely in the hands of the teaching orders and religious organizations; and, so far as I could judge from what I saw at Milan, most of the work done in boarding schools for girls (convitti) is elementary rather than secondary. The course of study in these private schools for girls is of a rather superficial sort—a little polite learning, needlework, and the like. Private schools in Italy must be authorized by the ministry of public instruction. They must follow the courses of study outlined by the State and submit to the inspection of State officers, as in France. So far as I could learn, however, the State exercises little or no control over them.

An exception must be made in favor of the schools of the Waldensians. This religious body has maintained a separate existence since the twelfth century. Its schools are now the best one finds in Italy, and the percentage of illiteracy is lower in the Waldensian valleys than in any other part of the Kingdom. After inspecting their work at Milan, I visited their schools at Torre Pellice, and I found their educational institutions admirably organized and ably conducted. With the very limited funds at their disposal, one marvels that they should accomplish so much and do their work so well. Their teachers are the best trained that I have found in Italy, and their methods of instruction are in line with the most progressive countries in northwestern Europe.

The Waldensians occupy three mountain valleys in the Piedmont Alps, adjoining the French frontier—the Pellice, the Angrogna, and the Germano. They number in all about 25,000 souls. They have an elementary school in every parish—260 in all—a Latin school at Pinerolo and a college and normal school at Torre Pellice, the capital of the valleys. The college has twelve professors—graduates of Edinburgh, Glasgow, Geneva, and German universities—and 105 students. It has government recognition, and its graduates are given standing in the Italian universities. The Waldensian normal school at Torre Pellice has trained a number of excellent teachers.

The technical side of secondary education includes (1) the technical schools and (2) the technical institutes. The technical schools have a three-year course and they aim to prepare for the technical institutes, for public service, and for agricultural and industrial pursuits. Their course of study includes the Italian language and literature, French, geography, arithmetic and geometry, elements of science, drawing, and bookkeeping. The diploma of the technical school is necessary for admission to the technical institute and the institutes that train for the mercantile

marine service. The 295 technical schools of Italy have an attendance of 40,000 boys and 6,000 girls, ranging in age from 10 to 14 years.

The technical institutes continue the work of the technical schools; and besides general courses of instruction in mathematics, physics, drawing, and industrial processes, they afford opportunities for specialization in these subjects and certain related subjects, such as land surveying, agriculture, commerce, and the like. They also fit students for the scientific courses of the Italian universities. Some of the best of the technical institutes are at Como, Bergamo, Turin, Venice, Leghorn, Terni, and Naples. Few of them, unfortunately, have adequate workshops, and the instruction is theoretic rather than applied. They are supported by subsidies from the National Government, supplemented by provincial and municipal grants and donations from chambers of commerce and workingmen's associations. There are 73 technical institutes in Italy, with 12,000 boys and 500 girls in attendance.

IX. UNIVERSITIES AND HIGHER EDUCATION.

In any survey of Italian education her universities must occupy a commanding place. It was in Italy that the mediæval universities first sprung up, and many of her higher institutions are the oldest seats of learning in Europe. Italy is so well supplied with universities that she is university poor. Martiani, in 1893, and subsequent ministers of public instruction have endeavored to reduce the number, but the reform movement has not been popular in the National Parliament. Many of the small and weak universities are historical survivals merely, and local pride always rallies to prevent their extinction.

With 17 State and 4 municipal universities, Italy has an enrollment of less than 23,000 students—a number, however, altogether out of proportion to the needs of her impoverished economic condition. Law and medicine are overcrowded—the two faculties have more than 73 per cent of the university students—and Italy is afflicted with the scourge of the intellectual proletariat. There is a superabundance of lawyers and doctors who can not find work in these professions, and they greatly augment the large office-seeking army which demands to be fed from the public crib. "Whenever there is a vacancy in the civil service," says an Italian educator, "there is a host of competitors, even when the place offers the most niggardly salary." "This unfortunate class of proletarians," continues the same writer, "weighs heavily upon the social balance of the nation, because it is a truly unproductive class."

Only 7 of the universities have an enrollment of over 1,200 students each; these are Naples, Turin, Rome, Bologna, Pavia, Padua, and Genoa; and 5 of the 7, it will be noted, are in northern Italy. Four of the State universities—Cagliari, Macerata, Sassari, and Siena—and the 4 municipal universities—Camerino, Ferrara, Perugia, and Urbino—have less than 400 students each.

Bologna, the oldest of the existing Italian universities, has 1,800 students and eight faculties: (1) Philosophy and letters, (2) physical and natural science and mathematics, (3) jurisprudence, (4) medicine and surgery, (5) pharmacy, (6) veterinary medicine, (7) agriculture, and (8) engineering. Naples, founded in 1224, with 5,000 students, has only the first five faculties named above. Rome, founded in 1303, has 3,239 students and six faculties. Turin, founded in 1412, has 2,700 students and five faculties. Pavia, founded in 1361, has 1,627 students. Genoa and Padua have six faculties each; the former has 1,335 students and the latter 1,472.

The free universities as a rule have fewer faculties. That at Ferrara has (1) physical and natural science and mathematics, (2) jurisprudence, (3) medicine and surgery, and (4) pharmacy; and it has only 258 students. Three of the lycées—Aquila, Bari, and Catangero—offer certain university courses, chiefly in philosophy and letters, but the three have only 245 students pursuing such courses.

Most of the university courses require attendance for four years, although in medicine and surgery six years are required. The sessions are short—from the middle of Novem-

ber to the middle of July—and there are vacations at Christmas, the carnival, Easter, and Whitsuntide. Students seldom change from one university to another, as in Germany, hence the provincial atmosphere of the Italian seats of learning. Upon the completion of the university course there are both oral and written examinations, and essays and theses are required. The latter, however, are not printed. Self-government prevails, as in Germany. Students pay no fees except for admission and final examinations and the professors are paid by the State. The rector corresponds to the American university president, but he is chosen from the teaching force and holds office for three years only. Each faculty selects its own dean, who holds office for one year. Italian university professors play a leading rôle in the political life of the nation and they are liberally represented in the national parliament.

Besides the State and free universities there are many special schools and institutes that rank as higher educational institutions, such as the four schools of applied engineering, at Turin, Bologna, Rome, and Naples; the higher technical institute at Milan; the three higher schools of veterinary medicine at Turin, Milan, and Naples; the higher literary and scientific institutes at Florence and Milan; the three higher normal schools at Pisa, Florence, and Rome; the schools of commerce and consular science at Bari, Genoa, and Venice; the higher naval school at Genoa; the agricultural colleges at Milan and Portici, and the forestry institute at Vallombrosa. These higher special schools are maintained in whole or in part by the State. Some of those which fit young men for technical and industrial callings are jointly financed by the State, the provinces, and the communes.

The Royal Scientific and Literary Academy at Milan has 141 students in courses in philosophy and letters. There are similar academies at Florence and Venice. The new Commercial University of Luigi Bocconi, opened four years ago (1902) at Milan, already has 200 students in courses in business, finance, and the social and political sciences. The Institute of Oriental Languages at Naples, founded in 1727 and rehabilitated in 1888, has 221 students in Arabic, Turkish, Chinese, Japanese, modern Greek, and Russian. Italy is recruiting her consular service from men trained in consular science and the modern languages at the excellent consular schools at Genoa, Bari, and Venice. The three higher normal schools are patterned after similar institutions in France. There is one for men at Pisa; but the male teacher in Italy, like his confrère in the United States, is rapidly going the way of the mastodon and other extinct species. The Pisa school was founded in 1862. At the present time it has four professors and five students. The two higher normal schools for women, on the other hand, are well attended. That at Florence has 17 instructors and 150 students, and the higher normal school for women at Rome has 19 instructors and 168 students.

Italy has several institutes of technology of university grade. The superior Technical Institute at Milan has 626 students in courses in electricity, mechanics, mineralogy, geodesy, and architecture. The higher Polytechnic School at Naples, founded in 1863, has departments of civil and industrial engineering, electricity, architecture, and commerce. Besides these and similar higher State institutions, there are the Industrial School of Alessandro Volta at Milan and the Royal School of Weaving and Dyeing at Prato, founded by royal decrees; the Institute of Arts and Trades of Marches at Fermo, endowed with charitable funds diverted for this purpose; and the Trade School at Biella, founded by Quintino Sella, the publicist, and the Industrial School at Vicenza, founded by Senator Alessandro Rossi.

There are also 13 schools of fine arts under the control of the Government and the same number under private control, the most important of the Government schools being those of Bologna, Carrara, Florence, Milan, Palermo, Parma, and Rome. There are 2,433 students in the schools of fine arts conducted by the Government and 1,625 in the private schools. There are five Government conservatories of music and 51 private institutions. The Government conservatories are at Milan, Parma, Florence, Naples, and Palermo. The Government conservatories have 952 students and the private conservatories 4,431.

X. EDUCATION OF DEPENDENT, DEFECTIVE, AND DELINQUENT CHILDREN.

Extensive provisions, chiefly of a private nature and rather largely by the religious organizations, are made for the care and education of dependent children. The State aid for such children is practically nil, although municipal subsidies aid greatly in the work. As the revenues for the maintenance of such institutions are limited, they aim, so far as lies in their power, to augment the earning power of the children at an early age, in consequence of which the distinctly educational work is much slighted or altogether neglected.

A few, like the Conversini Home at Pistoja, emphasize the educational and economic aspects of manual training. The school at Pistoja is for poor boys who are not orphans. It has an endowment of a quarter of a million dollars, which has enabled it to provide an excellent agricultural and industrial plant. The boys are given one-third of the profits of their earnings, which is deposited in a savings bank and may not be drawn out until they have reached the age of 21 years. There is a school for girls along somewhat similar lines at Piacenza.

Most municipalities have homes for orphans and abandoned children. The Orphanage of the Bigallo, at Florence, for example, cares for 900 abandoned and neglected children, and the Home for the Innocents, in the same city, for 700 illegitimate children. The problem of the care of illegitimates in Italy is a serious one. The normal rate of illegitimates is high in Italy, reaching in the province of Rome 17 per cent of the population born; and the duplicate marriage by State and church has increased the apparent rate since the unification of Italy. The State recognizes civil marriages only; and, as some of the priests who are antagonistic to the State celebrate the marriage without requiring compliance with the civil code, wives are often abandoned without any civil remedy, and all children which are the result of such marriages are illegitimate in the eyes of the law.

The most notable departure in the care of dependent children in Italy is the increased adoption of the placing-out system, in vogue in Massachusetts and several other American States. There is a growing conviction among Italian philanthropists that the institutional care of dependents, no matter how efficient the educational work may be, does not fit them for independence and self-support, whereas the boarding-out system secures for the children the advantages of family life and training. Many such children are now boarded with foster parents at Volterra and it seems probable that this method of caring for the dependent will in the future be more generally adopted in Italy.

In spite of financial handicaps the Italian schools for the deaf seem to be doing excellent work. There are 46 schools for deaf children in the Kingdom, the chief ones being at Milan, Naples, Rome, Florence, and Genoa. There are two deaf schools at Milan—the Royal Institution, which has 50 children from the better social classes, who pay $160 a year; and the School for the Indigent Deaf, which cares for 120 poor children. Both institutions are excellently housed, and the former has a liberal and efficient teaching force. The Royal Institution at Rome cares for 115 children, 80 of whom are educated at the expense of the municipality.

Of more than 4,000 deaf children of school age in Italy only 2,300 are receiving school instruction. So far as I was able to learn the State was generally blamed for this condition of affairs. It bears only a little more than 4 per cent of the expense of the education of deaf children; municipalities bear 35 per cent of the burden, the parents of such children bear 5 per cent of the cost, and the remainder is borne by private charity.

In spite of an abbreviated course of instruction and a shabbily paid teaching force the Italian deaf schools maintain a high standard of efficiency in articulation and lip reading, and much of their work in manual training is of an educative and practical nature. Italy has been a real leader in the oral method of instructing deaf children and at the Third International Congress of Teachers of the Deaf, held at Milan

in 1880, she was able to influence rather profoundly France, the United States, and several other countries less progressive in their methods of instruction.

The feeble-minded in Italy, among the poorer classes at least, get little or no school training. Several of the lunatic hospitals—at Rome, Siena, and Reggio—have departments for idiotic youths, but these are mere places for detention and not for training. Several eminent Italian scientists and publicists, like Professor Tamburini and Doctor Sante de Sanctis, have urged the establishment of schools for the mentally deficient and feeble-minded after the pattern of German, English and American institutions, but little has as yet been done. There are a few schools for such children, but they are more or less of the nature of private enterprises and chiefly for the care and training of the mentally defective children of the well-to-do.

A school for the poorer classes of mental defectives has been opened at Rome by Doctor Sante de Sanctis, but it is more in the nature of a clinic for psychiatrical experiments. There is a small private school at Milan under the direction of Signora Segatelli, another at Settignano, near Florence, and the Emilian Institute at Santo Giovanni, in Persiceto, which is under the direction of Professor Tamburini. Perhaps the nearest approach to an American school for the feeble-minded that one finds in Italy is the Gonnelli-Cioni Institution at Vercurago, in the province of Bergamo. It receives both charity and pay pupils and maintains rather interesting courses in manual training, drawing, music, gymnastics, and the elementary school studies.

In the face of an appalling tendency toward crime, as manifested by the Mafia, the Camorra, and brigandage, Italy has an inefficient system of reformatory education, and the Government of "new Italy" has done altogether too little to check incipient crime. The Kingdom is inadequately supplied with reform schools of a truly reformatory character; too many of the juvenile delinquents are "farmed out" to correctional institutions under private control, where the boys are merely shut up and not trained and developed.

The 11 public reform schools have 1,785 boys and 176 girls, and the 33 correctional institutions that are under private control protect society from 2,338 boys and 2,255 girls. Juvenile crime is less early detected and less often punished than in the United States. Nevertheless, Italy has two and a half times more children in reform schools, in proportion to her population, than we have.

The brief compulsory school period in Italy—from 6 to 9 years of age—throws children upon the streets before they are old enough to engage in any settled occupation. Most juvenile arrests in Italy take place between the ages of 9 and 12. Fifty-five per cent of the reform school boys in the royal institution at Bologna were idle at the time of their arrest. Illegitimacy, too, looms high as a factor in juvenile delinquency. The proportion of children of known parentage to illegitimates is as 1 to 2½ in the Italian reform schools. Crimes against property—theft, robbery, and receiving stolen goods—cause 44 per cent of juvenile commitments, and crimes against the person—wounding and killing—28 per cent.

XI. EDUCATIONAL ASSOCIATIONS, MUSEUMS, AND LIBRARIES.

A forceful organization in the direction and development of elementary education in Italy is the National Pedagogical Association (Associazione Pedagogica Nazionale), which fills, in some measure, the place of the National Educational Association in the United States. While composed very largely of men connected with the State normal schools it has, in a very intimate way, been identified with most of the progressive educational tendencies of the country during the past eighteen years. It has aimed to reform and improve the normal schools, increase the efficiency of the teaching force in the elementary schools, provide for more adequate remuneration of the teachers, cultivate an interest in professional literature, and correlate the educational with the social forces in the kingdom.

The National Pedagogical Association has been officered by some of the ablest men identified with the elementary school movement in Italy. Its first president—in 1888—was Prof. Paolo Vecchia; Prof. Andrea Angirelli was president in 1889; Niccolo Gallo from 1890 to 1896, and Gerolamo Nisio from 1896 to 1906. The association includes among its charter members the names of such well-known educational leaders as Alessandro Albertini, Antonio Pasquale, Paolo Vecchia, Antonio Zanichelli, Tommaso Giacone, and Luigi Visconti. It publishes a very creditable monthly educational review, which is edited by Prof. Giacomo Tauro, of the University of Rome; and its special committees, somewhat after the manner of the special committees appointed by our National Educational Association, investigate and report on controverted educational problems.

Another forceful educational organization in Italy is the Dante Alighieri Association, which resembles the Alliance Française of France somewhat in its objects and methods of working. It has been in existence since 1890, and it has branch organizations in most of the countries of Europe and North and South America. Its objects, briefly stated, are (1) to foster and diffuse the Italian language and literature in foreign countries containing numerous Italian residents; (2) to oppose legitimate resistance to all attempts on the part of foreign states to suppress the Italian language and literature in colonies or provinces under their dominion, and (3) to establish schools and libraries and facilitate the publication of books and periodicals among Italians living in foreign countries.

The organization has more than sixty branch associations and it has held several congresses. It has spent several thousand dollars in supplying Italian colonies in foreign countries with good literature; and both at home and abroad it has done much to foster an interest in the study of Italian literature. One of the local purposes of the association is to maintain the purity of the language. There is a patriotic side to the work of the Dante Alighieri Association, and the National Government has in all ways possible endeavored to further its interest.

The educational museums of Italy have influenced indirectly the practice of teaching of the Kingdom during the past thirty years. The first was opened at Rome in 1874 under the ministry of Roggiero Bonghi. It has had a fitful existence, owing to lack of funds for its maintenance. The educational museum founded at Palermo in 1880 has had a somewhat similar fate.

The municipal educational museum (Civico Museo Pedagogico e Scolastico) at Genoa, on the other hand, has fared better. It was founded in 1881, largely through the efforts of the city school superintendent, Prof. Innocenti Ghini, and it has been liberally supported by the municipal council. It is housed in the lycée Andrea d'Oria, and has both a collection of educational apparatus and teaching appliances and a library of educational books, like the Musée Pédagogique of Paris.

The library contains more than 10,000 volumes, chiefly on the kindergarten, elementary school instruction, and the training of teachers. It is both a reference and a loan library, and the number of readers during the past year exceeded 2,500, chiefly teachers from the city of Genoa and the neighborhood. Recently the subject of manual training has been emphasized, and the museum has responded to the local need by securing the best books on industrial education for boys and girls, and specimens of work.

There is an incipient educational museum at Milan, founded two years ago. Many of the exhibits of the International Exposition of 1906 will be secured for this museum, to augment the splendid educational exhibit of the municipality of Milan. Extension courses of lectures on pedagogy by Prof. Ugo Pizzoli, of the University of Bologna, are given under the auspices of the museum.

Besides the libraries connected with the educational museums there are 1,831 other libraries, 32 of which are national institutions. Italy has a wealth of special-reference libraries, but she is not well provided with town and city libraries for the

people, of a kind so common in the United States. And even her splendid reference libraries are not well supplied with books on such modern topics as sociology, political science, and industrial problems and processes.

Milan has two excellent reference libraries—the Braidenese and the Ambrosiana. The Braidenese National Library, founded in 1770, has 231,861 bound volumes, 137,186 pamphlets, 1,684 manuscripts, and 3,820 autographs; and the Ambrosian Library, founded in 1609, has 230,000 volumes, 8,400 manuscripts, and more than 41,000 medals.

Rome has, besides the splendid Vatican Library, the large and valuable collection in the National Victor Emmanuel Library, which contains 350,000 bound volumes, 250,000 pamphlets, 5,800 journals and reviews, 6,200 manuscripts, and 24,000 autographs.

The Royal National Library at Florence is in some respects a unique collection of books. It has 535,750 bound volumes, 683,097 pamphlets, 25,947 music scores, 20,218 portraits, and 208,215 biographical sketches. The latter is one of the special features of this library.

The Marciana National Library at Venice, founded in 1468, has 407,800 books, 94,500 pamphlets, and 12,069 manuscripts. Each of the universities has a library and there are special libraries connected with all the other higher institutions of learning. But the Italian libraries, as already pointed out, are for the classes and not for the masses. Library democracy has not yet discovered unified Italy.

XII. INTERNATIONAL EDUCATIONAL CONGRESSES AT MILAN.

In connection with the Milan International Exposition of 1906 two important educational congresses were held. One was the International Congress of Childhood, which held its first meeting at Liège in September, 1905. The second international convention of this organization was held at Milan from the 2d to the 5th of September, 1906. It was in no sense as representative a gathering as the one which met at Liège the year previous. It met in five sections. The first section was devoted to general problems touching the education of the child. Among the problems discussed were the value of experimental psychology to education, the question of heredity, domestic and school hygiene, and sex instruction for children.

The second section of this congress discussed family education before the school age. Among its special topics were the training of the senses, the instincts of the young child, the plays and games of children, and the place of Froebel's kindergarten system in domestic education. The third section dealt with the problems which concerned the child during the school age—the cooperation of school and family, the reading of children, street influences, etc. The fourth section dealt with the life of the child after leaving school—education for parenthood, social service, and occupations. The fifth section discussed a wide range of questions bearing upon the education of abnormal children—the deaf, blind, feeble-minded, juvenile delinquents, orphans, and abandoned children, and the protection of children against tuberculosis and the use of alcohol and tobacco.

The congress was organized by an Italian committee, which included Luigi Vitali, the superintendent of the school for the blind at Milan; Prof. J. C. Buzzati, of the University of Pavia; Miss Villa Pernice, of the Italian Kindergarten Association; Prof. J. Zaccante, of the Royal Academy of Science and Letters; Prof. Nicola Fornelli, of the University of Naples; Prof. Giacomo Barzelloti, of the University of Rome; the Marquis Ettore Ponti, mayor of Milan; Dr. Raimondo Guaita, director of the orphanage at Milan; Prof. Giovanni Pascoli, of the University of Bologna; Giuseppe Manni, the superintendent of the school for the deaf at Siena; Prof. Angelo Mosso, of the University of Turin, and other leading educators. The minister of public instruction, as well as other prominent officials, gave the congress their hearty support.

The second congress was devoted to the interests of popular education, university extension, public libraries, continuation and evening schools, and other agencies for

promoting the education of the masses. It was held at Milan the 15th, 16th, and 17th of September, 1906, with representatives from Italy, France, Belgium, Holland, England, Switzerland, Austria, and Hungary. Professor Saldini, the president of the congress, took as the subject of his opening address the place of technical instruction in modern education. It was the opinion of the speaker that technical instruction was likely to be most efficient when independent of political or government control. Signor Orlando, former minister of public instruction, and many foreign delegates, participated in the discussion.

The afternoon of the first day was devoted to the subject of continuation schools. Professor Friso pointed out the needs and nature of agencies for supplementing the work done by the elementary schools. More attention he thought should be given to the organization of evening and holiday classes for adolescents and adults. In this connection, it may be noted, that Italy has a surprisingly large number of evening and Sunday classes in industrial drawing, applied art, and kindred subjects. Some of these classes are open evenings from one and a half to two hours, others are open on the Sabbath from two and a half to three and a half hours, while a few are open both evenings and Sundays. They are organized and maintained by various agencies—workingmen's associations, artists' clubs, and the municipalities. They are most numerous in such industrial provinces as Turin, Alessandri, Coni, and Novara, although a few are found at Palermo, Messina, and Catania in Sicily. Sunday classes for glassworkers at Murino, near Venice, have long influenced the artistic character of the glass industries in that section. There are both evening and Sunday classes in the arts of goldsmithing, jewelry, and engraving at Milan; cabinetmaking, carpentry, blacksmithing, and carriage building classes at Mirandolo in Emilia; stonecutting, decorative painting, and wood carving classes at Cagli in Marches; and classes in clay modeling, wood carving, and lathe work at Chieti in Abruzzi. The school of inlaid work and carving at Sorrento maintains both Sunday and evening classes in wood carving; there are Sunday classes in stonecutting at Maglie and Bitonto, and many classes in ornamental, geometrical, and architectural drawing in all the industrial towns of Piedmont.

The second day (September 15) Prof. Ferdinand Buisson, the distinguished French educator and statesman, outlined the work that is being done in France to supplement the training which children get in the elementary schools. The question of free meals for poor children, which I have already treated in this report, was also discussed, and the movement received the hearty approval of the congress. The education of workmen was the topic of an address by Professor Saldini. He thought (1) that the apprenticeship system should be under more general governmental control; (2) that the training of apprentices should be supplemented by instruction in evening classes, and (3) that there be more cooperation among workmen and supplementary educational agencies. It was generally held that the technical instruction of apprentices was inadequate, and that the elementary school period in communes which were industrial centers should be extended so that there might be an opportunity for the necessary technical training.

One session of the congress was devoted to the question of agricultural education. In spite of the extraordinary industrial progress in Italy in recent times, agriculture, which still includes one-fourth of the wage-earners of the kingdom, has not stood still. A writer on present economic conditions in Italy remarks that it is extravagant to talk of a revival of Italian agriculture when the poor farmer's products seldom reach $125 a year; when the exhausted land produces less than half a crop of wheat; when through large districts the barest elements of agricultural science are unknown, and where a vicious land system and a dearth of capital strangle all progress.

Nevertheless, Italy is experiencing an agricultural renaissance, and this very largely by means of elementary and secondary education. With more than fourteen million acres of land still unredeemed, she is obliged to import annually $80,000,000

worth of cereals. It is now widely recognized that this state of affairs is largely due to primitive methods of agriculture and to the exhaustion of the soil through those methods. Already educational experiments have done much in Emilia, Bergamo, and the Friuli to make the land bear a higher yield. Districts that formerly produced but eleven or twelve bushels of wheat to the acre are now producing twenty-five and thirty bushels, and the cost of production has been materially reduced.

Similarly judicious elementary instruction has done much to rehabilitate the wine industry in districts which the phylloxera and the peronospora have in recent years ravaged. Even teachers in normal schools are now required to give instruction in the elements of agriculture, with particular reference to the needs of their locality.

An interesting feature of the Government propaganda for agricultural education among the masses is the traveling agricultural school (cattedre ambulanti), which carries the elements of the science in popular form to remote villages in the Kingdom. There are now some forty of these traveling agricultural schools subsidized by the Government and costing from $900 to $3,000 a year each. They give lectures, conduct practical demonstrations, and inaugurate experiments, as well as provide for consultations and issue bulletins. Their instruction covers a wide range of subjects, adapted to various local needs, such as chemical manures, the rotation of crops, cooperative dairying, culture and care of silkworms, olive growing and the manufacture of olive oil, pomology and horticulture, rural hygiene, and bees, apiaries, and the production of honey wax.

The technical institutes have a limited number of students in their courses in agriculture and the Government maintains two agricultural colleges—one at Milan and the other at Portici; but the attendance is small at both and their graduates influence the economic aspects of the problem very slightly. There is also a forestry institute at Vallombrosa; but, like the agricultural colleges, it has a slim attendance.

University extension, public libraries, and other agencies for popular instruction formed the background of the third day of the congress. The university extension movement came into existence in Italy seven years ago at a number of places. Two years ago the different societies federated. The need of popular education of this sort began to be felt when the United States shut out illiterate Italian immigrants; hence the friends of the movement have found it necessary not only to supplement the work of the secondary schools, but to reach down and help primary education and meet a need which many primary schools have failed to supply. Such courses of popular instruction should not only aim to make the illiterate literate, but to make possible the formation of a higher order of civic conscience. It was the opinion of the congress that the university extension movement should not only give instruction in the form of readings, classes, and lectures, but that it should also aid in the establishment of dignified and popular theaters for the lyric and the dramatic arts. Likewise public libraries are needed for the popular education of the masses of the people. The congress closed on the afternoon of September 17, 1906.

CHAPTER V.

FOREIGN UNIVERSITIES AND OTHER FOREIGN INSTITUTIONS OF HIGHER EDUCATION IN 1905.

[The author of "Minerva, Jahrbuch der gelehrten Welt" (K. Trübner), which is the chief source of the information offered in the following lists, says that he has submitted his work at various stages of completion to different professors of the countries concerned, so that he is assured that his decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. He describes his Jahrbuch as a collection of names of teaching bodies, of universities, or similar institutions of the world.

Since this volume of the Report of the Commissioner of Education contains detailed 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.]

ARGENTINA.

Buenos Ayres.—Universidad Nacional. Rector: Leop. Basavilbaso. Faculties: Law, medicine, pharmacy, mathematics and natural sciences, philosophy; 231 professors and 2,650 students. Library of 140,000 volumes.

Cordoba.—Universidad Nacional (1613). Rector: Dr. José A. Ortiz y Herrera. Faculties: Social science, medicine, exact science, natural science; 99 professors and about 1,000 students. Library of 30,000 volumes, museum, and observatory.

AUSTRALIA.

Adelaide.—University of Adelaide (1872). Chancellor: Sir Samuel J. Way; 42 professors and 622 students. Library.

Hobart.—University of Tasmania (1890). Chancellor: Rev. George Clarke; 12 professors and 247 students.

Melbourne.—University of Melbourne (1853). Chancellor: Sir John Madden; 45 professors and 647 students. Library of 35,000 volumes.

New Zealand.—University of New Zealand (1870). Chancellor: Sir Robert Stout. The university consists of University College at Auckland, Canterbury College, University of Otago in Dunedin, and Victoria University College in Wellington; 62 professors and 1,550 students. Several libraries and museums.

Sydney.—University of Sydney (1850). Chancellor: Sir Henry N. McLaurin; 96 professors and 870 students. Library and several museums.

AUSTRIA.

[See also HUNGARY with CROATIA below.]

(a) *Universities.*

Czernowitz, Bukowina.—K. K. Franz-Josefs-Universität (1875). Rector: Dr. Sigmund Herzberg-Fränkel. Faculties: Greek-Oriental theology, law, and philosophy; 53 professors and 673 students. Library of 160,428 volumes.

Gratz, Styria.—K. K. Karl-Franzens-University (1586). Rector: Doctor von Luschin. Faculties: Theology, law, medicine, philosophy; also 44 institutions such as clinics, seminaries, laboratories, and museums; 144 professors and 1,913 students. Library of 212,016 volumes.

Innspruck, Tyrol.—K. K. Leopold-Franzens-Universität (1673). Rector: Joseph Nevinny. Faculties: Theology, law, medicine, philosophy; also 45 institutions such as clinics, seminaries, laboratories, and museums. Since 1904 it has a separate law faculty for Italian students, with 6 professors. Ninety-six professors and 1,058 students. Library of 197,006 volumes.

Krakow, Galicia.—Uniwersytet Jagielloński w Krakowie (1364). Rector: Stephan Pawliski. Faculties: Theology, law, medicine, philosophy; also 47 institutions such as clinics, seminaries, laboratories, and collections; 136 professors and 2,023 students. Library of 372,515 volumes.

Lemberg, Galicia.—C. K. Uniwersytet Imienia Cesarza Franciska I (1784). Rector: Professor Gluzinski. Faculties: Theology, law, medicine, philosophy; also 31 institutions such as clinics, seminaries, laboratories, and collections; 135 professors and 2,732 students. Library of 179,705 volumes.

Prague, Bohemia.—K. K. Deutsche Karl-Ferdinand-Universität (1348). Rector: Prof. Josef Ulbrich. Faculties: Theology, law, medicine, philosophy; also 50 institutions such as clinics, seminaries, laboratories, and collections; 142 professors and 1,335 students. Library of 320,199 volumes.

Prague, Bohemia.—C. K. Ceská Universita Karlo-Ferdinandova (1882). Rector: Prof. Anton Vřest'ál. Faculties: Theology, law, medicine, philosophy; also 50 institutions such as clinics, seminaries, laboratories, and collections; 160 professors and 3,487 students. Library of preceding institution used.

Vienna, Nether-Austria.—K. K. Universität (1365). Rector: Eugen Philippovich von Philippsburg. Faculties: Theology, law, medicine, philosophy; also 65 institutions such as clinics, seminaries, laboratories, and collections; 465 professors and 6,205 students. Library of 659,098 volumes.

(b) *Polytechnica.*

Brünn, Moravia.—K. K. Deutsche Technische Hochschule (1850). Rector: Alfred Musil. Departments: Civil and mechanical engineering, electro and chemical technology; also several laboratories, collections, and shops; 58 professors and assistants and 631 students. Library of 28,700 volumes.

Brünn, Moravia.—K. K. Böhmische Technische Hochschule (1899). Rector: Elger von Elgenfeld. Departments: Same as the preceding institution; 45 professors and assistants and 367 students. Library of 7,300 volumes.

Gratz, Styria.—K. K. Technische Hochschule (1811). Rector: Ernest Bendl. Departments: Same as in Brünn; 39 professors and assistants and 567 students. Library.

Lemberg, Galicia.—K. K. Technische Hochschule (1844). Rector: Kazimierz Rosinkiewicz. Departments: Same as in Brünn; 47 professors and 1,182 students. Library and 11 institutions.

Prague, Bohemia.—K. K. Deutsche Technische Hochschule (1806). Rector: Dr. Franz Wähner. Departments: Same as in Brünn; 65 professors and assistants and 928 students. Library.

Prague, Bohemia.—K. K. Böhmische Technische Hochschule (1868). Rector: Joseph Šolin. Departments: Same as in Brünn; 101 professors and assistants and 1,947 students. Library in common with preceding institution.

Vienna, Nether-Austria.—K. K. Technische Hochschule (1815). Rector: Dr. Franz Ritter von Höhnel. Departments: Same as in Brünn; 113 professors and 2,650 students. Library of 106,484 volumes.

(c) *Other higher seats of learning.*

Dublany, Galicia.—Landwirthschaftliche Akademie (1855). Director: Juliusz Frommel. Departments: Agriculture, meteorology, physics, and chemistry; 27 professors and 82 students. Library of 6,850 volumes.

Lemberg, Galicia.—Thierärztliche Hochschule (1881). Rector: Josef Szpilman; 15 professors and 47 students.

Leoben, Styria.—Montanistische Hochschule (1894). Rector: Anton Bauer; 26 professors and 266 students. Library.

Olmütz, Moravia.—K. K. Theologische Facultät (1574). Eleven professors and 218 students.

Pribram, Bohemia.—Montanistische Hochschule (1849). Rector: Prof. Rudolf Vambera; 24 professors and 140 students.

Salzburg.—K. K. Theologische Facultät (1623). Eight professors and 57 students.

Trieste.—Handels-Hochschule (1877). Director: Dr. Georg Piccoli; 10 professors and 30 students.

Vienna.—K. K. Evang.-Theologische Facultät (1821). Rector: ——; 8 professors and 47 students.

Vienna.—K. K. Hochschule für Boden-Kultur (1872). Rector: Dr. Hugo Högler. Departments: Agriculture, natural science, and 28 laboratories and experimental stations; 49 professors and 574 students. Library.

Vienna.—K. K. Lehranstalt für Orientalische Sprachen (1851). Rector: Leopold Pekotsch; 9 professors and 203 students. Library of 1,150 volumes.

Vienna.—K. K. Militär Thierarznei-Institut und Thierärztliche Hochschule (1764). Rector: Dr. Josef Bayer; 18 professors and 377 students.

Vienna.—K. K. Konsular-Akademie (1754). Director: Anton Edler von Winter; 30 professors and 33 students.

Vienna.—Bildungsanstalt für Weltpriester (1816). Rector: Dr. Laurenz Mayer; 5 professors and 26 students.

Vienna.—Pazman'sches Kollegium für Priester (1623). Rector: Aug. Fischer-Colbrie; 3 professors and 50 students.

BELGIUM.

(a) *Universities.*

Brussels.—Université Libre de Bruxelles (1834). Rector: Edouard Kufferath. Faculties: Philosophy, law, natural science, medicine, pharmacy, and polytechnic school; 91 professors and 1,054 students. Library.

Ghent.—Université de l'État de Gand (1816). Rector: Prof. P. Thomas. Faculties: Philosophy, law, natural science, medicine, and technology; 94 professors and 900 students. Library of 336,926 volumes.

Liege.—Université de Liège (1817). Rector: Dr. O. Merten. Faculties: Philosophy, law, natural science, medicine, and polytechnic school; also 28 clinics, laboratories, and collections; 95 professors and 1,977 students. Library.

Louvain.—Université Catholique (1426, 1835). Rector: A. Hebbelynck. Faculties: Theology, law, medicine, philosophy, natural science; 105 professors and 2,148 students. Library of 4,000 volumes.

(b) *Polytechnica.*

See Universities of Brussels, Ghent, and Liège which have technological departments.

(c) *Other higher seats of learning.*

Brussels.—École des Sciences Politiques et Sociales (1834), now affiliated with the University of Brussels, see above; 13 professors. Library.

Brussels.—École de Médecine Vétérinaire de l'État (1833). Director: A. Degive; 16 professors and 153 students.

Brussels.—École de Commerce (1834), connected with the preceding institution; 13 professors. Library.

Brussels.—Instituts Solvay, consisting of Institut de Physiologie (1894), 6 professors, and Institut de Sociologie (1901), 8 professors.

Gembloux.—Institut Agricole de l'État. Director: M. Hubert; 20 professors and 110 students.

Louvain.—Institut Supérieur de Philosophie (École St. Thomas d'Aquin) (1900). President: D. Mercier; 18 professors.

Louvain.—École des Sciences Politiques et Sociales. President: P. Poullet. École des Sciences Commerciales et Consulaires. President: V. L. J. L. Brants. These two institutions, formerly independent, are now part of the Université Catholique de Louvain.

Mons.—École des Mines du Hainaut. Director: A. Macquet; 21 professors and 315 students.

BRAZIL.

(a) *Universities* (none).

(b) *Other higher seats of learning.*

Bello-Horizonte.—Faculdade Livre de Direito (1892). Director: Affonso A. M. Penna; 20 professors. Library.

Pernambuco.—Faculdade de Direito (1875). Director: Dr. J. Tavares de Mello Barretto; 25 professors and 250 students. Library of 9,500 volumes.

Ouro Preto.—Escola de Minas (1875). Director: J. C. da Costa-Sena.

São Paulo.—Escola Polytechnica de São Paulo (1894). Director: Dr. A. F. de Paula Souza; 43 professors and 181 students. Library.

BULGARIA.

Sophia.—Visse Uciliste v Sofiya (University) (1888). Rector: Ivan A. Georgov. Faculties: History and philology, natural science, law; 42 professors and 1,014 students. Library of 51,050 volumes.

CANADA.

(a) *Universities.*

Halifax.—Dalhousie College and University (1818). President: Rev. J. Forrest; 13 professors, 21 examiners, 24 lecturers, and 332 students. Two libraries of 15,000 and 7,300 volumes, respectively.

Kingston.—Queen's University (1840). Chancellor: Sir Sandford Fleming. Faculties: Theology, arts, technology, medicine, law; 62 professors and 957 students. Library and observatory.

Montreal.—McGill College and University (1821). Principal: William Peterson; 118 professors, 80 demonstrators and assistants; 1,125 students. University library of 104,000 volumes and McGill medical library of 25,000 volumes.

Montreal.—Université Laval (1852). Vice-rector: Gaspar Dauth. Faculties: Theology, law, medicine, arts, technology, and veterinary science; 65 professors and many assistants; 747 students. Library of 49,250 volumes.

Quebec.—Université Laval (1852). Rector: O. E. Mathieu. Faculties: Theology, law, medicine, arts; 56 professors and 360 students. Library of 120,000 volumes and three museums.

Toronto.—University of Toronto (1827). President: James Loudon. Faculties: Philosophy, medicine, applied science, and university college; 86 professors, 48 lecturers, a number of demonstrators and assistants; 2,333 students. Library of 77,558 volumes and a biological museum.

Toronto.—Victoria University (1830). President: Rev. N. Burwash. Faculties: Arts and theology; 23 professors and 301 students. Library of 16,874 volumes and a museum.

Winnipeg.—University of Manitoba (1877). Vice-chancellor: Chief Justice Dubuc. Faculties: Science, medicine, theology, pharmacy; 15 professors, many assistants, and 335 students.

(b) *Polytechnica.*

Montreal.—École Polytechnique, part of Université Laval; see above.

Toronto.—Ontario School of Practical Science, Faculty of Applied Science of the University of Toronto; 11 professors, 7 demonstrators, and 10 fellows; 402 students.

(c) *Other higher seats of learning.*

Kingston.—School of Mining (1892), affiliated with Queen's University. Director: William L. Goodwin; 5 professors, 7 lecturers, 4 demonstrators, and 355 students. Museum and library.

Montreal.—School of Veterinary Science and a Polytechnic School, both affiliated with Université Laval; see above.

Toronto.—St. Michael's College (1852), Wycliffe College (1877), Knox College (1844). Theological seminaries.

Toronto.—Trinity Medical College (1850), Ontario Medical College for Women (1883), Royal College of Dental Surgeons (1868). Dean: J. Branston Willmott; 15 professors; Ontario College of Pharmacy (1882); 6 professors and 140 students. These four colleges are now affiliated with the University of Toronto.

Toronto.—Ontario Agricultural College. President: G. C. Creelman; 14 professors and 15 assistants. Now affiliated with the University of Toronto.

CAPE COLONY.

Capetown.—University of the Cape of Good Hope (1873). Vice-chancellor: Sir John Buchanan. This institution is merely an examining board like those in India.

Capetown.—South African College (1829); 17 professors and 7 assistants; 260 students.

CHILE.

Santiago.—Universidad de Chile (1743). Rector: Don Osvaldo Rengifo. Faculties: Theology, law, mathematics and natural sciences, philosophy and arts, medicine and pharmacy; 96 professors, many assistants, and about 1,000 students. Library.

Santiago.—Instituto Pedagógico de Chile (1889). Director: D. Amunátegui Solar; 10 professors and 180 students. National library.

CHINA.

Peking.—College of Foreign Knowledge. Particulars wanting.

CUBA.

Habana.—Universidad de la Habana (1728). Rector: Dr. Leopold V. Berriel y Fernandez. Faculties: Philosophy and natural science, medicine and pharmacy, law; 59 professors, 52 assistants, and 524 students; also 24 institutions such as clinics, laboratories, collections, and shops. Library of 14,844 volumes.

DENMARK.

Copenhagen.—Kjobenhavns Universitet (1479). Rector: Prof. Julius Lassen. Faculties: Theology, law, medicine, philosophy, mathematics, and natural science; also 13 institutions, such as laboratories and collections; 95 professors and about 2,000 students. Library of 406,500 volumes.

Copenhagen.—Polytekniske Laereanstalt (1829). Director: G. A. Hagemann; 29 professors and 550 students. Affiliated with the University.

Copenhagen.—Veterinair- og Landbo- Hoiskole (1858). Director: F. Friis; 28 professors, 10 assistants, and 370 students. Library of 32,000 volumes.

Copenhagen.—Tandlaegeskolen (Dental College) (1888); 5 professors.

Pharmacy College (1892); 6 professors and 61 students.

Reykjavik (Iceland).—Prestaskóli (Theological College) (1847); 2 professors.

Loeknaskóli (Medical College) (1876); 6 professors.

ECUADOR.

Quito.—Academia Ecuatoriana. Director: Carlos R. Tobar.

EGYPT.

Cairo.—Azhar School (988). Rector: Abdil Rahmân il Schirbini; 319 professors and 9,986 students.

École de Droit (1868). Director: J. Grandmoulin; 21 professors.

Kasr il Aini (School of Medicine) (1837). Director: Dr. Keatinge; 12 professors.

Institut Français d'Archéologie Orientale (1881). Director: M. Chassinat.

ENGLAND AND WALES.

(See also SCOTLAND and IRELAND below.)

(a) *Universities.*

Birmingham.—University of Birmingham (1875). Vice-chancellor: C. G. Beale. Faculties: Science, arts, medicine, commerce; 82 professors, 12 assistants, and about 1,000 students. Library.

Cambridge.—University of Cambridge (1257). Vice-chancellor: E. A. Beck. Faculties: Theology, law, medicine, natural science, biology and geology, oriental, modern, and classical philology, history and archeology, agriculture, moral science, music; 18 colleges, with lecture courses; 13 institutions, such as museums, observatory, and societies for research and study; also two women's colleges, Girton and Newnham; 121 professors, 30 assistants, and 2,879 students. Library of over 500,000 volumes.

Durham.—Durham University (1833). Warden: Rev. G. W. Kitchin; 21 professors and 235 students. See also Newcastle.

Leeds.—University of Leeds (1887). Since 1904 an independent institution. Prochancellor: A. G. Lupton; 49 professors, 52 assistants, and 1,278 students. Library and museum.

Liverpool.—University of Liverpool (1881). Vice-chancellor: A. W. W. Dale. Faculties and schools: Arts, science, engineering, law, medicine, dentistry, hygiene; 141 professors, numerous assistants and fellows, and 900 students. Library.

London.—University of London (1836), formerly an examining institution, since 1900 a teaching institution. (a) The university proper. Vice-chancellor: Sir Edward Henry Busk. Faculties: Theology, arts, law, music, medicine, science, engineering, economics, and the university senate; 96 professors and 790 "recognized teachers;" 60 examinations are held every year; 6,065 students. (b) The following colleges are now parts of the university:

University College (1828). President: Lord Reay. Faculties: Arts and law, science, medicine, and oriental languages; 105 professors, many assistants, and 1,323 students. Library of 100,000 volumes.

King's College (1830). Director: Rev. A. C. Hedlam. Faculties: Theology, philosophy, medicine, and school of modern oriental languages; 116 professors, many assistants, and about 1,300 students.

Hackney College (1803). Principal: Rev. P. T. Forsyth. A divinity school only; 6 professors, 5 assistants, and 24 students.

New College (1850). Principal: Rev. R. V. Pryce. Faculties of arts and theology; 5 professors.

Baptist College (1810). Principal: Rev. G. P. Gould; 4 professors, 5 assistants, and 28 students.

Cheshunt College in Waltham Cross (1768). Principal: Rev. O. C. Whitehouse; 4 professors and 25 students.

Wesleyan College. Principal: Rev. G. Fletcher; 7 professors.

London College of Divinity. Principal: Rev. A. W. Greenup; 9 professors.

Royal Holloway College for Women (1886). Principal: Miss E. Penrose. Faculties of arts and science; 22 professors and many assistants; 143 students. Library of 8,718 volumes.

Bedford College for Women (1849). Principal: Miss E. Hurlbatt; 19 professors and 8 assistants; over 300 students. Library.

Westfield College for Women (1882). Mistress: Miss C. L. Maynard; 14 professors and 56 students; laboratories. Library.

Manchester.—Victoria University of Manchester (1851). Vice-chancellor: A. Hopkinson; 149 professors and 1,097 students. Museum and library of about 100,000 volumes.

Oxford.—University of Oxford (1200). Chancellor: George, Viscount Goschen. Faculties: Theology, law, medicine, natural science, arts, philology, and history; 27 colleges and halls with lecture courses; many institutions, such as libraries, infirmaries, collections, etc.; 258 professors and many assistants; 3,572 students. Bodleian library of over 600,000 volumes and several college libraries.

Wales.—University of Wales (1893) created through a combination of the three university colleges of Aberystwyth, Bangor, and Cardiff. Vice-chancellor: E. H. Griffiths; 31 examiners. Colleges, to wit:

University College of Wales in Aberystwyth (1872). Principal: T. F. Roberts; 38 professors and 453 students. Library.

University College of North Wales in Bangor (1884). Principal: Henry R. Reichel; 34 professors and 329 students. Library of 25,000 volumes.

University College of South Wales in Cardiff (1883). Principal: E. H. Griffiths. Faculties: Philosophy, science, normal department; 59 professors and 651 students. Library of 8,000 volumes.

(b) *Colleges.*

Bristol.—University College (1876). Principal: Prof. C. Lloyd Morgan. Faculties: Arts and science, medicine; 57 professors and 1,164 students. Library.

Lampeter, Wales.—St. David's College (1828). Principal: J. M. Bebb; 15 professors and 120 students.

London.—St. Bartholomew's Hospital and College (1123). Dean: H. J. Waring; 48 professors and about 950 students. Museum and library.

London.—The London Hospital Medical College (1740). Warden: Munro Scott; 58 professors and about 1,000 students. Library.

London.—Guy's Hospital Medical School (1772). Dean: Dr. H. L. Eason; 47 professors and about 500 students. Connected with this is—

Guy's Hospital Dental School (1891). Dean: Dr. H. L. Eason; 9 professors. Library.

London.—St. Thomas's Hospital Medical School (1207). Secretary: G. Q. Roberts; 30 professors and 25 teachers. Museum and library.

London.—St. George's Hospital Medical School (1752). Dean: Doctor Jaffrey; 37 professors and 12 teachers; 350 students.

London.—St. Mary's Hospital Medical School (1850). Dean: H. A. Caley; 25 professors. Museum and library.

London.—Middlesex Hospital Medical School (1754). Dean: John Murray; 23 professors and 150 students.

London.—Charing Cross Hospital Medical School (1876). Dean: H. F. Waterhouse; 31 professors and many assistants. Library of 4,000 volumes.

London.—Westminster Hospital Medical School (1715). Dean: E. P. Paton; 44 professors.

London.—Royal Free Hospital School of Medicine for Women. President: Mrs. Garrett Anderson; 28 professors, 9 demonstrators, and 180 students.

(c) *Other higher seats of learning.*

Bristol.—Merchant Venturer's Technical College (1856). Principal: Julius Wertheimer; 4 professors, 54 lecturers, 31 demonstrators, 312 students, and 1,631 students in evening classes. Library.

Cirencester.—Royal Agricultural College (1845). Principal: John B. MacClellan; 7 professors and 85 students. Museum and library.

Liverpool.—School of Tropical Medicine (1899). President: Sir Alfred Jones; 14 professors.

London.—City and Guilds of London Institute (1878), consisting of (a) City and Guilds' Central Technical College (1884). Dean: W. E. Ayrton; 409 students. (b) City and Guilds' Technical College (1883). Principal: S. P. Thompson; 550 students.

London.—School of Economics and Political Science (1895). Director: H. J. MacKinder; 33 professors. Library of 20,000 volumes.

London.—Gresham College (1569). Secretary: Sir John Watney; 9 professors.

London.—Inns of Court (Law Schools): Lincoln's Inn, Middle Temple, Inner Temple, Gray's Inn. Each is organized for study. Libraries of 54,000, 40,000, 60,000, and 18,000 volumes. The teaching body of the four inns consists of 14 professors and 4 assistants.

London.—Royal College of Physicians (1518). President: Sir R. Douglas Powell; 10 professors. Library.

London.—Royal College of Surgeons of England (1800). President: John Tweedy; 6 professors. Museum and library.

London.—Jews' College (Theological School) (1845). President: Rev. H. Adler; 5 professors.

London.—Royal Ophthalmic Hospital College (1804). Secretary: R. J. Bland; 14 professors and 67 students.

London.—National College of Hospital for the Paralyzed and Epileptic (1859). Secretary: G. H. Hamilton; 20 professors.

London.—The London Skin Hospital (1887). Secretary: H. M. Duncan; 11 professors.

London.—Lister Institute of Preventive Medicine (1891). President: Lord Lister; 10 professors.

London.—School of Tropical Medicine (1900). Director: G. C. Low; 12 professors and 120 students.

London.—Royal Veterinary College (1791). Principal: J. McFadyean; 10 professors and 230 students.

London.—Royal College of Science (with mining department) (1851); 13 professors and 33 assistants. Library.

London.—Royal College of Art (1851); 11 professors and 5 assistants.

London.—School of Modern Oriental Languages. The first division of this now belongs to University College, the second to King's College, see above.

Newcastle.—Durham College of Medicine (1851). Part of Durham University, see above; 21 professors and 200 students. Museum and two libraries.

Newcastle.—Armstrong College of Science (1871). Principal: Sir I. Owen. Part of Durham University, see above; 47 professors; about 1,700 students. Library of 50,000 volumes.

Nottingham.—University College (1880). Director: J. E. Symes. Departments: Literature and law, chemistry and metallurgy, natural science and engineering; 40 professors, many assistants, and about 1,900 students. Also a commercial department. Library.

Sheffield.—University College (1879). Director: W. M. Hicks. Faculties: Arts, pure and applied science, medicine, and technology; 51 professors and 451 students. Public library of 133,840 volumes.

FRANCE.

(a) *State universities.*

Aix-en-Provence.—Université d'Aix-Marseille (1409). Rector: M. Belin. Faculties: Law and philosophy; 40 professors and 1,050 students. Library of about 82,000 volumes. Two faculties, those of science and medicine, are located at Marseille.

Besançon.—Université de Besançon (1422 and 1691). Rector: M. Laronze. Faculties: Natural science, philosophy, medicine and pharmacy; 54 professors and 330 students. Library of 25,000 volumes.

Bordeaux.—Université de Bordeaux (1441). Rector: R. Thamin. Faculties: Law, medicine and pharmacy, natural science, and philosophy; 135 professors and 2,320 students. Three libraries with a total of 98,000 volumes. See also Annex under (e).

Caen.—Université de Caen (1437). Rector: M. Zevort. Faculties: Law, natural science, philosophy, medicine and pharmacy; 62 professors and about 780 students. Library of 108,214 volumes.

Clermont-Ferrand.—Université de Clermont (1808). Rector: M. Coville. Faculties: Natural science, philosophy, medicine and pharmacy; 50 professors and 274 students. Library of 90,000 volumes.

Dijon.—Université de Dijon (1722). Rector: M. Boirac. Faculties: Law, natural science, philosophy, medicine and pharmacy; 57 professors and 880 students. Library of 54,000 volumes.

Grenoble.—Université de Grenoble (1339). Rector: M. Moniez. Faculties: Law, natural science, philosophy, medicine and pharmacy; 65 professors and 846 students (exclusive of 352 students of summer school). Library of about 106,000 volumes.

Lille.—Université de Lille (1808). Rector: G. Lyon. Faculties: Law, medicine, natural science, philosophy; 102 professors and 1,164 students. Library of 194,094 volumes. The medical faculty is at Amiens.

Lyon.—Université de Lyon (1808). Rector: M. Joubin. Faculties: Law, medicine, natural science, and philosophy; 189 professors and 2,651 students. Library of 198,366 volumes.

Marseille.—Université d'Aix Marseille (see also Aix-en-Provence). Faculties: Natural science, medicine and pharmacy; 81 professors and 200 students. Library of 16,000 volumes.

Montpellier.—Université de Montpellier (1181, 1289). Rector: A. Benoist. Faculties: Law, medicine, natural science, philosophy, and pharmacy; 110 professors and 1,600 students. Library of 191,787 volumes.

Nancy.—Université de Nancy (1572). Rector: M. Adams. Faculties: Law, medicine, natural science, philosophy, and pharmacy; 140 professors and assistants and about 1,300 students. Library of 141,270 volumes. Connected with the university are (a) Institut Chimique, 112 students; (b) Institut Sérothérapque, 106 students; (c) Institut Électrotechnique, 206 students; Institut Colonial, 12 students; Institut Agricole, 15 students.

Paris.—Université de Paris (1200). President of council: L. Liard. Faculties: Protestant theology, law, medicine, natural science, philosophy, and pharmacy; 433 professors and 12,985 students. Library, including that of the Sorbonne, of over 600,000 volumes. The library is divided into 5 faculty libraries.

Poitiers.—Université de Poitiers (1431). Rector: M. Cons. Faculties: Law, natural science, philosophy, medicine and pharmacy; 59 professors and 898 students. Library of 46,286 volumes. Another medical school of this university is in Limoges, see below.

Rennes.—Université de Rennes (1808). Rector: M. Laronze. Faculties: Law, natural science, philosophy, medicine and pharmacy; 88 professors and 1,236 students. Library of 141,187 volumes. To this belongs the medical school at Angers, see below.

Toulouse.—Université de Toulouse (1233). Rector: M. Perroud. Faculties: Law, medicine and pharmacy, natural science, philosophy; 110 professors and 1,950 students. Library of 117,350 volumes, of which 25,100 are in Montauban, see below. To this belongs the Faculté de Théologie Protestante at Montauban.

(b) *Catholic free universities.*

Angers.—Université Catholique de l'Ouest (1875). Rector: M. Pasquier. Faculties: Theology, law, natural science, philosophy; 44 professors and 229 students. Library of 35,000 volumes.

Lille.—Facultés Catholiques (1875). Chancellor: M. Hautcœur. Faculties: Theology, law, medicine and pharmacy, science, philosophy and letters; 83 professors and 600 students.

Lyon.—Facultés Catholiques (1875). Rector: M. Dadolle. Faculties: Theology, law, natural science, philosophy; 48 professors and 600 students.

Paris.—Institut Catholique (1875). Rector: M. Péchenard. Faculties: Theology, law, canonic law, philosophy, letters and science; 64 professors and about 700 students. Library of 150,000 volumes.

Toulouse.—Institut Catholique (1875). Rector: M. Batiffol. Faculties: Theology and philosophy; 20 professors and 100 students. Library.

(c) *Colleges.*

Paris.—Collège de France (1518, 1545). Administrator: M. Levasseur; 65 professors; 3 laboratories.

Paris.—École Pratique des Hautes Études à la Sorbonne (1868), consisting of 5 sections for science and mathematics, history, and philology; 115 professors; many laboratories and collections. Library, see Université above.

Paris.—École Normale Supérieure (1795). Director: Ernest Lavisse. Sections: Letters and science; 36 professors and 111 students. Library of 60,000 volumes.

(d) *Polytechnica.*

Grenoble.—Institut Électrotechnique (1899). Director: M. Pionchon; 6 professors and 25 students (also 145 hearers).

Lyon.—(*a*) École de Chimie Industrielle (1883). Director: M. Vignon; 92 students; (*b*) École Française de Tannerie (1899). Director: M. Vignon. These two institutions are affiliated with Université de Lyon.

Marseille.—École d'Ingénieurs de Marseille (1891). Professors same as in the faculty of science of the Université de Marseille; 65 students.

Nancy.—Two institutions affiliated with the Université de Nancy. See above (a) and (c).

Paris.—École Polytechnique (1794). Commandant: General Corbin; 63 professors and 370 students. Library.

Paris.—École Nationale des Ponts et Chaussées (1747). Director: M. Guinard; 34 professors and 130 students. Library.

Paris.—École Municipale de Physique et de Chimie Industrielles (1882). President: M. Lampué; 14 professors and 100 students. Library of 2,000 volumes.

Paris.—École Supérieure d'Électricité (1894). President: E. Mascart; 15 professors and 76 students. Library of 2,000 volumes.

Paris.—École Spéciale d'Architecture (1865). Director: Emile Trélat; 29 professors and 65 students.

(e) *Other higher seats of learning.*

Alfort.—École Vétérinaire (1765). Director: M. Barrier; 20 professors and 312 students. Library of 16,000 volumes.

Algiers.—Académie d'Alger (1849). Rector: M. Jeaumaire. Schools: Law, medicine and pharmacy, science, letters, modern Oriental languages; 61 professors and 800 students. Library of 52,600 volumes.

Amiens.—École de Médecine et de Pharmacie, part of the Université de Lille. Director: A. Moulonguet; 19 professors and 100 students.

Angers.—École de Médecine et de Pharmacie, part of the Université de Rennes. Director: M. Meslin; 25 professors and 150 students.

Beauvais.—Institut Agricole (1854). Director: Frère Paulin; professors, the Christian Brothers; 104 students. Library of 14,000 volumes.

Bordeaux.—École de Chimie Appliquée à l'Industrie et à l'Agriculture (1891); 6 professors and 51 students.

Bordeaux.—École du Service de Santé de la Marine (affiliated with Université de Bordeaux); 8 professors.

Douai.—École Nationale des Industries Agricoles (1893); 9 professors and 30 students. Library.

Grignon.—École Nationale d'Agriculture (1828). Director: M. Trouard-Riolle; 22 professors and 120 students. Library of 8,000 volumes.

Lille.—École des Hautes Études Industrielles (1885). Director: Colonel Arnould; 21 professors and 100 students. Library.

Lille.—Institut Pasteur de Lille (1895). Director: M. Calmette; 7 professors and 5 laboratories.

Limoges.—École de Médecine et de Pharmacie (part of Université de Poitiers); 16 professors and 120 students.

Lyon.—École Centrale Lyonnaise (1857). President: M. Ancel; 34 professors and 130 students. Library of 2,000 volumes. A technical school of high repute.

Lyon.—École Vétérinaire de Lyon (1761). Director: M. Arloing; 20 professors and 180 students. Library of 11,000 volumes.

Montauban.—Faculté de Théologie Protestante (part of Université de Toulouse); 10 professors and 75 students. Library of 25,000 volumes.

Montpellier.—École Nationale d'Agriculture (1872). Director: M. Ferrouillat; 14 professors and 200 students. Library of 14,000 volumes.

Nancy.—École Nationale des Eaux et Forêts (1824). Director: M. Guyot; 11 professors and 57 students. Library of 9,936 volumes.

Nantes.—École de Plein Exercice de Médecine et de Pharmacie (1808). Director: A. Malherbe; 28 professors and 280 students.

Nantes.—École Libre de Droit et de Notariat de Nantes. Director: G. Maublanc; 16 professors and 100 students.

Paris.—École Spéciale de Langues Orientales Vivantes (1795). Administrator: Barbier de Meynard; 29 professors and 375 students. Library of 44,000 volumes and MSS.

Paris.—École Nationale des Chartes (School of Archives) (1821). Director: Paul Meyer; 10 professors and 20 students. Library of 16,000 volumes and documents.

Paris.—École Nationale et Spéciale des Beaux-Arts (School of Fine Arts). Director: Paul Dubois; 50 professors and about 2,000 students.

Paris.—Séminaire Israélite de France (1829). Director: Joseph Lehmann; 21 professors and 38 students. Library of 6,000 volumes.

Paris.—École Libre des Sciences Politiques. Director: Emile Boutmy; 58 professors and 560 students. Library.

Paris.—École des Hautes Études Sociales. President: Alfred Croiset. Professors from other institutions of Paris.

Paris.—Collége Libre des Sciences Sociales (1895). Director: E. Delbet; 400 students; professors from other institutions of Paris.

Paris.—École Russe des Hautes Études Sociales (1901). President: E. Metchnikoff; 41 professors and 360 students.

Paris.—École Nationale Supérieure des Mines (1778). Director: Ad. Carnot; 33 professors and 155 students.

Paris.—Institut National Agronomique. Director: Dr. Regnard; 36 professors and 240 students.

Paris.—Conservatoire National des Arts et Métiers (1794). Director: M. Chaudèze; 26 professors. Library.

Paris.—École Centrale des Arts et Manufactures (1829). Director: M. Buquet; 56 professors and 700 students.

Paris.—École d'Anthropologie (1889). Director: H. Thulié; 10 professors.

Paris.—Musée d'Histoire Naturelle (1626). Director: E. Perrier; 49 professors. Library of over 220,000 volumes, and more than 28,000 drawings and charts.

Paris.—École du Louvre. Director: M. Homolle. (Art School) 13 professors.

Rheims.—École de Médecine et de Pharmacie (1550), part of the Université de Paris; 23 professors and 90 students. Library of 9,000 volumes.

Rennes.—École Nationale d'Agriculture. Director: M. Séguin; 17 professors and 620 students. Library of 8,576 volumes.

Rouen.—École de Médecine et de Pharmacie, part of Université de Caen; 21 professors and 152 students.

St. Etienne.—École des Mines (1816). Director: M. Tauzin; 8 professors and 120 students. Library of 12,000 volumes.

Toulouse.—École Nationale Vétérinaire (1825). Director: M. Laulanié; 11 professors and 177 students. Library of 9,000 volumes.

Tours.—École de Médecine et de Pharmacie, part of the Université de Poitiers; 20 professors and 100 students.

GERMAN EMPIRE.

BADEN (GRAND DUCHY).

(a) *Universities.*

Freiburg.—Badische Albert-Ludwigs Universität (1457). Rector: Dr. Theodor Axenfeld. Faculties: Theology, law, medicine, philosophy in two sections; also 36 institutions, such as clinics, seminaries, laboratories, and collections; 135 professors and 2,309 students. Library of 270,700 volumes.

Heidelberg.—Ruprecht-Karls Universität (1386.) Rector: Dr. Theodor Curtius. Faculties: Theology, law, medicine, philosophy in two sections; also 40 institutions, such as clinics, seminaries, laboratories, and collections; 157 professors and 1,996 students. Library of 575,000 volumes.

(b) *Polytechnicum and Art Academy.*

Karlsruhe.—Technische Hochschule (1825). Rector: F. Schur; 74 professors and 1,562 students. Library.

Karlsruhe.—Kunst Akademie (1853). Director: Wilhelm Trübner; 17 professors.

BAVARIA (KINGDOM).

(a) *Universities.*

Erlangen.—Friedrich-Alexanders Universität (1743). Rector: Doctor Varnhagen. Faculties: Theology, law, medicine, philosophy; also 44 institutions, such as clinics, seminaries, laboratories, and collections; 70 professors and 971 students. Library of 229,998 volumes.

Munich.—Ludwig-Maximilians Universität (1472). Rector: Dr. Otto Bardenhewer. Faculties: Theology, law, medicine, philosophy in two sections; also 34 institutions, such as clinics, seminaries, laboratories, and collections, to which may be added the large royal collections in Munich; 232 professors and 5,054 students. Library of over 500,000 volumes and 3,000 MSS. and charts.

Würzburg.—Julius-Maximilians Universität (1402). Rector: Theodor Boveri. Faculties: Theology, law, medicine, and philosophy; also 40 institutions, such as clinics, seminaries, laboratories, and collections; 94 professors and 1,326 students. Library of 350,000 volumes.

(b) *Polytechnicum.*

Munich.—Technische Hochschule (1868). Rector: Dr. W. von Dyck. Departments: General, civil engineering, architecture, mechanical engineering, chemical, and agricultural; 66 professors, 78 assistants, and 2,802 students. Library.

(c) *Theological colleges.*

Augsburg.—Theologisches Lyceum. Rector: P. W. Weihmayr; 5 professors.

Bamberg.—Theologisches Lyceum (1647). Rector: P. Hartung; 10 professors and 81 students. Library of 9,000 volumes.

Dillingen.—Theologisches Lyceum (1549). Rector: P. David Leistle; 10 professors and 143 students. Library of about 50,000 volumes.

Eichstätt.—Bischöfliches Lyceum (1843). Rector: Karl Kiefer. Faculties: Theology and philosophy; 12 professors and 103 students. Libraries of, together, 71,000 volumes.

Freising.—Theologisches Lyceum (1834). Rector: Balthasar von Daller. Faculties. Theology and philosophy; 12 professors and 150 students. Library of 17,500 volumes.

Passau.—Theologisches Lyceum (1834). Rector: J. E. Diendorfer. Faculties: Theology and philosophy; also 4 laboratories and collections; 10 professors and 105 students. Library of 36,000 volumes.

Regensburg.—Theologisches Lyceum (1736). Rector: Doctor Schenz; 11 professors and 218 students. Library of 4,600 volumes.

(d) *Other higher seats of learning.*

Aschaffenburg.—Forstliche Hochschule (1844). Rector: Dr. Hermann von Fürst 8 professors and 64 students. Library.

Munich.—Thierärztliche Hochschule (1790). Director: Dr. M. Albrecht; 14 professors, 10 assistants, and 319 students. Library of 13,000 volumes.

Munich.—Akademie der bildenden Künste (1770). Director: Ferd. von Miller. Library of 10,000 volumes and large collections of objects of art.

PRUSSIA (KINGDOM).

(a) *Universities.*

Berlin.—Friedrich-Wilhelms Universität (1809). Rector: Dr. Hermann Diels. Faculties: Theology, law, medicine, and philosophy; also 70 institutions, such as clinics, seminaries, laboratories, and collections; 491 professors and 7,410 matriculated and 6,434 other students, total 13,844. Library of 399,915 volumes. To this belongs a school for oriental languages; 40 professors and 486 students.

Bonn.—Friedrich-Wilhelms Universität (1818). Rector: Professor Jacobi. Faculties: Theology in two sections, law, medicine, and philosophy; also 41 institutions, such as clinics, seminaries, laboratories, and collections; 186 professors and 3,217 students. Library of about 347,000 volumes.

Breslau.—Universität (1506). Rector: Dr. G. Kaufmann. Faculties: Same as in Bonn; also 42 institutions, such as in Bonn; 183 professors and 1,867 students. Library of about 320,000 volumes.

Göttingen.—Georg-Augusts Universität (1737). Pro-Rector: Prof. Paul Althaus. Faculties: Same as in Berlin; also 51 institutions like those in Berlin; 152 professors and 1,893 students. Library of 530,838 volumes.

Greifswald.—Universität (1456). Rector: Franz Schütt. Faculties: Same as in Berlin; also 31 institutions like those in Berlin; 96 professors and 842 students. Library of 180,836 volumes.

Halle.—Friedrichs Universität Halle-Wittenberg (1502, 1694). Rector: Professor Schmidt-Rimpler. Faculties: Same as in Berlin; also 37 institutions like those in Berlin; 175 professors and 2,043 students. Library of 221,000 volumes.

Kiel.—Christian-Albrechts Universität (1665). Rector: Arnold Heller. Faculties: Same as in Berlin; also 36 institutions like those in Berlin; 128 professors and 1,057 students. Library of 251,901 volumes.

Konigsberg.—Albertus Universität (1544). Rector: Adolf Arndt. Faculties: Same as in Berlin; also 40 institutions like those in Berlin; 125 professors and 977 students. Library of 467,600 volumes.

Marburg.—Universität (1527). Rector: Doctor Korschelt. Faculties: Same as in Berlin; also 38 institutions like those in Berlin; 128 professors and 1,652 students. Library of about 350,000 volumes.

Münster.—Universität (1771). Rector: Professor König. Faculties: Catholic theology, law, and philosophy; also 21 institutions like those in other German universities; 73 professors and 1,501 students. Library of 281,000 volumes.

(b) *Polytechnica.*

Aix-la-Chapelle (*Aachen*).—Technische Hochschule (1870). Rector: Doctor Bräuler. Departments: Architecture, civil engineering, mechanical engineering, mining and metallurgy, general department; also higher commercial school; 78 professors and 918 students. Library of 62,000 volumes and 712,840 patents.

Charlottenburg (*Berlin*).—Technische Hochschule (1879). Rector: Doctor Miethe. Departments: Architecture, civil engineering, mechanical engineering, shipbuilding, chemistry and metallurgy, general department; 164 professors and 3,813 students. Library and office for testing material.

Danzig.—Technische Hochschule (1904). Rector: Doctor von Mangoldt. Departments: Architecture, civil and mechanical engineering, shipbuilding, chemistry, and general department; 44 professors, 24 assistants, and 599 students. Library.

Hanover.—Technische Hochschule (1831). Rector: Professor Barkhausen. Departments: Architecture, civil and mechanical engineering, chemistry and electrotechnics, general department; 64 professors and 1,622 students. Library of 163,000 volumes.

(c) *Other higher seats of learning.*

Aix-la-Chapelle (*Aachen*).—Handels Hochschule in connection with Technische Hochschule (see above); 102 students. Library of 62,000 volumes.

Berlin.—Landwirthschaftliche Hochschule (1806). Rector: Doctor Orth; 18 institutions such as experimental stations, laboratories, and collections; 43 professors and 865 students. Library.

Berlin.—Thierärztliche Hochschule (1790). Rector: Doctor Fröhner; 30 professors and 482 students. Library of about 13,000 volumes.

Berlin.—Geologisches Landesamt und Bergakademie (1873). Director: Professor Schmeisser; 66 professors and 298 students. Library of 70,000 volumes.

Berlin.—Lehranstalt für die Wissenschaft des Judenthums (1872). Vorsteher: Dr. S. Neumann; 5 professors.

Berlin.—Institut für Infektions-Krankheiten (1895). Director: Doctor Gaffky; 8 professors and 14 assistants.

Berlin.—Seminar für Orientalische Sprachen, is part of the University (see above); 40 professors and 486 students.

Braunsberg.—Lyceum Hosianum (1568). Rector: Professor Kranich. Faculties: Theology and philosophy; 13 professors and 46 students. Library of 22,540 volumes.

Breslau.—Jüdisch-Theologisches Seminar (1854); 4 professors and 32 students. Library of 22,000 volumes.

Clausthal.—Berg-Akademie (1775). Director: G. Köhler; 15 professors and 163 students. Library of 30,000 volumes.

Cologne.—Städtische Handels-Hochschule (1901). Director: Christian Eckert; 48 professors and 812 students. Library.

Cologne.—Akademie für Praktische Medizin (1904). Rector: Dr. B. Bardenheuer. Includes all city hospitals, with 1,644 beds, laboratories, etc.; 30 professors.

Düsseldorf.—Kunst-Akademie (1767). Director: Peter Janssen. Library of 4,000 volumes and several art collections with 51,040 objects.

Eberswalde.—Forst-Akademie (1830). Director: O. Riebel; 17 professors and 76 students. Library of 18,500 volumes and several collections.

Frankfort on the Main.—Akademie für Sozial und Handelswissenschaften (1901). Rector: Dr. L. Pohle; 31 professors and 540 students. Library.

Hanover.—Thierärztliche Hochschule (1778). Director: Doctor Dammann; 17 professors and 251 students; 5 clinics and library of 10,000 volumes.

Münden.—Forst-Akademie (1868). Director: Doctor Weise; 17 professors and 78 students. Library of 8,500 volumes.

Poppelsdorf-Bonn.—Landwirthschaftliche Akademie (1847). Director: Baron von der Goltz; 47 professors and 487 students.

Posen.—Akademie (for scientific study) (1903). Rector: Erich Wernicke; 20 professors, 15 assistants, and 1,143 students. Library.

SAXONY (KINGDOM).

(a) *University and polytechnicum.*

Leipzig.—Universität (1409). Rector: Doctor Seeliger. Faculties: Theology, law, medicine, philosophy; also 62 institutions such as clinics, seminaries, laboratories, and collections; 232 professors and 4,545 students. Library of 506,000 volumes.

Dresden.—Sächsische Technische Hochschule (1828). Rector: Richard Mollier. Departments: Architecture, civil and mechanical engineering, chemistry, factory-technics, and a general department; 63 professors, 44 assistants, and 1,104 students. Library of 46,606 volumes and about 758,000 patents.

(b) *Other higher seats of learning.*

Dresden.—Thierärztliche Hochschule (1780). Rector: Doctor Ellenberger; 30 professors and 182 students. Library of 5,747 volumes.

Dresden.—Akademie der Bildenden Künste (1705). Director: Professor Kuehl; 22 professors and 196 students. Library of 6,500 volumes.

Freiberg.—Königliche Berg-Akademie (1765). Rector: E. Papperitz, 21 professors and 465 students. Library of 45,059 volumes.

Leipzig.—Handels-Hochschule (1898), affiliated with Universität. Director: Doctor Reydt; 395 students.

Tharandt.—Sächsische Forst-Akademie (1811). Director: Doctor Kunze; 14 professors and 75 students.

WURTTEMBERG (KINGDOM).

(a) *University and polytechnicum.*

Tübingen.—Eberhard-Karls Universität (1477). Rector: Konrad von Lange. Faculties: Theology (Protestant and Catholic), law, medicine, philosophy, and natural science; also 35 institutions, such as clinics, seminaries, laboratories, and collections; 120 professors and 1,714 students. Library of about 448,000 volumes.

Stuttgart.—Technische Hochschule (1829). Rector: Moritz Fünfstück. Departments: Architecture, civil and mechanical engineering, chemistry, metallurgy, pharmacy, natural science, and a general department; 77 professors and 841 students. Library and several institutions and collections.

(b) *Other higher seats of learning.*

Hohenheim.—Landwirthschaftliche Anstalt (1818). Director: E. V. von Strebel; 20 professors and 128 students. Library of 16,200 volumes and several collections.

Stuttgart.—Thierärztliche Hochschule (1821). Director: Doctor Süssdorf; 13 professors and 110 students.

SMALLER STATES OF GERMANY.

(a) *Universities.*

Giessen (*Hesse*).—Ludwigs Universität (1607). Rector: Otto Behaghel. Faculties: Law, medicine, and philosophy; also 49 institutions, such as clinics, seminaries, laboratories, and collections; 92 professors and 1,078 students. Library of 290,558 volumes.

Jena (*Thuringia*).—Sächsische Gesamt-Universität (1558). Rector: Doctor Thon. Faculties: Theology, law, medicine, and philosophy; also 49 institutions, such as clinics, seminaries, laboratories, and collections; 105 professors and 1,281 students. Library of over 250,000 volumes.

Rostock (*Mecklenburg*).—Landes Universität (1419). Rector: Professor Michaelis. Faculties: Theology, law, medicine, philosophy; also 24 institutions, such as clinics, seminaries, laboratories, and collections; 63 professors and 664 students. Library of 328,000 volumes.

Strassburg (*Alsace-Lorraine*).—Kaiser Wilhelms Universität (1567, 1872). Rector: Dr. Ferdinand Braun. Faculties: Theology (Protestant and Catholic), law, medicine, philosophy, and natural science; also 42 institutions, such as clinics, seminaries, laboratories, and collections; 150 professors and 1,831 students. Library of 860,000 volumes.

(b) *Polytechnica.*

Brunswick.—Carola Wilhelmina Technische Hochschule (1745). Rector: Doctor Fricke; 68 professors and 545 students. Library and 23 institutions.

Darmstadt (*Hesse*).—Technische Hochschule (1868). Rector: Professor Dingeldey; 77 professors, 42 assistants, and 1,951 students. Library and 14 institutions.

(c) *Other higher seats of learning.*

Eisenach (*Saxe-Weimar*).—Forstlehranstalt (1830). Director: Dr. Herm. Stötzer; 7 professors and 55 students.

NOTE.—Dentistry is taught in the medical faculties of nearly every German university; agriculture and veterinary science are taught in some universities and in most polytechnica, as is also forestry in connection with agriculture.

GREECE.

Athens.—National University (*Τὸ ἐν Ἀθήναις ἐθνικὸν Πανεπιστήμιον*) (1837). Rector: Prof. G. N. Chatzidakis. Faculties: Theology, law, medicine, philosophy, and physical science; also 21 institutions, such as clinics, seminaries, laboratories, and collections; 114 professors and 2,598 students. National library, 252,319 volumes and 200,000 documents.

Athens.—Metzovic Polytechnicum (*Μετσόβιον πολυτεχνεῖον*) (1837). Director: K. Mitsopulos; 25 professors and about 300 students. An art school is connected with this institution.

Athens.—American School of Classical Studies (1882). Director: Dr. T. W. Heermance; 3 professors. Library of 4,200 volumes.

Athens.—École Française d'Athènes (1846). Director: M. Holleaux; 13 professors. Library.

Athens.—British School at Athens (1886). Director: R. C. Rosanquet; 20 members of committee. Library.

HUNGARY [WITH CROATIA].

(a) *Universities.*

Agram (Croatia).—Kralj. Sveučilište Franje-Josipa I. u Zagrebu (University) (1776). Rector: Antun Heinz. Faculties: Theology, law, and philosophy; also 5 institutions; 87 professors and 1,174 students. Library of 114,460 volumes.

Budapest.—Királyi Magyar Tudomány-Egyetem (University, 1465). Rector: Domkó György. Faculties: Theology, law, medicine, and philosophy; also 41 institutions, such as clinics, seminaries, laboratories, and collections; 262 professors and 6,551 students. Library of over 293,000 volumes.

Klausenburg.—Magyar Királyi Ferencz József Tudomány-Egyetem (University, 1872). Rector: Dyonisius Szabó. Faculties: Law, medicine, philosophy, and natural science; also 27 institutions like those in Budapest; 90 professors and 2,145 students. Library of 70,000 volumes.

(b) *Polytechnicum.*

Budapest.—Királyi József-Müegyetem Budapesten (1856). Rector: K. Jónás Ödön; 68 professors and 1,446 students. Library of 76,469 volumes.

(c) *Other higher seats of learning.*

Altenburg.—Magyar-Ovári M. Kir. Gazdasági Akadémia (1818). Agricultural school. Director: Vörös Sandor von Kis-Kér; 19 professors and 263 students.

Budapest.—Magyar Kir. Allatorvosi Föiskola (1786). Veterinary school. Rector: Hutyra Ferencz; 19 professors and 413 students; also 12 clinics. Library.

Budapest.—Országos Rabbiképzö Intézet (1877). Jewish Theological school; 5 professors and 84 students. Library of 30,000 volumes.

Budapest.—Evangelisch-Reformirte Theologische Akademie (1855). Rector: Hamar I.: 10 professors and 76 students.

Debreczen.—Evangelisch-Reformirte Hochschule (1549). Rector: D. Ferenczy Gyula. Faculties: Theology, law, and philosophy; 20 professors and 400 students. Library of 70,588 volumes.

Debreczen.—Magyar Kir. Gazdasági Tanintézet (1868). Agricultural school. Director: Johann Sztankovics; 12 professors and 100 students. Library of 4,500 volumes.

Eperjes.—Evangelisch-Theologische und Rechts-Akademie (1667). Rector: Gustav Csengey. Faculties: Theology and law; 19 professors and 323 students. Four libraries, with a total of 35,352 volumes.

Erlau.—Egri Erseki Joglyceum (1740). Law academy. Director: Rapaics Rajmond; 11 professors and 147 students. Library of 52,000 volumes.

Fünfkirchen.—Bischöfliche Rechts-Akademie (1367). Law academy. Director: Victor Mutschenbacher; 10 professors and 140 students. Library.

Grosswardein.—Királyi Jogakademia (1788). Law academy. Director: Bozoky Alajos; 11 professors and 233 students. Library of 13,318 volumes.

Kaschau.—Királyi Jogakademia (1657). Director: Zorn Vilmos; 11 professors and 240 students. Library of 24,834 volumes.

Kaschau.—Királyi Gazdasági Tanintézet. Agricultural school. Director: Kovácsy Bela von Hadad; 10 professors and 121 students.

Kecskemét.—Evangelisch-Reformirte Rechts-Akademie (1599). Law academy. Director: Kiss Albert; 17 professors and 132 students. Library of 32,500 volumes.

Keszthely.—Királyi Gazdasági Tanintézet (1865). Agricultural school. Director: Bela von Czakó; 15 professors and 172 students.

Klausenburg.—Királyi Gazdasági Tanintézet (1869). Agricultural school. Director: Dr. Szentkirályi Akos; 11 professors and 141 students.

Pressburg.—Királyi Jogakademia (1794). Law academy. Director: Georg von Fésüs; 13 professors and 299 students. Library.

Sarospatak.—Evangelisch-Theologische und Rechts-Akademie (1531). Theology and law. Rector: Dr. Alexander von Meczner. Faculties: Theology, law, and philosophy; 18 professors and 218 students. Library of 60,000 volumes.

Schemnitz.—K. Hochschule für Berg- und Forstwesen. Rector: Dr. Fodor L.; 19 professors and 321 students.

INDIA.

(a) *Universities.*

Allahabad.—University of Allahabad (1887). Examining institution for the provinces of Agra and Oudh. Vice-chancellor: Justice Knox; 106 fellows and 3,409 candidates, of whom 1,978 passed.

Bombay.—University of Bombay (1857). Examining institution. Vice-chancellor: Rev. D. Mackichan; 10 professors in the syndicate; 104 fellows and 3,374 candidates, of whom 1,228 passed.

Calcutta.—University of Calcutta (1857). Examining institution. Vice-chancellor: A. Pedler; 10 professors in the syndicate; 183 fellows and about 7,000 candidates, of whom about 3,000 passed.

Lahore.—Panjab University (1882). Examining institution. Vice-chancellor: Sir Lewis Tupper; 20 professors from the faculties form the syndicate. Faculties: Oriental, arts, law, medicine, science, and engineering; 135 fellows, 31 professors, and 3,137 candidates, of whom 1,560 passed.

Madras.—University of Madras (1857). Examining institution. Vice-chancellor: R. S. Benson; 10 professors in the syndicate; 167 fellows and 8,953 candidates, of whom 2,485 passed.

(b) *Colleges and other higher institutions.*

Agra.—Agra College (1904). Principal: T. C. Jones; 17 professors, 750 students.

Agra.—St. John's College (1850). Principal: J. P. Haythornthwaite; 9 professors and 115 students. Library.

Ahmedabad.—Gujarat College. Principal: W. A. Hirst; 7 professors, 3 fellows, and 212 students. Library.

Ajmere.—Ajmere Government College. Principal: F. L. Reid; 8 professors and 670 students. Library of 4,000 volumes.

Ajmere.—Mayo College. Principal: C. W. Waddington; 16 professors and 60 students. Library.

Aligarh.—Muhammadan Anglo-Oriental College. Principal: T. Morrison; 12 professors and about 500 students. Library of 5,400 volumes.

Allahabad.—Muir Central College. Principal: G. F. W. Thibaut; 15 professors and 200 students. Library of 5,000 volumes.

Bangalor.—Central College. Principal: J. Cook; 10 professors and 450 students. Library of 5,000 volumes.

Bareli.—Bareli College. Principal: G. S. Carey; 9 professors and 112 students. Library.

Baroda.—Baroda College. Principal: T. S. Tait; 13 professors and 200 students. Library.

Benares.—Queen's College. Principal: A. Venis; 7 professors and 90 students. Library of 25,000 volumes.

Benares.—Government Sanskrit College. Principal: A. Venis; 12 professors and 420 students. Library of 4,300 volumes.

Benares.—Maharaja Dharbanga's Sanskrit College. Principal: Pandit S. Kumar Shastri; 8 professors.

Benares.—Central Hindu College (1899). Principal: A. Richardson; 36 professors. To this belongs Ranavira Sanskrit Pathshala with 90 students. Library.

Bombay.—Elphinstone College. Principal: W. H. Sharp; 11 professors and 370 students. Library of 12,000 volumes.

Bombay.—Wilson College. Principal: D. Mackichan; 15 professors and 450 students.

Bombay.—St. Xavier's College. Rector: Rev. F. Dreckmann; 14 professors and 15 teachers in preparatory department; 1,720 students in both college and preparatory departments.

Bombay.—Grant Medical College. Principal: H. P. Dimmock; 25 professors, 6 fellows, and 500 students.

Bombay.—School for Parsi Students of the University (1863); 4 professors and 50 students. Library of 1,500 volumes.

Calcutta.—Armenian College and Philanthropic Academy. Principal: Maj. W. P. S. Milsted; 8 professors and 100 students.

Calcutta.—Madrasah College. Principal: Dr. E. D. Ross. Departments: Anglo-Persian and Arabic; 25 professors and 887 students. Library.

Calcutta.—City College. Principal: U. Ch. Dutt; 18 professors and over 1,000 students.

Calcutta.—Doveton College. Principal: J. S. Zemin; 6 professors.

Calcutta.—Duff College. Principal: Henry Stephen; 11 professors and 16 teachers in preparatory department; 451 students in both college and preparatory departments.

Calcutta.—Free Sanskrit College. Principal: P. K. M. Nyayaratna; 7 professors and 50 students.

Calcutta.—Medical College of Bengal. Principal: C. P. Lukis; 14 professors and about 600 students. Library of 20,000 volumes.

Calcutta.—Sanskrit College. Principal: M. Haraprasad Shastri; 12 professors and 115 students. Library of 12,860 volumes.

Calcutta.—Presidency College. Principal: A. C. Edwards; 25 professors, 29 assistants, and 712 students. Library of 35,000 volumes.

Calcutta.—St. Xavier's College. Rector: Rev. E. O'Neill; 20 professors and 450 students. Library of 3,600 volumes.

Calcutta.—Civil Engineering College. Principal: B. Heaton. Departments: Engineering, agriculture, and apprentice; 16 professors and 350 students. Library of 15,000 volumes.

Chittagong.—Chittagong College. Principal: B. K. Ch. Bhattacharjea; 8 professors and 270 students.

Cooch Behar.—Victoria College (1888). Principal: B. N. Seal; 7 professors and about 300 students. Library of 4,000 volumes.

Cuttack.—Ravenshaw College. Principal: B. Gupta; 8 professors and 120 students. Library of 5,700 volumes.

Dacca.—Dacca College. Principal: C. H. Browning; 13 professors and 435 students. Library of 7,900 volumes.

Dehli.—St. Stephen's College. Principal: Rev. G. Hibbert-Ware; 10 professors and 90 students. Library of 3,700 volumes.

Dehra-Dun.—Imperial Forest School. Director: A. G. Hobart-Hampden; 7 professors and 50 students.

Ernakulam.—Ernakulam College. Principal: F. S. Davies; 3 professors, 25 assistants, and 820 students.

Gwalior.—Victoria College, Lashkar. Principal: Pandit Pran Nath; 10 professors and 70 students. Library of 2,600 volumes.

Hooghly.—Hooghly College. Principal: R. Shaw; 9 professors and 160 students. Library of 9,000 volumes.

Hyderabad.—Nizam College. Principal: E. A. Seaton; 10 professors and 35 students.

Indore.—Canadian Mission College. Principal: Rev. R. A. King; 8 professors and 21 students.

Indore.—State College. Principal: E. C. Cholmondeley; 6 professors and 51 students.

Indore.—Day College. College for princes and noblemen. Principal: J. H. Smith.

Jabalpur.—Government College. Principal: W. Knox Johnson; 8 professors and 80 students.

Jaipur.—Maharajah's College. Principal: S. Ganguli; 7 professors and 73 students. Library of 2,700 volumes.

Jaipur.—Sanskrit College. Superintendent: Lakshminath Sastri; 12 professors and 105 students.

Jodhpur.—Jaswant College. Principal: P. S. Prakash; 7 professors and 40 students.

Kapurthala.—Randhir College. Principal: H. P. Sandyal; 4 professors, many assistants, and 794 students.

Krishnagar.—Krishnagar College. Principal: J. Bhaduri; 6 professors and 116 students. Library of 8,745 volumes.

Kumbakonum.—Kumbakonum College. Principal: H. S. Duncan; 5 professors and 190 students. Library of 4,300 volumes.

Lahore.—Oriental College. Principal: A. C. Woolner; 15 professors and 164 students. Library of 2,324 volumes.

Lahore.—Government College. Principal: S. Robson; 10 professors and 220 students. Library of 4,000 volumes.

Lahore.—Forman Christian College. Principal: Rev. J. C. R. Ewing; 12 professors and 350 students.

Lahore.—Dayanand Anglo-Vedic College. Principal: L. H. Raj; 13 professors and 400 students.

Lahore.—Islamia College. Principal: Abdul Ghani; 8 professors and 60 students.

Lahore.—University Law College. Principal: George Serrell; 7 professors and 230 students.

Lahore.—Lahore Medical College. Principal: F. F. Perry; 10 professors and 190 students. Library of 6,000 volumes.

Lucknow.—Canning College. Principal: A. H. Pirie; 12 professors and 361 students.

Lucknow.—Reid Christian College. Principal: C. L. Bare; 8 professors and 43 students.

Madras.—College of Engineering. Principal: H. D. Love; 15 professors and 313 students. Library of 4,380 volumes.

Madras.—Madras Christian College. Principal: Rev. Doctor Miller; 13 professors and 750 students. Library of 4,100 volumes.

Madras.—College of Agriculture. Principal: W. Kees; 7 professors and 60 students.

Madras.—Medical College. Principal: J. Maitland; 23 professors and 361 students.

Madras.—Presidency College. Principal: J. B. Bilderbeck; 25 professors and about 500 students. Library of 10,640 volumes.

Mangalore.—Government College. Principal: Herbert Malim; 8 professors and 150 students.

Mangalore.—St. Aloysius College (1880). Rector: Rev. Paul Perini; 14 professors and 452 students. Library of 7,000 volumes.

Mecrut.—Meerut College. Principal: W. Jesse; 13 professors and 160 students.

Mysore.—Maharaja's College. Principal: J. Weir; 12 professors and 356 students.

Nagpur.—Hislop College. Principal: Rev. D. Whitton; 8 professors.

Patna.—Patna College. Principal: H. R. James; 9 professors and 190 students. Library of 7,000 volumes.

Poona.—College of Science. Principal: W. C. Scudamore; 8 professors and 190 students.

Poona.—Deccan College. Principal: F. G. Selby; 9 professors and 160 students. Library of 4,500 volumes.

Rajahmundry.—Rajahmundry College. Principal: M. Hunter; 9 professors and 237 students. Library of 4,570 volumes.

Rajshahi.—Rajshahi College. Principal: B. K. K. Banerji; 11 professors and 170 students.

Rangoon.—Rangoon College. Principal: E. D. Marshall; 7 professors. Library of 3,000 volumes.

Rangoon.—Baptist College. Principal: Rev. J. N. Cushing; 6 professors, several assistants, and 825 students. Library.

Roorkee.—Thomason Engineering College. Principal: E. H. de Atkinson; 24 professors and 390 students. Library of 20,800 volumes.

Serampur.—Serampur College. Principal: Rev. E. S. Summers; 4 professors and 110 students.

Shimoga.—Shimoga College.—Principal: A. G. King; 7 professors.

Trichinopoly.—St. Joseph's College. Rector: Rev. L. Besse; 35 professors, 33 teachers, and 1,500 students. Library of 5,000 volumes.

Trivandrum.—Maharaja's College. Principal: A. C. Mitchell; 13 professors and about 200 students.

Ujjin.—Madhava College. Principal: P. B. N. Dhekne; 7 professors.

Vijayanagaram.—Maharaja's College. Principal: K. Ramanujachari; 9 professors and 400 students.

IRELAND.

(a) *Universities.*

Dublin.—University of Dublin (Trinity College, 1591). Vice-Chancellor: D. H. Madden; 55 professors, 22 assistants, and 950 students. Library of 287,248 volumes.

Dublin.—Royal University of Ireland (1880). Vice-Chancellor: Rev. M. Molloy; 4 officers, 43 fellows, 38 examiners, 4 external examiners. This is an examining institution.

(b) *Colleges.*

Belfast.—Queen's College (1845). President: Th. Hamilton; 28 professors and 395 students. Library of 55,450 volumes.

Cork.—Queen's College (1845). President: Bertram C. A. Windle; 25 professors and 210 students. Library.

Galway.—Queen's College (1845). President: Alex. Anderson; 23 professors and 106 students. Library.

(c) *Technical school and other higher seats of learning.*

Belfast.—Municipal Technical Institute (1901). Principal: F. C. Forth. Day and evening classes with over 4,800 students.

Dublin.—Royal College of Science for Ireland (1901). Dean: W. N. Hartley; 15 professors and 11 assistants. Library and museum.

Dublin.—Metropolitan School of Art. Head master: R. H. A. Willis; 6 professors.

Dublin.—Royal College of Surgeons in Ireland (1784). President: Arthur Chance.

ITALY.

(a) *Universities.*

Bologna.—Regia Università degli Studi (1119). Rector: Vittorio Puntoni. Faculties: Philosophy and letters, natural science, agriculture, law, medicine, pharmacy, veterinary science, engineering, and a general department; also 26 institutions such as clinics, seminaries, laboratories, and collections; 225 professors and 1,800 students. Library of 308,000 volumes.

Cagliari.—Regia Università degli Studi (1596). Rector: Ignacio Fenoglio. Faculties: Law, medicine, natural science, and pharmacy; also 21 institutions like those in Bologna; 50 professors and 270 students. Library of 95,500 volumes.

Camerino.—Libera Università degli Studi (1727). Rector: Servilio Marsili. Faculties: Law, medicine, pharmacy, veterinary science; also a few institutions like those in Bologna; 30 professors and 363 students. Library of 40,000 volumes.

Catania.—Regia Università degli Studi (1444). Rector: G. Clementi. Faculties: Law, medicine, natural science, philosophy and letters, and pharmacy; also 23 institutions like those in Bologna; 108 professors and 1,060 students. Library of 270,333 volumes.

Ferrara.—Libera Università di Ferrara (1391). Rector: Giovanni Martinelli. Faculties: Law, natural science, medicine, and pharmacy; also 4 institutions like those in Bologna; 30 professors and 234 students. Library of 94,500 volumes.

Genoa.—Regia Università degli Studi (1812). Rector: Nicola Landolfi. Faculties: Law, medicine, natural science, philosophy, engineering, and pharmacy; also 24 institutions like those in Bologna; 135 professors and 1,325 students. Library of 185,108 volumes.

Macerata.—Regia Università degli Studi (1540). Rector: Dr. G. Arangio-Ruiz. Faculty: Law only; 15 professors and 322 students. Library.

Messina.—Regia Università degli Studi (1548). Rector: Vittorio Martinetti. Faculties: Law, medicine, natural science, philosophy, and pharmacy; also 24 institutions like those in Bologna; 100 professors and 602 students. Library of 43,183 volumes.

Modena.—Regia Università degli Studi (1683). Rector: Giuseppe Triani. Faculties: Law, medicine, natural science, pharmacy, and veterinary science; also 24 institutions like those in Bologna; 72 professors and 580 students. Library of 30,238 volumes.

Naples.—Regia Università degli Studi (1224). Rector: Filippo Masci. Faculties: Law, medicine and pharmacy, natural science, and philosophy; also 32 institutions like those in Bologna; 430 professors and 4,918 students. Library of 282,653 volumes.

Padua.—Regia Università degli Studi (1222). Rector: Vittorio Polacco. Faculties: Law, medicine, natural science, philosophy, engineering, and pharmacy; also 42 institutions like those in Bologna; 205 professors and 1,364 students. Library of 224,782 volumes.

Palermo.—Regia Università degli Studi (1779). Rector: Luigi Manfredi. Faculties: Law, medicine, natural science, philosophy, pharmacy, and engineering; also 35 institutions like those in Bologna; 176 professors and 1,400 students. Library of 198,011 volumes.

Parma.—Regia Università degli Studi (1025). Rector: Leone Pesci. Faculties: Law, medicine, natural science, veterinary science, and pharmacy; also 28 institutions like those in Bologna; 65 professors and 694 students. Library of 342,367 volumes.

Pavia.—Regia Università degli Studi (1361). Rector: Camillo Golgi. Faculties: Law, medicine, natural science, philosophy, and pharmacy; also 32 institutions like those in Bologna; 120 professors and 1,559 students. Library of 330,000 volumes.

Perugia.—Università Libera degli Studi (1266). Rector: Giuseppe Bellucci. Faculties: Law, medicine, pharmacy, and veterinary science; also 17 institutions like those in Bologna; 40 professors and 354 students. Library of 54,000 volumes.

Pisa.—Regia Università degli Studi (1343). Rector: David Supino. Faculties: Law, medicine, philosophy, natural science, engineering, pharmacy, and veterinary science; also a higher agricultural school and 31 institutions like those in Bologna; 137 professors and 1,105 students. Library of 226,757 volumes.

Rome.—Regia Università degli Studi (1303). Rector: Alberto Tonelli. Faculties: Law, medicine, natural science, philosophy, engineering, pharmacy; also a complementary course in agriculture and a diplomatic and consular school; 33 institutions like those in Bologna; 274 professors and 3,012 students. Library of 204,885 volumes.

Rome.—Regia Instituto Superiore di Magistero Femminile (1882). Director: G. A. Costanzo; 18 professors and 168 students.

Sassari.—Regia Università degli Studi (1556). Rector: Giovanni Dettori. Faculties: Law, medicine, and pharmacy; also 18 institutions like those in Bologna; 41 professors and 160 students. Library of 82,145 volumes.

Siena.—Regia Università degli Studi (1357). Rector: Luigi Moriani. Faculties: Law, medicine, and pharmacy; also 20 institutions like those in Bologna; 62 professors and 235 students. Library of 121,535 volumes.

Turin.—Regia Università degli Studi (1412, 1632). Rector: G. P. Chironi. Faculties: Law, medicine, philosophy, natural science, pharmacy, and two colleges; also 26 institutions like those in Bologna; 203 professors and 2,700 students. Library.

Urbino.—Libera Università degli Studi (1671). Rector: Antonio Vanni. Faculties: Law and pharmacy; 19 professors and 224 students. Library of 33,000 volumes.

(b) *Colleges.*

Florence.—Reg. Instituto di Studi Superiori, Pratici e di Perfezionamento (1872). President: March. Carlo Ridolfi. Faculties: Philosophy, natural science, medicine, and pharmacy; also 21 institutions, such as clinics, laboratories, and cabinets; 119 professors and 622 students. Libraries (two) of 69,170 and 55,500 volumes.

Florence.—Reg. Instituto Superiore di Magistero Femminile. Director: Caterina Fontana; 17 professors and 150 students. Library.

Milan.—Reg. Accademia Scientifico-Letteraria (1859). President: Francesco Novati. Faculties: Philosophy and science; 28 professors and 141 students. Library.

Rome.—Pontificium Collegium Urbanum de Propaganda Fide (1572). Rector: Monsign. Giovanni Bonzano. Faculties: Theology, philosophy, philology, oriental languages; 32 professors and 425 students. Two libraries of, together, 50,000 volumes.

Rome.—Pontificia Universitas Gregoriana in Collegio Romano (1582). Rector: F. Xaverius Wernz. Faculties: Theology, canonic law, and philosophy; 26 professors and 1,039 students. Library.

Rome.—Instituto d'Insegnamento Scientifico-Letterario del Pontificio Seminario Romano (1556). Prefect: Monsign. G. Sebastianelli. Faculties: Theology, law, philosophy, and letters; 38 professors and 505 students. Library.

Rome.—Collegio di San Tommaso d'Aquino (1577). Rector: R. P. Enrico Buonpensiere; 10 professors and 160 students. Library.

Rome.—Collegio di Sant' Anselmo (1888). Rector: P. L. Janssens; 9 professors and 60 students. Museum.

Note.—There are in Rome a number of small ecclesiastical colleges which can not be classified, particulars being wanting.

(c) *Technological schools.*

Milan.—Instituto Tecnico Superiore (1862). Director: G. Colombo; 49 professors, 20 assistants, and 557 students.

Naples.—Scuola d'Applicazione per gli Ingegneri (1863). Director: Gaetano Bruno; 31 professors and 135 students. Library of 11,100 volumes.

Turin.—Scuola d'Applicazione per gli Ingegneri (1874). Director: Angelo Reycend; 12 professors, 20 assistants, and 563 students.

Note.—There are also engineering schools connected with the following universities: Bologna, Genoa, Padua, Palermo, Pisa, and Rome, which see above.

(d) *Other higher seats of learning.*

Florence.—R. Instituto di Belle Arti. Director: Vincenzo Micheli; 10 professors.

Florence.—Instituto di Scienze Sociali Cesare Alfieri (1874). Seventeen professors. Library.

Milan.—Università Commerciale Luigi Bocconi (1902). President: L. Sabbatian; 20 professors and 176 students. Library.

Milan.—Scuola Superiore di Medicina Veterinaria (1808). Director: N. Lanzillotti-Buonsanti; 20 professors and 118 students.

Milan.—Scuola Superiore di Agricoltura. Director: G. Kœrner; 12 professors.

Milan.—R. Accademia di Belle Arti. President: Camillo Boito; 9 professors.

Milan.—R. Instituto Lombardo di Scienze e Lettere. President: Vigilio Inama; 31 professors. Library of 150,000 volumes.

Naples.—Scuola Superiore di Medicina Veterinaria. Director: S. Baldassarre; 19 professors and 200 students.

Naples.—Instituto Orientale (1727). Director: Enrico Cocchia; 14 professors and 271 students.

Naples.—Instituto di Belle Arti. President: A. d'Orsi; 17 professors.

Pisa.—Agricultural and veterinary schools are departments of the university, see above.

Pisa.—Scuola Normale Superiore (1862). President: The rector of the university; 5 professors. Library of 18,400 volumes.

Portici.—Regia Scuola Superiore di Agricoltura (1872). Director: Oreste Bordiga; 22 professors and 100 students. Library of 14,000 volumes.

Rome.—Numerous small schools devoted to special studies; also a school of fine arts.

Turin.—Scuola Superiore di Medicina Veterinaria. Director: R. Bassi; 18 professors and 90 students.

Vallombrosa.—Instituto Forestale (1869). Director: F. Piccioli; 40 students.

Note.—Pharmaceutical schools are found in connection with medical faculties of universities, which see. Veterinary schools are connected with the universities of Bologna, Camerino, Modena, Parma, Perugia, and Pisa. Art schools, 12 in number, are found in Bologna, Carrara, Florence, Lucca, Milan, Modena, Naples, Palermo, Rome, Turin, and Venice.

JAPAN.

(a) *Universities.*

Kyoto.—Teikoku Daigaku, Imperial University (1897). President: H. Kinoshita. Faculties: Law, medicine, science, and engineering; 151 professors and 1,140 students. Library.

Tokyo.—Teikoku Daigaku, Imperial University (1868). President: K. Yamagawa. Faculties: Law, medicine, engineering, philology, natural science, agriculture; also 5 institutions such as hospitals and collections; 304 professors and 4,084 students. Library of 341,146 volumes.

(b) *Other higher seats of learning.*

Fukuoka.—Medical college (affiliated with University of Kyoto); 23 professors and 163 students.

Tokyo.—Engineering school, part of the university, see above. Agricultural school, part of the university also.

MEXICO.

Mexico.—Instituto Médico Nacional (1888). Director: Dr. Fernando Altamirano; 20 professors. Library of 3,000 volumes.

NETHERLANDS.

(a) *Universities.*

Amsterdam.—Universiteit van Amsterdam (1632). Rector: J. F. Houwing. Faculties: Theology, law, natural science, medicine, and philosophy; also 20 institutions such as seminaries, clinics, laboratories, and collections; 96 professors and 1,148 students. Library.

Amsterdam.—Free University. Rector: P. Biesterveld. Faculties: Theology, philosophy, and law; 15 professors and 180 students. Library.

Groningen.—Rijks-Universiteit te Groningen (1614). Rector: Dr. C. F. A. Koch. Faculties: Theology, law, medicine, natural science, letters; also 18 institutions like those in Amsterdam; 53 professors and 395 students. Library of 120,700 volumes.

Leyden.—Rijks-Universiteit (1575). Rector: Dr. W. Einthoven. Faculties: Law, medicine, natural science, philosophy, and theology; also 17 institutions like those in Amsterdam; 78 professors and 1,246 students. Library of about 200,000 volumes.

Utrecht.—Rijks-Universiteit (1636). Rector: Dr. F. A. F. C. Went. Faculties: Theology, law, medicine, philosophy, and letters; also 22 institutions like those in Amsterdam; 68 professors and 907 students. Library of 250,000 volumes.

(b) *Polytechnicum and other higher seats of learning.*

Delft.—Polytechnische Hochschule (1864). Director: J. Kraus; 43 professors and 1,104 students. Library.

Utrecht.—Rijks Veeartsenijschool, Veterinary School. Director: Dr. A. W. H. Wirtz; 8 professors and 113 students.

Wageningen.—Rijks Land- Tuin- en Boschbouwschool (1876). Director: L. Broekema; 5 professors as heads of divisions; each has a staff of professors and regular as well as special students.

Haarlem.—Industrial Art School (in connection with museum).

NORWAY.

Christiania.—Kongelige Frederiks Universitet (1811). President: Professor Morgenstierne. Faculties: Theology, law, medicine, philosophy, and natural science; also 28 institutions, such as clinics, collections, and laboratories; 95 professors and 1,600 students. Library of 410,000 volumes.

PARAGUAY.

A national college at Asunción.

PERSIA.

Several Mohammedan colleges or schools.

PERU.

Lima.—Universidad Mayor de San Marcos (1551). Rector: F. Garcia Caldéron. Faculties: Theology, law, medicine, philosophy and letters, natural science, and administration; 93 professors. Library.

PALESTINE.

Jerusalem.—École Pratique d'Études Bibliques (1890); 7 professors and 32 students.

PHILIPPINE ISLANDS.

Manila.—Real y Pontificia Universidad de Santo Tomás (1605). Rector: Raymundo Velázquez. Faculties: Theology, law, medicine, philosophy and letters, science, and pharmacy; 48 professors and about 1,200 students. Library and observatory.

PORTUGAL.

Coimbra.—Universidade de Coimbra (1288). Rector: Dr. M. Pereira Dias. Faculties: Theology, law, medicine, mathematics, and philosophy; also 18 institutions, such as clinics, cabinets, laboratories, etc.; 72 professors and 1,700 students. Library of about 100,000 volumes.

Lisbon.—Academia Real das Sciencias (1779). Vice-president: Dr. V. Machado; 2 sections, mathematical and philosophic sciences.

Lisbon.—Curso Superior de Lettras (1858). Director: Z. C. Pedroso; 11 professors and 110 students.

Lisbon.—Escola Polytechnica (1837). Director: L. d'Almeida e Albuquerque; 24 professors and 312 students.

Lisbon.—Escola Medico-Cirurgica (1836). Director: B. Pitta; 18 professors and 310 students. Connected with this is the following school: Escola da Pharmacia de Lisboa; 5 professors.

Lisbon.—Instituto de Agronomia e Veterinaria (1852). Director: F. A. Alvares Pereira.

Oporto.—Academia Polytechnica (1837). Director: F. Gomes Teixeira; 30 professors and 200 students. Library.

ROUMANIA.

(a) *Universities.*

Bukharest.—Universitatea din Bucuresti (1864). Rector: C. Dimitrescu-Jași. Faculties: Natural science, philosophy, law, medicine, and theology; also 39 institutions, such as clinics, seminaries, laboratories, and collections; 90 professors and 4,144 students. Libraries (2) of 66,679 and 115,246 volumes.

Jassy.—Universitatea din Jassy (1860). Rector: C. Climescu. Faculties: Law, philosophy and letters, natural science, and medicine; also 18 institutions, such as clinics, laboratories, and collections; 58 professors and 805 students. Library of 160,000 volumes.

(b) *Other higher seats of learning.*

Bukharest.—Scoala Superioară de Medicină Veterinară (1861). Director: A. J. Locusteanu; 11 institutions, such as clinics and laboratories; 11 professors and 52 students.

Bukharest.—Scoala de Arte-Frumoase, Academy of Fine Arts (1864). Director: G. D. Mirea.

RUSSIA.

[See also SIBERIA.]

(a) *Universities.*

Helsingfors (Finland).—Kejserliga Alexanders Universitet (1640). Rector: Axel Freiherr Wrede. Faculties: Theology, law, medicine, and philosophy; also 26 institutions, such as clinics, seminaries, laboratories, and collections; 143 professors and 2,640 students. Library of 192,000 volumes.

Jurjew (formerly Dorpat).—Imperatorskij Jurjevskij Universitet (1632). Rector: G. V. Levickij. Faculties: Theology, law, medicine, history and philology, physics and mathematics; also a few institutions; 95 professors and 1,988 students. Library of 223,378 bound volumes and 159,300 pamphlets.

Kazan.—Imperatorskij Kasanskij Universitet (1804). Rector: N. M. Ljubimov. Faculties: History and philology, physics and mathematics, law, and medicine; also 38 institutions like those in Helsingfors; 110 professors and 1,308 students. Library of 226,636 volumes.

Kharkof.—Imperatorskij Charkovskij Universitet (1804). Rector: L. V. Reinhard. Faculties: Philosophy, physics and mathematics, law, and medicine; also 33 institutions, such as clinics, seminaries, laboratories, and collections; 125 professors and 1,380 students. Library of nearly 175,000 volumes.

Kief.—Imperatorskij Universitet Sv. Vladimira (1832). Rector: N. M. Cytovič. Faculties: Same as in Kazan; also 35 institutions like those in Helsingfors; 132 professors and 3,003 students. Library of 120,000 volumes.

Moscow.—Imperatorskij Moskovskij Universitet (1755). Rector: Prince S. N. Trubeckoj. Faculties: History and philology, physics and mathematics, law, and medi-

cine; also 42 institutions like those in Helsingfors; 325 professors and 5,810 students. Library of 324,632 volumes.

Odessa.—Imperatorskij Novorossijskij Universitet (1865). Rector: Ivan M. Zančevskij. Faculties: Same as in Moscow; 113 professors and 2,066 students. Library of 249,000 volumes.

St. Petersburg.—Imperatorskij St. Petersbergskij Universitet (1819). Rector: Ivan I. Borgmann. Faculties: Same as in Moscow; also 25 institutions like those in Helsingfors; 204 professors and 4,652 students. Library of 344,685 volumes.

Warsaw.—Imperatorskij Varšavskij Universitet (1869). Rector: J. F. Karskij. Faculties: Same as in Moscow; 78 professors and 1,400 students. Library of 533,765 volumes.

(b) *Polytechnica.*

Helsingfors.—Polytekniska Institutet i Finland (1847). Director: R. H. Mellin. Several laboratories and shops; 45 professors and 388 students. Library of 3,000 volumes.

Kharkof.—Technologičeskij Institut Imperatora Alexandra III. Director: P. M. Muchačev. Departments: Mechanical engineering and chemistry; 40 professors and 1,200 students. Library.

Kief.—Technologičeskij Institut Imperatora Alexandra II (1898). Director: N. P. Cirvinskij. Departments: Civil engineering, mechanical engineering, technical chemistry, agriculture; 48 professors and 1,370 students. Library of 10,100 volumes.

Moscow.—Imperatorskij Moskovskeje Techničeskoje Učilišče (1832). Director: A. P. Gavrilenko. Departments: Mechanical and civil engineering; several laboratories and shops; 73 professors and 1,160 students.

Moscow.—Imperatorskij Technčskij Učilišče (1896). Director: Phil. Maximenko; 29 professors, 38 assistants, and 392 students. Library.

St. Petersburg.—Technologičeskij Institut Imperatora Nikolaja I (1828). Director: A. A. Voronov; 63 professors and 1,470 students. Library.

St. Petersburg.—Technologičeskij Institut Sosnowka (1902). Director: Prince A. G. Gagarin. Departments: Electro-mechanics, economy, shipbuilding, and metallurgy; 50 professors and about 700 students. Library.

St. Petersburg.—Institut Inženerov Putej Soobščenija (1809). Director: L. F. Nikolaij; 30 professors and 849 students. Library of 40,000 volumes.

St. Petersburg.—Institut Graždanskich Inženerov (1877). Director: V. V. Ewald; 12 professors, 63 teachers, and 510 students. Library of 12,500 volumes.

St. Petersburg.—Electro-Technical Institute (1899). Director: N. N. Kačalov; 28 professors, 15 assistants, and 362 students.

Riga.—Rižskoje Politechinčeskoje Učilisce (1862). Director: Dr. P. Walden. Six departments and 22 institutions; 56 professors, 22 assistants, and 1,675 students. Library of 39,200 volumes.

Warsaw.—Warschavskago Polytechničeskago Instituta (1898). Director: A. J. Lagorio; 49 professors and 982 students. Library of 5,600 volumes.

(c) *Other higher seats of learning.*

Evois (*Finland*).—Institute of Forestry (1862). Director: B. Ericson; 6 professors and 50 students.

Helsingfors.—Agricultural and Economic Section of University, which see above.

Jaroslawl.—Demidovskij Juridičeskij Licej (1803). Director: E. N. Berendts. Law and theological school; 14 professors and 665 students. Library of 43,502 volumes.

Jekaterinoslaw.—Higher Mining School. Director: S. N. Sučkov; 30 professors and teachers, 250 students. Library.

Jurjew (*Dorpat*).—Jurevskij Veterinarnyj Institut. Director: K. von Raupach; 11 professors and 310 students. Library of 17,100 volumes.

Kazan.—Kazanskaja Duchovnaja Akademija (1798). Rector: Bishop Feodosij. Theological school; 35 professors and 174 students. Library.

Kazan.—Kazanskij Veterinarnyj Institut. Director: I. N. Lange; 22 professors and 582 students. Library of 11,431 volumes.

Kharkof.—Veterinarnij Institut (1887). Director: G. O. Gumilevskij; 20 professors and 504 students.

Kief.—Kijevskaja Duchovnaja Akademija (1705). Rector: Bishop Platon. Theological school; 25 professors and 196 students. Library.

Moscow.—Moskovskaja Duchovnaja Akademija (1654). Rector: Bishop Jevdokim Volokolamskij. Theological school; 28 professors and 199 students. Libraries (2) of 140,000 volumes.

Moscow.—Lazarevskij Institut Vostočnych Jazykov (1815). Director: V. F. Miller. School of Oriental languages; 16 professors and 100 students.

Moscow.—Moskovskij Selsko Chozjajstvennyj Institut (1776). Director: A. P. Simkov. Agricultural school; 30 professors and 260 students.

Nezin.—Istoriko-Filologičeskij Institut (1820). Director: Fr. Ferd. Gelbcke: School of history and philology; 16 professors and 85 students. Library of 59,219 volumes.

Nowaja-Alexandria.—Institut Selskago Chosjaistva i Lěsovodstva (1831). Director. P. V. Budrin. Agriculture and forestry; 22 professors and 330 students.

St. Petersburg.—St. Petersburgskaja Duchovnaja Akademija (1797). Rector: Bishop Sergij. Theological school; 30 professors and 240 students. Library of 59,100 volumes.

St. Petersburg.—Rimsko-Katoličeskaja Duchovnaja Akademija (1842). Rector: Prelate Zarnowiecki. School of Roman Catholic theology; 13 professors. Library of 50,000 volumes.

St. Petersburg.—Imperatorskij Učilišče Pravovčdenija (1835). Director: V. V. Olderogge. Law school; 36 professors and 330 students. Library.

St. Petersburg.—Alexandrovskaja Vojenna Juridičeskaja Akademija. Chief: Gen. F. N. Platonov. Military law school; 21 professors.

St. Petersburg.—Imperatorskij Alexandrovskij Licej (1811). Director: A. P. von Salomon. Law school; 38 professors.

St. Petersburg.—Imperatorskij Istoriko-Filolgičeskij Institut (1867). Director: V. V. Latyšer. School of history and philology; 23 professors and 104 students. Library.

St. Petersburg.—Archeological Institute (1877). Director: N. V. Pokrovskij; 13 professors. Library of 14,000 volumes.

St. Petersburg.—Vojenno-Medicinskaja Akademija (1798). President: A. I. Tareneckij. Military medical school; 128 professors and 750 students. Library. In connection with this are two hospital clinics with 28 professors and 15 assistants.

St. Petersburg.—Institute for Experimental Medicine (1890). Director: S. N. Vinogradskij; 20 professors. Library of 14,355 volumes.

St. Petersburg.—Gornyj Institut (1773). Director: N. D. Kocovskij. Mining school; 28 professors, 15 assistants, and 644 students. Several institutes and a library of 250,000 volumes.

St. Petersburg.—Lěsnoj Institut (1803). Director: E. E. Kern. Forestry school; 22 professors, 15 assistants, and 565 students. Library of 24,700 volumes.

St. Petersburg.—Imperatorskij Klinič. Institut. Director: V. V. Podvysockij. Clinical institute; 19 professors.

St. Petersburg.—Higher courses for women (1889). Director: N. P. Rajev. Historical-philosophical and physical-mathematical department; 67 professors and 1,500 students. Library.

St. Petersburg.—Zenskij Medicinskij Institut (1897). Director: Dr. O. Ott. Women's medical institute; 40 professors, 21 assistants, and about 1,300 students. Library.

St. Petersburg.—Zenskij Pedagogičeskij Institut. Director: Sergius F. Platonov. Women's pedagogical institute; 15 professors.

Warsaw.—Varšavskij Veterinarnyj Institut. Director: I. Sadovskij. Veterinary college; 14 professors.

SCOTLAND.

(a) *Universities.*

Aberdeen.—University of Aberdeen (1494). Rector: Ch. T. Ritchie. Faculties: Philosophy, natural science, theology, law, medicine; also 11 institutions, museums, and clinics; 80 professors and about 1,100 students. Library of 140,000 volumes.

Edinburgh.—University of Edinburgh (1583). Rector: Sir Robert B. Finlay. Faculties: Philosophy, natural science, theology, law, and medicine; also music; a large number of institutions; 101 professors and 3,140 students. Library of 232,000 volumes.

Glasgow.—University of Glasgow (1451). Rector: George Wyndham. Faculties: Same as in Edinburgh; no music, but commerce; 84 professors and 2,272 students. Library of 185,000 volumes.

St. Andrews.—University of St. Andrews (1411). Rector: Andrew Carnegie. Comprises St. Salvador, St. Leonard, and St. Mary colleges; 27 professors, 12 assistants, and 287 students. Library of 115,000 volumes.

(b) *Colleges.*

Aberdeen.—United Free Church College (1846). Principal: James Iverach. Theological school; 8 professors, and a library of 30,000 volumes.

Dundee.—University College (1880). Principal: J. Y. Mackay; 40 professors and 217 students. Library of 10,000 volumes.

Edinburgh.—New College (1847). Principal: Robert Rainy; 8 professors. Library of 50,000 volumes.

Glasgow.—Glasgow College. Principal: Th. M. Lindsay; 19 professors. Library.

(c) *Polytechnicum and other schools.*

Glasgow.—The Glasgow and West of Scotland Technical College (1886). Director: H. F. Stockdale; 25 professors and 69 assistants; 530 students and 4,480 evening students. Laboratories and museums. Library of 15,000 volumes.

Glasgow.—The West of Scotland Agricultural College (1886). Formerly a part of the college preceding, now independent; 17 professors.

Edinburgh.—School of Medicine of the Royal Colleges (1802). Secretary: R. N. Ramsay; 57 professors and 1,200 students.

Edinburgh.—Royal College of Physicians (1681). An examining board. President: John Playfair. Library of 70,000 volumes.

Edinburgh.—Royal College of Surgeons (1505). An examining board. President: Sir P. H. Watson.

Edinburgh.—Royal Veterinary College (1823). Principal: J. R. U. Dewar; 7 professors and about 100 students. Library of 500 volumes.

SERVIA.

Belgrade.—Srpska Kraljevska Velika Skola. Rector: Sima Losanić. Faculties: Philosophy, law, and technology. Some laboratories, seminaries, and collections; 58 professors, 7 assistants, and 520 students. Library of about 60,000 volumes.

SIBERIA.

Tomsk.—Tomskij Universitet (1888). Rector: M. G. Kurlov. Faculties: Medicine and law; 45 professors and 786 students. Library of 200,000 volumes.

Tomsk.—Technologičeskij Institut Imperatora Nikolaja II (1896). Director: J. L. Zubašov; 46 professors and 812 students.

Vladivostok.—Oriental Language School (1899). Director: D. M. Pozdnejev; 16 professors and 125 students. Library of 46,613 volumes.

SPAIN.

(a) *Universities.*

Barcelona.—Universidad de Barcelona (1450). Rector: R. Rodriguez y Méndez. Faculties: Philosophy, law, natural science, medicine, and pharmacy; 58 professors and about 1,900 students. Library of 156,000 volumes.

Granada.—Universidad de Granada (1531). Rector: E. Garcia Solá. Faculties: Philosophy, law, natural science, medicine, and pharmacy; 49 professors and about 1,400 students. Library of 40,000 volumes.

Madrid.—Universidad Central de España (1508). Rector: R. Conde y Luque. Faculties: Philosophy, law, natural science, medicine, and pharmacy; 131 professors, 40 assistants, and 5,196 students. Libraries of, together, 223,000 volumes.

Oviedo.—Universidad Literaria (1578). Rector: F. P. de Aramburuy Zuloaga. Faculties: Philosophy, law, natural science, and school of social science; 30 professors and 905 students. Library of 40,000 volumes.

Salamanca.—Universidad Literaria (1243). Rector: M. de Unamuno y Juga. Faculties: Philosophy and law; 25 professors and 1,200 students. Library of 80,200 volumes.

Santiago.—Universidad (1504). Rector: Jacobo Gil y Villanueva; 40 professors Library of about 40,000 volumes.

Saragossa.—Universidad (1474). Rector: M. Rippollès Baranda; 48 professors. Library of 45,250 volumes.

Seville.—Universidad (1502). Rector: F. Caballero Infante; 28 professors. Library of 82,000 volumes.

Valencia.—Universidad Literaria (1500). Rector: J. M. Machi y Burguete. Faculties: Philosophy, law, natural science, and medicine; 40 professors and 1,700 students. Library of 61,000 volumes.

Valladolid.—Universidad (1346). Rector: A. Alonzo Cortés. Faculties: Law, science, medicine, philosophy, and letters; 43 professors and 1,400 students. Library of 35,000 volumes.

(b) *Polytechnica.*

Madrid.—Escuela Superior de Arquitectura (1844). Director: F. Aparíci y Soriano; 19 professors and 220 students. Library.

Madrid.—Escuela de Ingenieros de Caminos, Canales y Puertos. Director: P. Perez de Sala; 15 professors and 80 students.

(c) *Other higher seats of learning.*

Cadiz.—Facultad de Medicina (1748). Part of University of Seville; 17 professors. Library of 8,300 volumes.

Cordoba.—Escuela de Veterinaria. Director: C. Tomás y Gomez; 10 professors and 75 students.

Leon.—Escuela de Veterinaria. Director: C. Diez Garrote; 8 professors and about 100 students.

Madrid.—Escuela de Ingenieros Agronomos. Director: A. Botija; 17 professors.

Madrid.—Escuela de Veterinaria (1792). Director: S. de la Villa y Martin; 10 professors and 345 students. Library.

Madrid.—Escuela Superior de Diplomática (1856). Director: J. de Dios de la Rada y Delgado; 6 professors and 20 students. Discontinued in 1905.

Oviedo.—Escuela Práctica de Estudios Políticos y Sociales (1895). A part of the University of Oviedo.

Santiago.—Escuela de Veterinaria. Director: R. Garcia y Suarez; 9 professors.

Saragossa.—Escuela de Veterinaria. Director: J. Robert y Serrat; 9 professors and 275 students.

SWEDEN.

(a) *Universities.*

Gottenborg.—Göteborgs Högskola (1887). Rector: Johann Vising; 26 professors and 84 matriculated students and 3,017 hearers. Institutes with separate libraries.

Lund.—Kongl. Karolinska Universitetet (1666). Rector: Seved Ribbing. Faculties: Theology, law, medicine, and philosophy; also some institutes; 86 professors and 779 students. Library of 180,000 volumes.

Stockholm.—Stockholms Högskola (1878). Rector: Gerard de Geer; 27 professors and 219 students. Seven institutes and several libraries.

Upsala.—Kongl. Universitetet i Upsala (1477). Rector: Olof Hammersten. Faculties: Theology, law, medicine, and philosophy; also 50 institutes, such as clinics, seminaries, laboratories, and collections; 138 professors and 1,451 students. Library of 315,654 volumes.

(b) *Polytechnicum and other schools.*

Stockholm.—K. Tekniska Högskolan (1798). Director: Anders Lindstedt; 43 professors and 478 students. Library of about 30,000 volumes.

Stockholm.—Karolinska Institutet (1571). Medical school. Rector: Gustav F. Gilljam; 50 professors and 308 students. Library of 40,000 volumes.

Stockholm.—Veterinär-Institutet (1821). Director: R. T. Berg; 9 professors and 55 students. Library of 7,000 volumes.

Stockholm.—K. Skogs-Institutet. Forestry school; 8 professors and 40 students.

Stockholm.—Tandläkare-Institutet (1898). Dental school; 5 professors and 70 students.

Stockholm.—Kungl. Landtbrucks-Akademien (1811). Agricultural school. Director: Count Fred. Wachtmeister; 6 sections, 12 professors. Library of 10,000 volumes.

SYRIA.

Beirut.—Université St. Joseph (1875). Rector: H. Gressien. Faculties of theology and philosophy, oriental languages, and medicine; 34 professors, 200 students, and 500 in preparatory department. Library of about 100,000 volumes.

Beirut.—Syrian Protestant College (1863). President: Howard S. Bliss; 18 professors, 42 teachers, and 751 students.

SWITZERLAND.

(a) *Universities.*

Basel.—Universität (1460). Rector: C. Chr. Burckhardt. Faculties: Theology, law, medicine, and philosophy, in two sections; also nine scientific collections; 100 professors and 677 students. Library of 251,500 volumes.

Berne.—Kantonale Universität (1834). Rector: Dr. J. H. Graf. Faculties: Theology (Protestant and Catholic), law, medicine, veterinary science, and philosophy, in two sections; also 41 institutions, such as clinics, seminaries, laboratories, and collections; 142 professors and 1,831 students, including 500 women. Library of 200,000 volumes.

Freiburg.—Universität (1889). Rector: Dr. Franz Daniels. Faculties: Theology, law, philosophy, natural science; 73 professors and 588 students. Library of 115,000 volumes.

Geneva.—Université de Genève (1559). Rector: Hector Cristiani. Faculties: Theology, law, medicine, philosophy, and natural science; also several collections; 140 professors and 1,263 students. Library (public) of 171,800 volumes.

Lausanne.—Université (1537). Rector: Emile Dind. Faculties: Theology, law, medicine, philosophy, and natural science; seven collections; 107 professors and 932 students. Libraries with 280,000 volumes.

Zurich.—Universität (1832). Rector: Otto Haab. Faculties: Theology, law, medicine, veterinary science, and philosophy, in two sections; also 39 institutions, such as clinics, laboratories, seminaries, and collections; 126 professors and 1,084 students. Library of about 92,000 volumes and 150,000 pamphlets.

(b) *Polytechnicum.*

Zurich.—Eidgenössische Polytechnische Schule (1885). Director: Dr. Gnehm. Departments: Architecture, civil and mechanical engineering, chemical technology, agriculture and forestry, natural science, general philosophical and political science, military science; also numerous laboratories and shops; 113 professors and 1,920 students. Library.

(c) *Other higher seats of learning.*

Geneva.—École de Théologie de Genève (1831). President: A. Berthoud; 9 professors and 32 students. Library of 32,000 volumes.

Lausanne.—Faculté de Théologie de l'Église Évangélique (1847). President: Alfred Schroeder; 6 professors and 24 students. Library of 40,000 volumes.

Neuchatel.—Académie (1866). Rector: Charles Meckenstock. Faculties: Philosophy, natural science, theology, law; 53 professors and 220 students. Library.

Neuchatel.—Faculté de Théologie de l'Église Évangélique (1873); 4 professors and 15 students.

Zurich.—Veterinary School, connected with the university. Agricultural School and Forestry School connected now with the Polytechnicum, which see above.

TURKEY.

Constantinople.—A Mohammedan higher seat of learning. No details reported. Also an art school and a school of theology.

URUGUAY.

Montevideo.—Universidad. Rector: Don P. de Maria. Faculties: Medicine, law, and mathematics; 60 professors, 20 assistants, and 560 students. Library of 38,192 volumes.

CHAPTER VI.

PUBLIC EDUCATION IN BRITISH INDIA.

[For previous articles on education in British India, see Commissioner's Report, 1882–83, pp. ccxxvi-viii; 1883–84, pp. ccxxxviii-xlvi; 1892–93, vol. 1, Chap. VI, pp. 261–278; 1897–98, vol. 1, Chap. X, pp. 339–354; 1899–1900, vol. 1, Chap. I, pp. 1–43.]

Topical outline.—Education in British India: Lord Curzon on native conditions—Tentative efforts under British auspices to introduce modern learning—Government policy set forth by the Despatch of 1854—Progress since 1854—Unsatisfactory conditions disclosed by the third quinquennial report (1892–93 to 1896–97). The government resolution of 1904: Education and government service; abuse of examinations; primary education; secondary education; the education of girls; university and technical education; education of special classes—Statistical summaries, including 1904–5—Special efforts for the promotion of rural schools and technical education: report on rural schools of Central Provinces; State technical scholarships for natives of India; schools of agriculture and forestry.

The following account of education in India relates only to British India—that is, to the territory governed by the King, through the governor-general of India, or through any officer subordinate to the governor-general. The remaining divisions of India are under native control, although subject in some measure to the British Government.

The territory covered by this account includes the six major provinces of Madras, Bombay, Bengal, the United Provinces (Agra and Oudh), the Punjab, and Burma; the five minor provinces of the Central Provinces, Assam, the northwest Frontier Province, Berar, and Coorg; and the native states of Bombay, the Central Provinces, and Orissa. The total area exceeds 1,000,000 square miles, and the total population numbers more than 240,000,000; nearly one-third of this population belongs to the single province of Bengal.

CONDITIONS PRIOR TO THE BRITISH RULE.

The effort to introduce education of a modern European type into India is impressive, because of the enormous population to be dealt with—nearly 300,000,000—and the venerable history and high development of the native civilization and culture. "The advent of British rule," says Lord Curzon,[a] "found in India systems of education of great antiquity existing among both Hindus and Mohammedans, in each case closely bound up with their religious institutions. To give and to receive instruction was enjoined by the sacred books of the Brahmans; and one of the commentaries on the Rig Veda lays down in minute detail the routine to be followed in committing a text-book to memory. Schools of learning were formed in centers containing considerable high-caste populations, where Pandits gave instruction in Sanskrit grammar, logic, philosophy, and law. For the lower classes, village schools were scattered over the country, in which a rudimentary education was given to the children of traders, petty landholders, and well-to-do cultivators. The higher

[a] Indian Educational Policy—A resolution issued by the governor-general in council, March 11, 1904.

education of Mohammedans was in the hands of men of learning who devoted themselves to the instruction of youth. Schools were attached to mosques and shrines and supported by state grants in cash or land or by private liberality. The course of study in a Mohammedan place of learning included grammar, rhetoric, logic, literature, jurisprudence, and science. Both systems, the Mohammedan no less than the Hindu, assigned a disproportionate importance to the training of the memory, and sought to develop the critical faculties of the mind, mainly by exercising their pupils in metaphysical refinements and in fine-spun commentaries on the meaning of the texts which they had learned by heart."

EARLY EFFORTS TO INTRODUCE MODERN EDUCATION.

Prior to 1854, in which year the English Government assumed the general charge of education in India, schools of modern learning had been established by the government, by missionary enterprise, and by corporate or private agencies. These efforts showed different tendencies in different provinces. In the Bombay Presidency, for example, an excellent foundation for a public system of education had been laid through the combined efforts of missionaries and private societies. These efforts were first directed to the establishment of independent schools; gradually the need of united action and centralized control was recognized, with the result that a board of education was created, charged especially with the extension and management of elementary education. In Burma the missionary influence had been specially successful in exciting private efforts for the establishment of schools, which, however, showed little tendency to combine in a general system. These early differences are reflected in the existing conditions in the several provinces, but they have not prevented such approach to a common system as facilitates the general direction of the separate systems and makes it possible to include them all in a comprehensive survey.

THE GOVERNMENT DESPATCH OF 1854.

The first comprehensive instructions with respect to education in India issued by the English Government—the Despatch of 1854—announced a general policy of which the principal features were: (1) The constitution of departments in the several provinces or presidencies for the administration of education; (2) the establishment of universities at the presidency towns; (3) the creation of training schools for teachers for all classes of schools; (4) the maintenance of the existing government colleges and high schools, and the increase of their number when necessary; (5) the establishment of new middle schools; (6) increased attention to vernacular schools, indigenous or other, for elementary education, and (7) the introduction of a system of government grants in aid.

The instructions followed the traditional policy of England in advising the largest freedom to local initiative, and insisting that government aid for education should supplement and be proportioned to the local expenditure.

The importance of higher education was emphasized both in deference to the spirit of the people and as a necessary means of preparing natives to enter in due proportion upon administrative and official careers.

PROGRESS OF EDUCATION SINCE 1854.

The purposes specified in the Despatch of 1854 have one and all been reaffirmed in subsequent instructions, but with ever-increasing recognition of the fact that the chief concern of the government must be the maintenance of elementary schools.

The conditions of the country and the tendencies of official action have, however, favored the development of higher education. The five universities, whose constitutions were modeled on that of London University, have controlled and unified the work of colleges by their examining and degree conferring powers, and the anticipated

advantages of a diploma have proved a powerful incentive to students. The work of the secondary schools, which prepare candidates for matriculation, has been determined almost entirely by that purpose. Primary education, on the other hand, has had slow development, and has by no means met reasonable expectations. The commission appointed in 1882 to examine into the workings of the system exposed the shortcomings in this respect, and made many recommendations for strengthening and extending this part of the educational provision. Their report gave a new impulse to the work, but progress has been very slow. The conditions disclosed by the third quinquennial report,[a] covering the period 1892–93 to 1896–97, were so unsatisfactory as to call forth a special "resolution" [b] from the Government relative to the glaring evils disclosed by the report. Chief among these evils were the inadequacy of the inspection staff; the diversion of public funds to the support of higher and secondary education without due regard to local provision for these grades and to the neglect of primary education; the failure to give effect to the recommendation of the commission of 1882, which urged that in the upper classes of high schools there should be two divisions—one leading to the entrance examination of the universities, the other of a more practical character, intended to fit youths for commercial or other nonliterary pursuits; and the failure to give adequate support and extension to primary education.

The statistics of primary education were declared to be entirely unsatisfactory. They showed that the percentage of the male population of school-going age attending primary schools in 1897 was barely 18 (an increase of not quite 4 per cent in ten years). The figures for expenditure indicated disregard of the accepted attitude of the government toward primary education. The increase in total expenditure had been 15 per cent for the quinquennium; in colleges it was 14 per cent, in secondary schools 16, and in primary schools 15 per cent.

The expenditure for education in 1896 was reported to be 3,52,44,900 rupees, or, estimated at the exchange value of a rupee at that date,[c] about 3 cents per capita of the population. Local resources contributed 73 per cent of this amount, and of the total only 31.4 per cent went for primary education, while secondary schools absorbed 32 per cent.

In regard to the education of girls, progress had been exceedingly slow. "The proportion of girls in public institutions to girls of school-going age," as stated in the resolution, "was 1.58 (in 100) in 1886–87, 1.80 in 1891–92, and 2.10 in 1896–97." [d]

The provision for training teachers was declared to be entirely inadequate, and it was urged that the tendency of the system of examinations seemed to favor cramming rather than sound educational work. The critical review of the situation, as presented in Mr. Cotton's report, was followed by energetic efforts on the part of Lord Curzon's government to infuse new spirit and higher standards of administrative efficiency, as regards education, in all the British Provinces. As a means of increasing the official prestige of the work and promoting unity of purpose throughout the imperial dominion a new office was created—namely, that of director-general of education, the first incumbent, Mr. W. H. Orange, entering upon the duties of the position in March 1902.

THE GOVERNMENT RESOLUTION OF 1904.

The convictions and purposes of the government, formed with full deliberation in view of the experience of the past and the new conditions which the spread of western ideas had developed throughout the Orient, were very fully set forth in the Resolu-

[a] Progress of education in India, 1892–93 to 1896–97. Third Quinquennial Review by J. S. Cotton, M. A.

[b] Resolution dated October 28, 1899.

[c] The rupee, which in 1897 was estimated at 19 cents, is now quoted at 32⅔ cents.

[d] See Third Quinquennial Report, pp. 31 and 181, and resolution of 1899 in supplement to the Gazette of India, November 4, 1899, pp. 1946, 1948.

tion of March 11, 1904.[a] After a brief review of the progress of education in British India the Resolution outlines the policy upon which the government had decided as a means of correcting existing evils and promoting greater progress in the future. The main points of the document are here briefly summarized:

Education and government service.—The institution of special examinations for admission to government service is condemned. Such examinations, it is urged, would necessarily be held in subjects differing from those prescribed by the university, and two distinct courses would thus exist side by side, only one of them leading to government service. If students attempted to compete in both lines the strain of excessive examination, already the subject of complaint, would be greatly intensified; while, on the other hand, if the bulk of them were attracted by the prospect of obtaining government appointments the result would be the sacrifice of such intellectual improvement as is achieved under the existing system.

On the abuse of examinations in general the resolution says:

Abuse of examinations.—Examinations, as now understood, are believed to have been unknown as an instrument of general education in ancient India, nor do they figure prominently in the Despatch of 1854. In recent years they have grown to extravagant dimensions, and their influence has been allowed to dominate the whole system of education in India, with the result that instruction is confined within the rigid framework of prescribed courses, that all forms of training which do not admit of being tested by written examinations are liable to be neglected, and that both teachers and pupils are tempted to concentrate their energies not so much upon genuine study as upon the questions likely to be set by the examiners. These demoralizing tendencies have been encouraged by the practice of assessing grants to aided schools upon the results shown by examination. This system, adopted in the first instance on the strength of English precedents, has now been finally condemned in England, while experience in India has proved that, to whatever grade of schools it is applied, it is disastrous in its influence on education and uncertain in its financial effects. It will now be replaced by more equitable tests of efficiency, depending on the number of scholars in attendance, the buildings provided for their accommodation, the circumstances of the locality, the qualifications of the teachers, the nature of the instruction given, and the outlay from other sources, such as fees and private endowments or subscriptions. The educational codes of the various provinces are being revised so as to embody these important reforms and to relieve the schools and scholars from the heavy burden of recurring mechanical tests. In future there will be only two examinations preceding the university course. The first of these, the primary examination, will mark the completion of the lowest stage of instruction and will test the degree of proficiency attained in the highest classes of primary schools. But it will no longer be a public examination held at centers to which a number of schools are summoned; it will be conducted by the inspecting officer in the school itself. The second examination will take place at the close of the secondary, usually an Anglo-vernacular course, and will record the educational attainments of all boys who have completed this course. In both stages of instruction special provisions will be made for the award of scholarships.

In giving effect to this change of system, it will be necessary to guard against the danger that the subordinate inspecting agency may misuse the increased discretion intrusted to them. The principles upon which the grant to an aided school is to be assessed must therefore be laid down by each local government in terms sufficiently clear to guide the inspecting officer in his recommendations. Precautions must be taken against the abuse of authority or the perfunctory performance of the duties of inspection, and in those provinces where the application of standards of efficiency other than those afforded by written examinations is a novelty it will be incumbent upon the education department, by conferences of inspecting officers and by other means, to secure a reasonable degree of uniformity in the standards imposed.

Primary education is defined in the resolution as "the instruction of the masses through the vernacular in such subjects as will best stimulate their intelligence and fit them for their position in life. * * *"

The subjects of primary instruction, so far as specified, are reading and writing (in the vernacular) and arithmetic. In view of the success of kindergarten methods

[a] Indian Educational Policy, being a resolution issued by the governor-general in council on the 11th of March 1904.

and object lessons as employed in Madras and Bombay, the government of India, it is declared, "look with favor upon the extension of such teaching, where competent teachers are available, as calculated to correct some of the inherent defects of the Indian intellect, to discourage exclusive reliance on the memory, and to develop a capacity for reasoning from observed facts." Physical exercises should also, it is said, find a place in every primary school.

The necessity of adapting the instruction in rural primary schools to local conditions is specially urged upon the provincial authorities. Attention is called to the action of Bombay in prescribing a separate course of study for the rural schools and to the system of rural half-time schools, which is working successfully in the Central Provinces. These schools provide "simple courses of instruction in the mornings for the children of agriculturists, who work in the fields during the rest of the day."

In this connection the resolution says:

The aim of the rural schools should be, not to impart definite agricultural teaching, but to give to the children a preliminary training which will make them intelligent cultivators, will train them to be observers, thinkers, and experimenters in however a humble manner, and will protect them in their business transactions with the landlords to whom they pay rent and the grain dealers to whom they dispose of their crops. The reading books prescribed should be written in simple language, not in unfamiliar literary style, and should deal with topics associated with rural life. The grammar taught should be elementary, and only native systems of arithmetic should be used. The village map should be thoroughly understood, and a most useful course of instruction may be given in the accountant's papers, enabling every boy before leaving school to master the intricacies of the village accounts and to understand the demands that may be made upon the cultivator. The government of India regard it as a matter of the greatest importance to provide a simple, suitable, and useful type of school for the agriculturist and to foster the demand for it among the population. This and other reforms in primary schools will involve some revision of the pay of primary teachers, which varies greatly, and in some provinces is too small to attract or to retain a satisfactory class of men. Thus, in Bengal the rates fall as low as 5 rupees per month, while the average pay in the Bombay presidency rises to 17 and 18 rupees. The matter has been under consideration, and improvements will be made where they are most needed.

Secondary education.—The growth of secondary instruction, which is one of the striking features of the history of education in India under English auspices, is attributed in part to the eager desire of parents that their sons shall be taught the English language.

Complaint is made that the courses of study in secondary schools are too literary in character, but so far attempts to correct this defect have not been successful. The government of India, however, will not abandon this purpose. "In the present stage of social and industrial development," says the resolution, "it appears to them essential to promote diversified types of secondary education corresponding with varying needs of practical life. Their efforts in this direction will be seconded by that large body of influential opinion which has supported the recommendation of the universities commission that the entrance examination should no longer be accepted as a qualifying test for government service."

It is advised that instead of the university entrance examination a form of leaving examination be adopted for secondary schools, which would not dominate the courses of study but arise naturally out of them. Such examinations, it is urged, should "be of a more searching character than the present entrance test, and the certificate given at their close would be evidence that the holder had received a sound education in a recognized school, that he had borne a good character, and that he had really learnt what the school professed to have taught him. It would thus possess a definite value, and would deserve recognition not only by the government and the universities, but also by the large body of private employers who are in want of well-trained assistants in their various lines of activity."

Education of girls.—With respect to the education of girls, which is one of the most difficult problems the government of India encounters on account of the social customs of the people, the resolution says in part:

The measures which are now being taken for further advance include the establishment in important centers of model primary girls' schools, an increase in the number of training schools, with more liberal assistance to those already in existence, and a strengthening of the staff of inspectresses. The direct action of government will be exerted in cases where that of the municipalities and local boards does not suffice. Nearly one-half of the girls in public schools are in mixed boys'-girls' schools. Their attendance along with boys is often beneficial to them, especially in village schools, and nothing in the report of the commission of 1882 need be taken as indicating that such attendance ought to be discouraged. Great assistance is rendered to the cause of female education generally by missionary effort, and in the higher grades especially by zenana teaching. The government of India desire that such teaching shall be encouraged by grants in aid.

University and technical education.—Under the head of university education the government announces its purpose to attempt certain reforms in the constitution of those bodies with a view to increasing their administrative efficiency, and, further, to conferring upon them teaching functions and larger control of the colleges affiliated with them.

The need of increased provision for the industrial and commercial training of the people is pointed out, and the importance of a comprehensive system of agricultural education as an essential factor in the development of the agricultural resources of the country.

With respect to technical education the resolution, after brief reference to the engineering and science colleges in actual operation, which are all doing valuable work, continues:

The first call for fresh effort is now toward the development of Indian industries, and especially of those in which native capital may be invested. Technical instruction directed to this object must rest upon the basis of a preliminary general education of a simple and practical kind which should be clearly distinguished from the special teaching that is to be based upon it and should, as a rule, be imparted in schools of the ordinary type. In fixing the aim of the technical schools the supply or expansion of the existing Indian markets is of superior importance to the creation of new export trades, and a clear line should be drawn between educational effort and commercial enterprise. As a step toward providing men qualified to take a leading part in the improvement of Indian industries, the government of India have determined to give assistance in the form of scholarships to selected students to enable them to pursue a course of technical education under supervision in Europe or America. They hope that the technical schools of India may in time produce a regular supply of young men qualified to take advantage of such facilities, and that the good will and interest of the commercial community may be enlisted in the selection of industries to be studied, in finding the most suitable students for foreign training, and in turning their attainments to practical account upon their return to this country. The experience which has been gained in Japan and Siam of the results of sending young men abroad for study justifies the belief that the system will also be beneficial to Indian trade.

Schools for special classes.—The education of Europeans and Eurasians in India is one of the most important problems with which the government has to deal. In order to increase the efficiency of the schools maintained for this small but important portion of the population, it is announced that a single inspector in each of the provinces will henceforth be charged with their oversight. Similarly increased attention will be given to the special schools for the chiefs of the native states, which are maintained for the purpose of "fitting young chiefs and nobles physically, morally, and intellectually for the responsibilities that lie before them."

This brief summary of the chief topics covered by the official resolution of 1904 shows the comprehensive scheme of education which the Government seeks to foster in India, and indicates further the points at which more earnest effort is needed, and the problems of special difficulty which have to be considered.

The decided stand taken by the general government in this important matter has apparently roused the local governments to greater activity in the same direction, but sufficient time has not yet elapsed for the accomplishment of any very marked improvements in the educational systems.

STATISTICAL SUMMARY, 1904–5.

The chief facts with respect to attendance upon schools and higher institutions and the expenditure for education throughout this vast dominion are summarized in the following statistics from official sources. The fourth quinquennial review of education in India, covering the period 1897–98 to 1901–2,[a] was issued the same year as the resolution which has here been reviewed. It brought the statistical record to the close of 1901–2, for which year the total enrollment in schools and colleges of all classes was 4,521,893, of which number 4,077,185 were in institutions for boys and young men and 444,708 in schools for girls.

The following is a summary of the official report on education in India for 1904–5:[b]

A comparison of the number under instruction in public and private institutions in 1904–5 and the two preceding years indicates an advance to the highest number yet reached.

	1902–3.	1903–4.	1904–5.
Males	4,221,870	4,368,569	4,476,878
Females	472,422	515,544	560,568

In the last decade the numbers have risen from 4,323,842 to 5,037,446, an increase of 713,604, being at the rate of 16.5 per cent. The increase in male scholars was at the rate of 14.3 per cent, and the females increased by 37.3 per cent, the relative numbers of males and females being—

	1895–96.	1899–1900.	1904–5.
Males	3,915,537	4,037,821	4,476,878
Females	408,305	425,914	560,568

The proportion of females to males receiving instruction is now about 1 to 8, while at the beginning of the decade it was about 1 to 10. Not more than from 2 to 3 per cent of the girls advance beyond the primary stage of education.

Classification of institutions.—Most of the scholars are taught in public institutions, which are classified as regards their administration as follows:

	Number of pupils taught.	
	1895–96.	1904–5.
Under public management:		
Managed by government	101,763	125,718
Managed by local-fund boards and municipalities	967,728	1,141,559
Maintained by native States	158,493	184,283
Under private management:		
Aided by government or by local-fund boards and municipalities	1,939,994	2,423,964
Unaided	549,351	509,538
Total	3,717,329	4,385,062

[a] Progress of Education in India, 1897–98 to 1901–2, Fourth Quinquennial Review.

[b] Summary in manuscript of official report of education in India for 1904–5, forwarded by Mr. Wm. H. Michael, American consul-general at Calcutta, to the State Department at Washington.

The number in private institutions amounted in 1904–5 to only 652,384, which is 13 per cent of the whole number under instruction, 87 per cent being taught in "public" institutions. About 73 per cent of the number under instruction are taught in schools managed or aided by the State or by local bodies—48 per cent in aided schools, and about 25 per cent in schools directly managed by government or local bodies, mainly by the latter, for management by government is now quite a small feature in the educational system.

The classification of educational institutions as regards the description of education imparted and the number of students in each class of institution is as follows:

	Students.	
	1895-96.	1904-5.
University education:		
Arts colleges—		
English	14,602	18,948
Oriental	486	804
Professional colleges—		
Law	3,000	3,228
Medicine	997	1,665
Engineering	649	998
Teaching	59	317
Agriculture	44	153
School education, general:		
Secondary schools—		
High schools	200,187	283,487
Middle English schools	162,146	199,061
Middle vernacular schools	173,687	197,221
Primary schools	3,136,407	3,630,155
School education, special:		
Schools for special instruction	25,065	47,829

Of the boys and girls in secondary and primary schools, amounting in number to 4,309,924, the great majority—as many as 84.2 per cent—are to be found in the primary schools. The middle vernacular schools contain a smaller number of boys than either the high schools or the middle schools, but they are more frequented by girls than the schools of either of the other two classes. It seems that the boys who pursue their studies beyond the primary stage prefer to go to schools where English is taught, for the numbers attending the high schools and the middle English schools—especially the former—exceed the number in the middle vernacular schools.

University education.—In university education the colleges which train for degrees in arts contain about three times the number of students who are attracted to the colleges which train for special degrees. In these latter the students going through the course for a degree in law outnumber the students training for the attainment of degrees in all the other special courses combined.

The number of university graduates was:

	1895-96.	1904-5.
Arts	1,467	1,559
Law	259	623
Medicine	5	13
Engineering	7	11
Oriental languages and literature	4	3

In the last decennial period the universities have had 15,090 graduates in arts and 4,509 in law, a total of 19,599 graduates in these two subjects. Contrasted with this number we find that in the same period not more than 91 graduated in medicine and 135 in engineering, one reason for these very small numbers being doubtless found in

the fact that the possession of a degree in medicine or engineering does not by itself qualify for the higher grades of Government professional service without special training in England, nor does the mere possession of the degrees, without other guarantees of competence, command the confidence of the public. In oriental languages and literature—a degree conferred only by the Punjab University—there have been only 27 graduates in the ten years, while the same university conferred in the same period 1,352 degrees in arts. The University of Madras has had 4,965 and the University of Calcutta 4,573 graduates in arts in this period, the two together accounting for about two-thirds of the M. A.'s and B. A.'s of India.

During the same period 55,651 undergraduates were enrolled, of whom 42,258 were entered for the arts course. It seems therefore that in these ten years but 35.7 per cent of the undergraduates attained to the possession of degrees.

Special instruction.—The schools for special instruction extend over a wide range of subjects. Training schools for school masters and mistresses enroll 6,838 and 1,683 students, respectively, and the other special schools and the numbers attending them are:

	1895-96.	1904-5.
Art	1,466	1,460
Law	383	59
Medicine	2,685	3,201
Engineering and surveying	1,303	745
Industrial	3,651	5,737
Other	10,519	28,106

Stages of instruction.—The condition and stages of education of the boys and girls in public institutions on the 31st of March, 1905, are exhibited in the figures below:

	Boys.	Girls.
Lower primary stage:		
Not reading printed books	819,723	160,564
Reading printed books	2,263,816	293,122
Upper primary stage	438,156	31,746
Middle stage	184,548	9,816
High stage (not matriculated)	106,388	2,045

Private institutions.—Besides the "public" colleges and schools to which reference is made in the preceding paragraphs, there are the "private" institutions, as follows, with the numbers under instruction:

	1895-96.	1904-5.
Advanced teaching:		
Arabic or Persian	38,941	39,119
Sanskrit	29,947	21,761
Other oriental classics	1,564	464
Elementary teaching:		
A vernacular only or mainly	333,143	373,648
The Koran	183,632	180,136
Other private schools, not conforming to departmental standards	9,286	37,256

Private institutions apparently can not supply the demand for advanced education, but the number receiving elementary instruction in them has increased.

Provincial progress.—The figures below indicate the extent to which the people of each province sent their children to educational institutions in 1904–5, and the rati of the scholars to the population of the school-going age (which is taken at 15 per cent of the total population):

	Males.	Females.	Total.	Per cent of population of school age.	
				1896–97.	1904–5.
Bengal	1,694,157	171,095	1,865,252	15.2	16.21
Madras	821,205	150,037	971,242	15.4	16.95
Bombay	566,428	99,675	666,103	16.6	17.43
United Provinces of Agra and Oudh	476,577	25,812	502,389	5.0	7.02
Burma	316,336	54,787	371,123	22.3	24.36
Punjab	245,756	29,207	274,963	8.5	7.40
Central Provinces	216,470	18,389	234,859	7.7	10.70
Assam	102,019	6,109	108,128	12.7	11.77

Burma takes the lead educationally, Bombay, Madras, and Bengal coming next in succession. The other provinces are still very backward, the United Provinces and the Punjab presenting the worst records.

Races and creeds.—Turning to the classification of scholars by race or creed, the following are the numbers as they stood on March 31, 1905:

Europeans and Eurasians	31,733
Native Christians	163,889
Hindus:	
Brahmans	626,665
Non-Brahmans	2,704,045
Mohammedans	1,074,430
Buddhists	343,756
Parsis	17,426
Others	75,502

Female education.—The United Provinces stand lowest on the list as regards female education, as they do in regard to male instruction, the ratio of girls to boys under instruction being only as 1 to 18.5. In Bengal also the ratio is not high, being as 1 to 9.9, though this is higher than the ratio in 1903–4 (1 to 10.7). In the Central Provinces it is about as 1 to 11.8; in the Punjab 1 to 8.4; in Burma 1 to 5.8; in Bombay 1 to 5.7; and Madras stands highest with a ratio of 1 to 5.5.

Until 1900–1901 the races or creeds of the scholars were not differentiated by sex, and therefore there were no means of ascertaining the relative proportion of female education in each community. The figures for 1904–5 indicate that the proportion of girls to boys is as follows:

Europeans and Eurasians	1 to 1.11
Native Christians	1 to 1.74
Parsis	1 to 1.75
Buddhists	1 to 6.66
Mohammedans	1 to 9.77
Hindus	1 to 9.1
Brahmans	1 to 7.4
Non-Brahmans	1 to 9.6

In Bengal, where the Mohammedans at school approximate to half the aggregate of the denomination at school in all British India, the number of girls to boys is disproportionately small, being only as 1 to 14.48.

Cost of education.—The expenditure on education has steadily increased each year, amounting in 1904–5 to $16.054,984, being 27.58 per cent greater than the expenditure five years before, in 1899–1900. The direct expenditure on colleges and schools in 1904–5 was $11,595,894, the difference between that sum and the total expenditure being classed as indirect expenditure on the universities—direction, inspection, scholarships, buildings, etc. The direct expenditure was thus divided:

Arts colleges	$990,571
Professional colleges	465,110
Secondary schools	4,548,748
Primary schools	4,608,165
Training schools	312,307
Other special schools	610,988

The sources from which the total expenditure was met were:

Provincial revenues	$4,705,134
Local funds	2,553,414
Municipal funds	633,230
Fees	4,719,932
All other sources	3,433,317

The expenditure on education is met to the extent of 49 per cent from taxation (provincial revenues and contributions from district boards and municipalities), and about 30 per cent is met from fees.

Reformatory schools.—There are seven of these schools, with a population which at the end of 1904 numbered 1,127, compared with 1,168 at the end of the previous year. There were 245 admitted in the year, and 279 discharged. About 67 per cent of the boys are Hindus and 24 per cent Mohammedans, which proportions correspond closely with the proportions of Hindus and Mohammedans in the population of the country. Of the 1,127 remaining at the end of the year, 1,036 were illiterate, leaving only 91 as the number who were able to read.

Of the boys discharged in the three years preceding 1904, 25.9 per cent were following occupations taught them in school, and of these agriculture engaged 13 per cent. The percentage of those following occupations not taught in the schools was 29.2. Of 8 per cent unsatisfactory reports were received, while 36 per cent were unemployed, were with friends, had died, or had disappeared from observation.

The net expenditure on the schools was $45,196 in 1904, the average annual expenditure in the preceding five years having been $38,696.

Two of the schools are in Bengal, and there is one each in Madras, Bombay, the United Provinces, the Central Provinces, and Burma.

Printing presses and publications.—The number of registered presses increased in the ten years ending 1904–5 from 1,906 to 2,252, an increase of 18 per cent.

The number of newspapers increased in the same period from 613 to 713, an increase of about 16 per cent.

The number of periodical publications (other than newspapers) increased from 463 to 747, an increase of about 61 per cent.

The number of books published in English, or in some other European language, increased from 1,124 to 1,321, being at the rate of 17 per cent. There has been slower progress in the publication of books in the Indian languages, whether modern or classical, which increased by about 4 per cent, but their number (7,023), however, is still about five times as large as the number of books printed in English.

The provincial distribution in 1904–5 of the productions of the printing press in the principal provinces is as follows:

	Newspapers.	Periodicals.	English books.	Indian books.
Burma	36	52	7	139
Assam	12	6	1	26
Bengal	134	140	580	2,516
United provinces of Agra and Oudh	99	90	172	1,400
Punjab	136	62	105	1,380
Bombay	158	196	61	695
Central Provinces	15	3	.....	34
Madras	116	197	391	809

The fertility of the Bengal presses is noticeable as regards the production of books, whether printed in English or in the Indian languages, which greatly exceed in number those produced in any other province. In the number of newspapers, however, Bombay stands first, followed by the Punjab.

In the subjects of the books religion is conspicuously prominent, poetry and the drama taking second place, but a long way behind:

	1903.	1904.		1903.	1904.
Religion	1,990	2,153	Medicine	309	325
Poetry and the drama	1,403	1,557	Law	253	235
Language	972	928	Mathematics and mechanics	220	197
Fiction	392	399	Philosophy	120	155
History and biography	306	356			

The languages in which the books are written are extremely diverse. The following list states the number published in the principal languages:

	1903.	1904.		1903.	1904.
Bengali	1,388	1,537	Telugu	229	233
English	1,438	1,355	Uriya	225	220
Urdu	1,195	1,186	Pali-Burmese and Burmese	111	113
Urdu (roman characters)	22	3	Persian	74	87
Hindi	768	959	Sindhi	26	69
Gujarati	559	496	Arabic	87	63
Punjabi	403	459	Assamese	43	54
Sanskrit	300	371	Malayalam	39	39
Marathi	265	351	Kanarese	36	31
Tamil	318	336			

And smaller numbers in 23 other languages, besides 722 bilingual, 54 trilingual and 5 polyglot books.

The languages employed in the composition of bilingual publications are mainly Sanskrit, English, Arabic, Bengali, Urdu, and Hindi, Sanskrit being in most common use:

	1903.	1904.		1903.	1904.
English and Bengali	134	131	Sanskrit and Hindi	113	98
English and Urdu	24	20	Sanskrit and Marathi	15	22
English and Urdu (roman characters)	14	13	Sanskrit and Gujarati	11	18
English and Sanskrit	41	33	Sanskrit and Uriya	26	29
English and Gujarati	17	15	Arabic and Uridu	58	50
English and Hindi	21	20	Arabic and Persian	22	10
Sanskrit and Bengali	126	140	Persian and Urdu	19	22

SPECIAL EFFORTS FOR THE PROMOTION OF RURAL SCHOOLS AND TECHNICAL EDUCATION.

While the foregoing statement presents a very complete summary of the educational provision in India, there are two features of the work not brought out in the summary which deserve further notice. These features are the rural schools and technical schools. The official reports make no distinction between rural and urban schools, but it is enough to recall the vast preponderance of the rural population and of agricultural pursuits to realize the importance of rural education as a distinct problem. According to the census of 1901, the urban population of British India was 29,244,221, or less than one-tenth of the total population of 294,361,056. More than half the population (191,692,000) were at that date reported as living by agriculture, either as workers or as their immediate dependents. The frequent famines and the widespread misery which they entail furnish a sufficient motive for the great interest manifested by the government in the improvement of rural schools and the extension of their courses of instruction to include notions of agricultural science and practical methods of treating the soil and cultivating and harvesting crops.

In pursuance of the purpose expressed in the resolution of 1904, competent specialists have been appointed to make careful investigations of the actual state of education in different divisions of British India or in respect to certain parts of education which the government seeks to foster. The results of these investigations will be embodied in a series of special reports issued from the office of the director-general of education. The first report of the series relates to rural schools in the Central Provinces, the investigation in the case having been entrusted to Mr. H. Sharp, M. A., inspector of schools for the above-named provinces. This report combines, with a brief view of the system of education in this administrative division, an intimate view—a living picture, as it were—of the rural schools to which it relates. The novel conditions here brought to view, and the vividness and sympathetic appreciation with which they are set forth, make this one of the most interesting reports ever prepared on an educational topic.[a]

The report on rural schools.—The kind of school which the country child in India attends and the ceremonial respect paid to the English inspector by the village officials are graphically described in the following extract from the report mentioned:

The village.—Let us imagine ourselves to be approaching a typical village containing a typical school. The village consists of a straggling cluster of mud huts, irregularly grouped along a street, with outlying hamlets for the lower castes. It possesses from 600 to 800 inhabitants. The majority of these are cultivators, and our approach is made between fields of young wheat and pulse. The school is primary and of the ordinary rural type, affording instruction to the children of the village in which it is situated and to such as care to walk a mile or two from surrounding hamlets.

The school committee.—Our visit is expected, and some quarter of a mile from our destination we perceive a little group awaiting our arrival. This is the school committee, composed of the village elders. The *malguzar*, or landlord of the village, steps forward to greet us and introduces the panch-log (committee) one by one. The tall gentleman of somewhat military aspect is the *rajput* proprietor of a neighboring village, which, having no school of its own, sends its children here; the stout member whose ears are encircled by two strings of gold plaques and whose bright yellow cap is set rather rakishly on whitening locks is the local bania, or merchant, whose duties in connection with the school are to teach the boys the mysteries of cashbook and ledger; he of the black garb and spare features is the village accountant or *Patwari*,

[a] Occasional Reports, No. 1, Rural Schools in the Central Provinces, by H. Sharp, M. A., inspector of schools. Issued from the office of the director-general, in India.

Additional reports of the series already issued are No. 2, Vernacular Reading Books in the Bombay Presidency, by J. G. Covernton, M. A., educational inspector, Northern division, Bombay Presidency. No. 3, The Educational System of Japan, by M. H. Sharp, professor of philosophy, Elphinstone College, Bombay. No. 4, Furlough Studies: (i) Modern Methods of Teaching English in Germany, by J. Nelson Fraser; (ii) Educational Studies at the St. Louis Exposition, by H. Sharp; (iii) Physical Laboratories in Germany, by G. W. Küchler.

usually of the *Kayasth* or writer caste, who maintains the land records, and is expected to make the youthful husbandmen understand how fortunate they are, *sua si bona norint;* the rest are substantial tenants, whose hard hands and weather-beaten faces proclaim the rigors of their honorable toil.

A little procession is now formed, the *kotwar,* or village watchman, running in front with his spear of office; next, ourselves, and finally the panch-log, who at first answers but shyly to our questions, but at length informs us that the school is managed by the district council; that 50 boys read in it and attend very regularly; that the master is a good man, better than the last (some voices of dissent in the background), who spoiled the school; that the *malguzar* gives great help, and is so much interested in education that he deserves a letter from the government informing him of the fact. Then would not the *malguzar* like a girls' school in the village, as well? Surely some of the inhabitants have daughters who should learn to read and write? "No, *huzoor;* for we are poor men, and such daughters as we have must learn rather to grind, and knead, and cook, and carry water." Meanwhile we have advanced up the little street, and these foes of female emancipation are released from the necessity of further argument by the appearance of the schoolhouse, which stands, separated from the village by an open playground, under the shade of a giant pipal tree. And before the garden gate bows and scrapes the schoolmaster, clad in white pyjamas and turban and a black alpaca coat.

The school building.—The school premises are ordinarily a square inclosure, the front half being taken up by a walled garden, the back by the house itself. The garden consists of plots cultivated by pupils, and containing flowers, English vegetables, and experimental crops. The house is fronted by a good veranda, which leads into a bright, airy room. Sometimes the front wall is practically done away with and its place supplied by pillars or wire panels. Both house and compound wall are well whitewashed (by the local board). Often they are the only whitewashed things in the village, unless there be a police house or a cattle pound. To-day an arch of leaves spans the garden gate, fringing a golden "Welcome" on red cloth. A row of flags and flowery festoons lead thence to the veranda, where more gold lettering calls down blessings on the visitors, the spelling of whose names and titles, even when in English, is quite curiously correct.

Organization of the school.—Let us pass under the triumphal arch, between these simple, well-meant tributes and the little groups of expectant villagers, into the building itself and see what it contains.

A rural school in these provinces contains five classes: (1) The infant class; (2) the first class, divided into two sections; (3) the second class; (4) the third class, and (5) the fourth class, which ends the primary course with the so-called primary examinations. In a school thus divided a certified master is supposed to be able to teach and manage 40 boys; a monitor half that number. We were told by the committee that some 50 boys read in this school, hence we expect and find both a master and a monitor. The former has studied either in a normal school or in one of the local training classes, hence his general educational qualifications rise a standard or two above the fourth class, and he has imbibed some knowledge of school method and management. The monitor is a lad of the village who has passed his primary examination and shows a bent for teaching. He takes the little boys, and at the end of this year will be sent for a couple of years' training at the normal school, whence he will emerge a full-blown teacher. The minimum pay of a master begins at 8 rupees per month. He may rise to 15 rupees or even 20 rupees in a rural school, but he is often a pluralist—village postmaster, pound keeper, vendor of stamps and quinine—and these subsidiary posts may swell his pay to over 20 rupees. Such appointments, together with the head masterships of vernacular middle schools, are the plums of the rural teacher's service and are kept as prizes for the most deserving. The monitor draws from 2 to 4 rupees per month. The duties to be performed are not arduous, for rural schools are primarily intended for "half-timers," i. e., the sons of farmers or laborers whose parents would object to their attending school all day. For, in the first place, they are required to help in light labor in the fields; and, in the second, if they do not early grow accustomed to exposure, they will, so it is believed, be unable to face the midday sun in later life. Hence the half-time system has been devised, giving such boys three hours of instruction in the morning (7 to 10 o'clock), the course comprising the "three R's" and a minimum of geography, with such purely utilitarian subjects as accounts and *patwaris'* papers. Any rural school may, however, contain full-timers as well (though they are few)—the sons of the *malguzar,* the *bania,* the *patwari,* and the schoolmaster himself—who require a little more than the minimum knowledge, and can afford the time to return after breakfast for two hours' further instruction in agriculture and more advanced geography and arithmetic. (Pp. 3–6.)

In closing his account of the schools, which were examined by him with the closest attention to every detail, Mr. Sharp submits the following considerations:

In this connection it is first necessary to consider the limitations under which the department labors. These spring from various causes—the financial position, the conditions of an agricultural people, the pedagogic material at hand, and, lastly, the mental habits of the pupil.

(*a*) *Financial.*—We have seen that the interests of primary education are safeguarded and that its requirements are met in a liberal spirit. But liberality is limited by a narrow exchequer and the needs of the province in other directions. The present estimated annual expenditure on district council schools alone (exclusive of inspection, training, etc.) is 3,76,055 rupees. In 1901–2 the expenditure on primary boys' schools in British territory amounted to 3,52,159 rupees, the cost of each primary school to 191 rupees per annum, and the cost of educating each primary pupil to 3–5–0 rupees. Or, including girls' schools and schools in feudatory States, we find the expenditure on primary institutions (urban and rural) amounted in that year to 4,70,321 rupees, and the total expenditure upon public instruction of all sorts to 11,10,972 rupees among a population of 11,873,029. If children of a school-going age be reckoned as 15 per cent of the population, this gives a total annual expenditure of just below 10 annas per child. If the sums spent on high and university education be deducted, the expenditure per head will be lessened. (Were we to take 15 per cent of the population of England and Wales and that sum only which is expended on elementary education and training colleges, exclusive of administration, we should arrive at an expenditure of not less than £2 7s. per child. But such a comparison is hardly fruitful.) Later figures are not available. When they are published they will show an improvement. This paucity of funds reacts in various ways upon rural education. It limits the spread of schools, since the people will not indulge their children to any large extent in education unless it is paid for out of public money. It limits the pay of schoolmasters and renders the service less attractive than it otherwise might be. It places modifications upon the amount and efficiency of the special training which can be given.

(b) *Due to agricultural conditions.*—Ample allusion has already been made to the desirability of shortening, as far as possible, the daily hours of instruction for the children of the agricultural and laboring classes. The half-time system may be regarded as an established and wholesome principle; but it necessitates a curtailment of the curriculum and the sacrifice of the literary to the utilitarian element. The omission (in almost all cases) of grammar from the half-time course is perhaps not to be regretted; but the amount of poetry learned is not by any means sufficient to cultivate a taste for the national literature; the long series of useful lessons in the readers render the volumes a trifle dull; and the only accomplishment attempted is the rather unattractive form of kindergarten drawing practiced in the lower classes. * * *

Effects of rural education.—The aim of our rural education has now been discussed; it remains to consider its actual effects. In 1901, out of a population of nearly twelve millions, 327,486 persons were returned as literate. The standard taken was a somewhat high one. Most of these had been educated in our primary schools. Two questions arise: What are the abilities of a half-time pupil at the moment when he leaves school? What are his abilities, say, ten or fifteen years later?

Preliminary consideration.—The former of these questions would best be answered by way of comparison with some known standard, such as that of an English board schoolboy. The answer, however, is complicated by two matters which deserve preliminary consideration. In the first place, the Hindu lad, up to the age of 17, is singularly precocious. He is quick at grasping a question and at thinking out the reply. He is not loutish like the lower-class English boy, but quiet, self-respecting, deferential, and well-mannered. He is endowed with much (rather superficial) common sense, aplomb, and self-possession. In the second place, he is singularly unfortunate in opportunities for what might be termed unconscious education, and hence singularly lacking in width of view. * * *

Condition of the pupil on leaving the school.—The rural scholar passes the primary examination and leaves school at an age between 10 and 14 years, or a little later. In handwriting and orthography he is probably, in arithmetical tables and the deciphering of letters and other manuscript certainly, superior to the English (perhaps to any) boy of a similar age. He can read simple narrative correctly, but often with monotony and apparent want of understanding. Nevertheless, he does comprehend and can remember the meaning of lessons which have once been taken and explained in class. If he is given time he will probably explain an unseen lesson of equal difficulty; but this is not always so, and if he is hurried he will understand nothing. He is lamentably ignorant of history and of the conditions of India. If the teacher has

taken a little pains, he sings charmingly with zest and feeling; and he understands the difficult subject-matter of the songs. He can express the simplest ideas with great propriety on paper, but his ignorance of grammar prevents much progress. In working out sums he is careful and hardly ever makes a blunder, but he is exceedingly slow, can work only by the precise rule shown him, and knows, of course, far less than his European equivalent. At mental problems he is quick within certain limits, but take him off the beaten track and he collapses. His attainments in geography are utterly inferior. His knowledge of common objects is far narrower, but probably more certain and detailed, than that of the average English boy. His acquaintance with the principles of land record and accounts are a thing apart. Of other knowledge he possesses none.

On the whole this lad of 14 years strikes us as possessed of a coolness and an acuteness equal to those of an English youth of 22, working upon an experience narrower than that of a child of 7. Hence there is a brilliancy but at the same time an artificial tone about his attainments. He is wanting in breadth of view, in versatility, in solidity. * * *

Conditions in later life.—What is the mental condition of the cultivator some ten years after leaving school? Here we must draw a distinct line between the full-timer and the half-timer. Even if the former does not pursue his studies beyond the primary stage, he probably enters a walk of life in which his knowledge will stand him in good stead and will be preserved by use. The half-timer passes from the schoolroom to the plow; his attainments, as we have just seen, are likely to be of a destructible character, and it is to be feared he too often "reels back into the beast." * * *

The majority never, indeed, open a book, but I have found some whom their early education led to borrow or purchase, and seriously to study, the Ramayan. It must be remembered that the present generation of adults was educated under the old curriculum, which, being disconnected with their experience and studied through the medium of an almost extinct species of Hindi, was only too likely to produce a shallow veneer. The rural curriculum has based the pupil's studies on the objects which surround him. Hence his knowledge has a firmer basis in experience and a better chance of survival through the processes of association. It is too early to judge of the results. There is at least good reason to expect they will be satisfactory. A hopeful sign is the disapproval evinced by most patwaris and some landlords of the teachings of patwaris' papers. * * *

The school has taken root as a popular institution in the better villages. The zones of opposition are contracting. Still, it is as yet an up-hill struggle; let us hope it is toward a proper goal. (Pp. 128–140.)

The appendix to this report presents a plan for rural school premises, a model course of study, and a course for normal schools. including a course for the agricultural class in a normal school.[a]

STATE TECHNICAL SCHOLARSHIPS FOR NATIVES OF INDIA.

With a view to provide for natives of India the higher technical education which may qualify them to assist in promoting the improvement of existing native industries and the development of new industries wherever this may be possible, the government of India is ready as an experimental measure to give a small number of technical scholarships if promising candidates well qualified in some particular branch of industry present themselves. The outlines of the scheme are sketched out below.[b]

Value of the scholarships.—The value of the scholarships has been fixed at £150 a year in addition to fees payable to the institutions where the scholars will study and traveling expenses, but the government will consider proposals for increasing it in special cases.

Places and periods of tenure.—Each scholarship is tenable for an average period of two years, which may be increased or reduced in special cases.

The scholarships may be held in Great Britain, on the continent of Europe, or in America, and are payable from the date of the scholar's arrival in the country which he may select for study.

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[a] Rural Schools in the Central Provinces, by H. Sharp, M. A., inspector of schools, pp. 141–184.

[b] Resolution of the government of India on industrial schools in India, cited from the Educational Review (Madras), Feb., 1904, p. 115.

Subjects of study.—Law, medicine, forestry, veterinary science, agriculture, and engineering have been excluded from the scope of the present proposal. The scholarships are in the first instance proposed to be used for the encouragement of the mining industry in Bengal, but any other branch of industry can similarly be helped and fostered. Industries in which native capital and enterprise are engaged, or likely to be engaged, and in which the trained scholar might on return to his country find scope for his skill and ability, will be particularly appropriate for selection.

Conditions of award.—The scholarships are tenable by persons who are natives of India within the meaning of section 6 of the Statute 33 Vic., Cap. 3. A competent knowledge of English, or the language of any other country in which the candidate proposes to work and study, is essential to enable him to take full advantage of the course of study.

In the matter of selection of scholars, government will be guided by considerations of the candidate's capacity, intelligence, particular interests in and connection with the industry selected, and the assurance that he will continue to devote himself to the subject on his return to India. These being matters which can not be decided by the holding of degrees obtained, by examination, or by competition, no special examination is considered necessary and none will be held. But a scholar before nomination should have received the best technical education available in the province, in the particular industry which he has to study, and no candidate will be considered qualified unless he has displayed an aptitude for technical study.

No age limit has been fixed, but it may be fixed by government in certain cases.

The candidates for scholarships will be called upon to submit certificates attesting (*a*) their moral character, (*b*) the knowledge of the language of the country in which they elect to study, and (*c*) physical capacity from recognized persons who may be considered fit to certify to these facts.

The scholars in England or elsewhere, as the case may be, will be under the control and supervision of the secretary of state. The conditions under which they will hold the scholarships will be similar to those laid down for the government of India scholarships, and power will be retained to cancel a scholarship and to send the scholar back to India, if his progress and conduct be not satisfactory.

Returned scholars.—No scholar will be bound on his return to India by any engagement to serve government or a private firm, and the choice of his career will be in the first instance determined, on his return from Europe, by his own inclination. Should any occasion arise, government will be glad to turn his ability and increased knowledge to account as teacher in an industrial school or in other capacities connected with the improvement of local industries.

Applications for one or more of such scholarships, for the development of the mining industry in the first instance, should be made direct to the director of public instruction. Full particulars should be furnished as to the past educational experience, training, and future requirements of each applicant for a scholarship. Applicants should also indicate, if possible, what they wish to work at in their future careers on return to India. The scholarships will be awarded by the government of India on the recommendation of the local government.

SCHOOLS OF AGRICULTURE AND FORESTRY.

In view of the great importance of agricultural education in a country where two-thirds of the population depend for their livelihood on the product of the soil, the government of India announced in the resolution of March, 1904, the intention of establishing an "Imperial agricultural college," in connection with an experimental farm and research laboratory, to be carried on under the direction of the inspector-general of agriculture. In addition to shorter courses for students intended for the lower grade of official positions, the scheme for the college included courses of instruc-

tion extending through five years, and intended to qualify men to fill posts in the department of agriculture itself, such as those of assistant directors, research experts, superintendents of farms, professors, teachers, and managers of court of wards and encumbered estates. This college would serve as a higher institution in which students who had finished the somewhat meager courses in agriculture in the provincial colleges, might complete their special studies; through this relation the Imperial College might be expected to gradually raise the standard of efficiency in the lower grade colleges.

It is interesting to note in this connection the measures already adopted by the government for the preservation and care of the Indian forests. The State forests which are under the control of the forest department extended in the year 1901–2 over about 217,500 square miles; out of this total over 89,000 square miles were "reserved" and open to systematic conservancy. The reserved area was greatest in the Central Provinces, Burma, Madras, and Bombay, in the order named. The forest schools have been established and are maintained mainly for the training of officers and subordinates of the forest department of the State.

The Imperial Forest School at Dehra Dun was founded in the year 1878. The school has six lecture rooms, a library, a museum, a herbarium, a laboratory, a resin distillery, an apparatus for the extraction of tannin, a carpenter's workshop, quarters for 80 students, a hospital, a fruit garden, a tree park, and a nursery and plantation. The school is under the administrative control of the inspector-general of forests, who is assisted by a board of control of forest and educational officers. The superior staff of the school consists of a director, a deputy director, two instructors, a vernacular instructor, and an assistant instructor. They are all members of the forest department, and they are assisted by forest officers of the local circle and others. The conservator of the circle is ordinarily the director of the school.

The school is divided into two classes. The upper class reads in English for the higher standard or ranger's certificate, and the lower class reads in Hindustani for the lower standard or forester's certificate. The maximum annual number of admissions is usually 40 in the upper and 10 in the lower class. There are three categories of students in each class: (*a*) Private students, (*b*) students in government service, and (*c*) students deputed by native states. Private students must be between the ages of 18 and 25 at the time of admission; those for the upper class must pass an entrance examination in English and elementary mathematics; and those for the lower class must have passed the middle school examination, and must also possess a competent knowledge of Hindustani.

The course of instruction in each class extends over two years, and the subjects are as follows:

1. Forestry.
2. Mathematics.
3. Physical science.
4. Botany.
5. Zoology.
6. Drawing, surveying, and estimating, as required for forest officers.
7. Forest engineering, theoretical and practical.
8. Forest law, the elements of criminal law, and departmental organization.
9. Forest accounts and procedure.

Practical training is given both at the college and in the forest, and a considerable part of each year is spent in camp.

CHAPTER VII.

EDUCATION IN THE PHILIPPINES AND IN CUBA.

I.—EDUCATION IN THE PHILIPPINES.

HIGHER AND SECONDARY EDUCATION.

The report of this Bureau for 1898 afforded some information in regard to the University of Santo Tomás at Manila, giving the date of its foundation, which was nearly contemporary with that of the English settlement at Jamestown, Va., with some other particulars; and in the report for 1899 there is a further brief account of the university, compiled from data contained in such of the discourses delivered at the annual opening of the university course as were then available in Washington. From statistics of secondary education published by the university in 1887 it was also possible to form some idea of the educational influence of a number of colleges or secondary schools throughout the islands which are under the control of the university and serve as preparatory schools for it.

Since the American occupation the education reports coming from the Philippines have been confined to the progress of the schools established by the American authorities, the university with its secondary schools, besides a number of private schools, not being subject to government control. The Bureau is now indebted to the authorities of the University of Manila for an additional number of the annual discourses, including some statistics, dating from 1897 to 1906, and from these it is possible to gather a further idea of the kind and quality of instruction given at the university and colleges, together with the number of students attending those institutions, respectively, before the American occupation. The recent numbers do not contain statistics.

The addresses referred to, which were written by professors of the university, cover a variety of subjects, ranging from philosophy and theology to details of chemical analysis, upon which they had lectured to their students during the university course. Taking them in order, the earliest of them (1897) was delivered previous to the American occupation of the islands. It is a chemical treatise, consisting of a discussion of Kjeldahl's method of estimating nitrogen in organic compounds. The author goes into the history of this technical subject very fully, and shows his familiarity with German and French chemical literature. Such a narrow subject, full of details of experiments, would seem rather out of place as the material for a discourse on an academic anniversary, and the author, whose education had clearly been much superior to that which is sufficient for the mere teaching of chemistry, in his introduction prepared the way for his scientific paper almost apologetically, by describing broadly and critically the relations of science in general and of his subject in particular to the world of knowledge at large. He concluded his address with the following words, which are noteworthy, coming as they did from a Dominican professor in a Philippine

university and uttered on a public occasion at Manila in the year 1897, before the Americans took possession of the islands:

"The requirements of our epoch," says the author (Rev. Father Felix Osés y Abaurre, of the Dominican Order, professor in the faculty of sciences), "are manifested in a practical way by the establishment of schools in which the natural sciences occupy the leading place as a subject of public instruction. These schools will make the next generation more energetic and intelligent, and more capable of understanding all that is really useful and great. That generation will create new resources for the State and augment its power, and when, finally, material existence shall have become easier the sufferings of the world will be relieved more speedily, and the mind, purified and enlightened, can then be directed more readily toward the author of all created things."

The next "discourse" in order of time (by Rev. Father José Farpon, of the faculty of philosophy and letters) is dated 1900, and has for its subject a comparison between psychology and physiology to prove the thesis that such a comparison, especially from the study of the intellect and the will, obliges us to recognize the necessity of a spiritualistic (or superphysiological) psychology. A brief synopsis of the author's argument is given to illustrate the scope and plan of the higher studies which Filipino students could take at the university. In the course of his argument the author occasionally produces definitions and axioms from the great intellectual leader of his order, St. Thomas Aquinas, which express with precision positions which are still unassailable, it being no small recommendation of the scholastic philosophy and psychology, he remarks, that it has been so satisfactorily confirmed by modern physiology. He points out that comparative philosophy is of great use in the study of the sciences themselves, because philosophy deals with generalizations of first principles, while the various sciences deal with or are immersed in particulars. As soon as these are left, and general truths or speculations concerning their nature or their relation to existence in general are undertaken, this generalizing process is no longer a science but philosophy. He goes on to define experimental science, in which he includes modern physiology, and points out that the medical faculty are prone to regard psychology as a continuation of or an appendix to experimental physiology, while the philosophers maintain that the data of psychology are not obtained by objective experiment, but by internal or subjective observation. Consequently the phenomena belonging to the two studies are of different orders and can not be correlated. Physiology with all its modern apparatus for delicate observation and experiment has not passed beyond the senses, and precisely at this point psychology begins. Its subject-matter is in part afforded it by or through the senses, but the operations of the intellectual faculties and the will are independent of sense impressions. He proceeds to illustrate this position as follows: The action of the memory in recalling a variety of past impressions, moods, ideas, fears, and hopes which the senses can no longer represent from the external world is not a physiological but a superphysiological or intellectual one. The fact that the materials of the body are entirely renewed at comparatively short intervals, while the percipient ego is permanent, being the same in the same individual at any one time as forty or fifty years previously, shows that it can not be composed of the material elements which have long since been eliminated from the body. The work done by the brain in thinking can not be correlated with physical forces; it has no mechanical equivalent, and can not even be measured. [This was written before the discoveries relating to radium proved that there are physical phenomena which are also irreconcilable with the correlation of forces.] The senses present only the exterior of things; it is an intellectual act, independent of sense, to penetrate into things and detect their substance, or principle—to explain them. This is not a physiological but an intellectual function. The senses have special organs, while the intellect and the will, the judgment, imagination, etc., have not. The author points out that this distinction was made clear by

Aquinas long before the anatomy of the brain was understood. The organ of a sense is necessary to the operation of that sense, and is limited thereto. Thus the visual organs can only produce sensations of light and vision. They can not produce hearing or touch, etc., while the understanding is not the result of the action of any organ, because it knows things which are not transmitted by the senses, such as scientific and moral truths, which are not material objective things. Scientific truths (generalizations) are universal, while the organs of sense can only transmit individual things. For example, that the sum of the interior angles of a triangle is equal to two right angles, is a fact not transmitted by the senses. So the scientific truth that all bodies fall in equal times in a vacuum, is an intellectual act, a judgment, a generalization, not a matter of observation. All empirical sciences tend toward generalizations. The supersensual action of the mind makes their particulars general. So, too, in other directions the senses often serve merely as the occasion of an intellectual act without supplying the material or ideas for it, as in the exercise of justice. Again, the senses become blunted or destroyed by too great exercise, whereas the intelligence becomes more capable the greater and more sublime the ideas presented to it. Sublime truths presented to uncultivated minds occupied with the things of sense merely stupefy them. The mind can not comprehend such ideas without training. It first begins with simple judgments about the objects of sense, and gradually proceeds to the higher scientific and moral generalizations, which are not presented by sense but proceed from the intellect itself.

A similar course of reasoning is pursued to show that the will is superior to the suggestions of the senses and to the appetites, and governs them, its objects being previously ascertained by the understanding, and as the training of the intellect proceeds from simple judgment about external things to the highest scientific generalizations, so the object of volition rises from simple and sensible things until finally the will is directed to procuring universal well-being, both subjective and objective. All our faculties are subject to its energy, and through them the objective world is in some measure controlled. The conclusion therefore is that psychology can not be reached through physiology alone, but has for its peculiar study a supersensual activity distinct from any physiological or physical phenomenon. The author quotes modern French physiological works throughout his treatise, but refers to Herbert Spencer at second hand through a French translation.

The discourse for 1901 by Rev. Father Florencio Llanos, of the faculty of philosophy and letters, is devoted to combating the doctrine of evolution as enounced by Haeckel, and in particular the descent or ascent of man from extinct anthropoidal apes. The thesis is stated as follows: "We shall show that the Congress of Zoologists at Cambridge [in 1898] did not solve the problem of the origin of man, nor do the fossil bones found in Java constitute a certain and demonstrative proof of their relationship with the present anthropoids." The author starts with a list of dicta from a number of writers, which he had selected as either repugnant to reason or objectionable for their perverting tendencies. The authors he challenges are not all biologists, but among them are other writers who have been under the influence of the modern scientific turn of thought. Among the names he cites are those of Jouffroy, Renan, Virchow, Vogt, Haeckel, Darwin, and Huxley. The subject of the discourse is treated in a technical manner, with many details relating to anatomical measurements taken from the works of the leading comparative anatomists (Quatrefages, etc.), while the anthropological and ethnological sides of the question are tested by references to the reports of well-known authorities upon these subjects who have written upon the native races of the various parts of the world. The list of these authorities scattered through the work is too long to copy, but it includes Broca, Topinard, Huxley, and Quatrefages, while the author's minuteness of research is shown by a reference to the comparative measurements of the heads of negroes born in the United States and those born in Africa, which were made by Morton and Meigs. But he also brings to

his aid occasionally passages from Aquinas which anticipate the measurements of modern science. For example, Aquinas says: "It was necessary that man should have a brain which is larger in proportion to the body than that of the other animals, in order that the operations of the internal powers of sense, which are necessary to intellectual action, could go on more freely." This teleological way of explaining the fact would be regarded as a case of hysteron proteron by modern writers. The learned author lays stress upon the fact that the abyss which separates the lowest man from the highest anthropoid, as shown in the range of his ideas, his power of development, his religion, etc., has never been crossed, as far as we know, and concludes that Haeckel's assertion at the Congress at Cambridge that the origin of man from anthropoids is a historical fact, is not proved. He occasionally relies upon biblical doctrines and church traditions for support outside of his strictly scientific train of reasoning.

The discourse for 1902 by Rev. Father Ricardo M. Vaquero, of the theological faculty, is an examination of modern spiritualism. The author reviews the whole subject from Roman times to the latest manifestations, and concludes that, while there is much fraud in the manifestations, some are real, but are the work of evil spirits, and attendance at them should be discouraged.

The address for 1903 by Rev. Father Francisco Cubenas, of the theological faculty, has for its subject the union of church and state, and shows the way in which the church has adapted itself to the changes in government due to the development of the ideas of political and individual liberty which became prevalent after the French revolution. In his introduction the author speaks sadly of the changes which had come to the university in the few years preceding his address. He says: "We, members of the faculty and alumni of a university which until recently had the title of royal and pontifical, feel somewhat like orphans, since we have been deprived of our traditional Spanish patronage, which formerly watched over us jointly with the church. To-day we are without a country. Like the universities of the middle ages we are an ecumenical body—we are simply apostolic Roman Catholics, our only shield is that of the church, our only chief and supreme rector is the pontiff, to whom we render with heartfelt gratitude our loyal homage and entire submission, without, however, failing to retain a grateful remembrance of the noble Spanish nation, in whose name we still seal our degrees and official documents."

The address for 1904 by Rev. Father Joaquin Recoder, of the philosophical faculty, gives in effect a commemoration of the life, writings, and the zealous labors of Fr. Miguel de Benevides, who came to the Philippines in 1587 with a band of missionaries, and was in reality the founder of the University of Santo Tomás.

The address for 1905, by Rev. Father Pedro Rosa, of the faculty of sciences, is a mathematical treatise, and the author apologizes for presenting to his audience such an arid thesis in place of the usual academic discourse by enlarging upon the usefulness and the necessity of understanding mathematics in modern times, while such knowledge is especially important in the Philippines at the present day, since in future the education of the Filipino youth will take a scientific turn and their tastes will be diverted to the mechanic arts and applied sciences as well as the physical sciences, in all which the calculus plays an important part; hence he takes the liberty of presenting a monograph on the Eulerian integrals. In a note at the end of his address the author states that the reader must excuse certain irregularities and a want of clearness in the impression, as this is the first work of the kind printed in the Philippines.

The address for 1906, by Rev. Father Serapio Tamayo, of the faculty of canon law, has for its title "A General Account of Ecclesiastical Discipline in the Philippines during the Spanish Dominion." It gives a history of the church in the Philippines from the earliest times, including some notice of the charitable and educational institutions, all of which were established by the church from the beginning of the

Spanish control, besides treating more fully the legal, social, and administrative functions of the clergy. Church and state having always been united under the Spanish rule, the history of the church in the islands is inextricably united with that of the government itself, which was practically guided by ecclesiastical policy.

The University of Manila retains the usual organization of the ancient continental universities, dividing its courses of study into the faculties of theology and canon law, jurisprudence, medicine and pharmacy, philosophy and letters, and the sciences. In looking over the names of graduates who received honors or prizes in 1897, before the American occupation, we find that the distribution among the various faculties was as follows:

Faculty.	Subject.	Competitive degrees granted.	Province.
Jurisprudence	Civil law (Spanish common and forensic)	1	Manila.
	Criminal law	1	Puerto Princesa.
	Roman law	1	Albay.
	Ecclesiastical and colonial law	1	Do.
	Natural law	1	Laguna.
	Canon law	1	Manila.
	Economics and statistics	1	Iloilo.
	Metaphysics	1	Terruel.
	Spanish literature	1	Albay.
	Spanish history	1	Camarines Sur.
Medicine	Pathology	2	Taragona.
	Obstetrics and gynecology	1	Huesca.
	Descriptive anatomy embryology	1	Manila.
	Physiology and hygiene	1	Do.
	Physics	1	Do.
	Mineralogy, botany, and zoology	1	Cavite.
Pharmacy	General chemistry	1	Do.
Philosophy and letters	General literature	1	Albay.
	History	1	Capiz.
Sciences	Topographical drawing	1	Manila.

The foregoing list of provinces shows that the influence of higher studies is diffused more or less through the islands.

The number of students in the different faculties in 1897 is given as follows:

Theology	16
Canon law	5
Jurisprudence	479
Notaries	93
Medicine	361
Pharmacy	90
Philosophy and letters	51
Total	1,095

The programme of studies for 1897 shows that instruction was given partly by lectures, but it also includes the text-books used, which were mostly Spanish, with a few French and German names. In the same year the attendance at the colleges of Santo Tomás and San Juan de Letran at Manila was 337 and 1,447, respectively. Of these colleges, which were under the university, the college of Santo Tomás was a commercial school, its programme including industrial mechanics, commercial arithmetic, bookkeeping, commercial correspondence and transactions, political economy, commercial and industrial legislation, commercial geography and statistics, French and English, and linear, topographical, and ornamental drawing. The college of San Juan de Letran was an institution of general studies, with a five-year course, leading to the university. The first-year course included Spanish and Latin grammar and Christian Doctrine; the second, the same, with geography; the third, Latin translations and

elementary Greek, history (general, Spanish, and Philippine), arithmetic and algebra; the fourth, rhetoric, poetry, and Christian morals, geometry and plane trigonometry; and in the fifth were taught psychology, logic, moral philosophy, physics and chemistry, and natural history.

Similar programmes are also given for private colleges of secondary instruction at Cebu (attendance 504), Jaro (attendance 241), Nueva Cáceres (attendance 268), Dagupan (attendance 270), Vigan (attendance 201), Guinobatan (118), Bacolod (83), and there were, besides, a number of private Latin schools of lower grade scattered through the provinces, all under the university. They numbered about sixty and gave the instruction of the first two or three years of the colleges above referred to. The Ateneo Municipal at Manila, with a programme like that of San Juan de Letran and Santo Tomás combined, had an attendance of 643. These figures show an attendance on superior and secondary education of nearly 5,000 students, a figure which, taking into account the private Latin schools, must be still further increased.

In the list of prizes in 1906, the following provinces were represented: Ilocos Sur, 1 student; Bulacán, 3; Pampanga, 3; Manila, 2; Iloilo, 2; Leyte, 1; Rizal, 1; Sorsogon, 1; Cagayan, 1; Capiz, 1; Samar, 1.

The prizes were awarded in the following subjects: Metaphysics 3, general literature 2, political economy and statistics 1, law (history, Roman, civil, administrative, political, ecclesiastical, and criminal, 1 each), 7 in all; physical chemistry 1, mineralogy and botany 1, physiology and zoology 2, anatomy 4, aesthetics and literature 1, Latin literature 1, Greek 1, history 1, calculus 1. One degree of doctor in theology and 3 in science were conferred in 1906, besides 4 degrees of licentiate in law, 14 in medicine, and 4 in pharmacy. In the tables giving the programmes and hours of studies for 1906 there is no mention of text-books, and the scientific course is more comprehensive, having a preparatory course, including analytics, higher and analytical geometry, advanced chemistry, botany and mineralogy, advanced physics, physiology and zoology, and drawing. This is followed by the regular course of two years, the first embracing differential and integral calculus, descriptive geometry, and experimental and applied physics; and the second, cosmography, higher physics, and mechanics.

The tables accompanying the address for 1906 contain the following list of colleges incorporated with the university, but no programmes or statistics of students are given:

The college of secondary instruction of—

San Juan de Letran, Manila.
S. Alberto Magno, Dagupan, Pangasinan.
S. Jacinto, Tuguegarao, Cagayan.
Nueva Cáceres.

The college of secondary instruction of—

S. Beda, Manila, Tanduay.
S. Agustin, Iloilo.
S. Vincente de Paul, Samar.

Two college schools at—

Taal, Batangas.
Guinobatan, Albay.

PRIMARY INSTRUCTION.

The following paragraphs relating to the condition of primary instruction in the Philippines for the year 1906 are taken from the sixth annual report of the director of education on the islands, David P. Barrows:

RECEIPTS AND EXPENDITURES FOR PUBLIC INSTRUCTION.

Public instruction in the Philippines is maintained out of three sorts of public funds—the appropriation of the insular government for the bureau of education, appropriations by provincial boards for provincial high schools and in some cases for

intermediate schools, and appropriations out of municipal funds for the support of primary schools. No tuition of any kind is charged in any school where the teacher is paid out of public funds. Insular expenditures for the bureau of education have been somewhat augmented the past year, mainly by reason of the transfer to the bureau of education of the ethnological survey and of the American Circulating Library, above noted, and also by including in the disbursements of the bureau of education the expenditure on account of Government students in the United States. The annual appropriation bill for the fiscal year ending June 30, 1906, provided the sum of $1,450,000 for the bureau of education. The total expenditures out of this sum to June 30, 1906, amounted to $1,440,023.84. This is the largest sum ever expended by the bureau of education in any one year.[a]

The expenditure of the amount of $1,440,023.84 was distributed under the following items:

Office of the director of education	$39,733.38
Salaries of division superintendents	61,076.76
Salaries of clerks to division superintendents	15,175.07
Salaries of American teachers	877,032.36
Salaries of Filipino insular teachers	90,901.98
Wages of night-school teachers	1,218.00
Salaries in division of ethnology since November 1, 1905	4,143.32
Salaries in American Circulating Library since November 1, 1905	2,561.33
Wages of other employees of the bureau	2,186.11
Purchase of schoolbooks and supplies, including equipment, machinery and tools for industrial departments of intermediate and high schools, furniture, and supplies	206,085.04
Other incidental expenses, including postage, telegrams, printing and binding	5,945.04
Transportation expenses of officers and employees of the bureau, including transportation of supervising teachers	30,629.65
Rental of buildings	4,500.00
Transportation of supplies	3,436.61
Aid furnished the towns of Cavite province for the support of primary instruction	6,938.84
The education of Filipino students in the United States	92,960.34

The total expenditure for salaries and wages was $1,089,518.31, and for all contingent expenses, $350,495.53.

PROVINCIAL EXPENDITURES.

Provincial expenditures for support of secondary education show a gratifying increase over last year. There are 33 Christian provinces in the archipelago whose financial administration is typical. These provinces expended during the year ending June 30, 1906, the sum of $112,579.72, nearly three times the sum spent in the previous year, which was $39,959.20. The larger portion of this amount was paid for construction of high school buildings in the provinces of Albay, Bulacan, Oriental Negros, Romblon, Sorsogon, Tayabas, Iloilo, and Bohol. This figure includes expenditures from provincial revenues only, and does not include additional sums expended on these buildings which came from private donations, nor the amounts furnished by the bureau of education.

The expenditures for the pagan and semipagan provinces, paid out of insular funds, amounted to $2,538.51.

In the Moro Province all school expenses, including salaries of Filipino teachers and salaries of American teachers, are paid out of the provincial revenues. For school purposes the government of the Moro Province appropriated during the last fiscal year $69,733, of which $67,500 was expended. Adding this last sum to the others above mentioned, we have a total of provincial expenditures for the archipelago of $182,618.23.

MUNICIPAL SCHOOL FUNDS.

Municipal school finances call for special attention, as upon them rests the entire system of primary instruction. With a very few exceptions all teachers in primary schools during the past year were municipal teachers (Filipinos) appointed by the

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[a] Expenditures for the fiscal year—

1905	$1,201,366.73
1904	1,244,096.00
1903	1,400,563.00
1902	1,194,381.00
1901	233,411.00

division superintendents, but paid from municipal school funds. Out of the municipal funds likewise are paid all expenses of construction and repair of buildings, rentals, furniture, janitor service, transportation of school supplies, etc., the bureau of education supplying, as formerly, all school supplies (except furniture) and paying the corps of supervising teachers and their travel expenses.

Receipts of municipal school funds in all provinces, except Benguet and Palawan, amounted for the year to $980,009.34, of which amount there was expended $682,065.20; and unexpended balances on hand at the commencement of the new fiscal year, July 1, amounted to $297,944.14.

TOTAL EDUCATIONAL FUNDS.

Adding together these several kinds of contributions—insular, provincial, and municipal—we have as a total of revenues provided for public instruction $2,614,860.07 of which total there was expended $2,304,707.27.

These figures do not, however, take account of voluntary contributions made by private individuals, usually for new school buildings. Owing to incomplete reports, no exact statistics can be given for the entire archipelago this year. For the previous fiscal year these gifts aggregated $116,494.17; during the last school year probably more has been given toward high school buildings, but less for barrio schools than in 1905. * * *

PUBLIC INSTRUCTION GIVEN DURING THE PAST YEAR.

The number of primary schools, exclusive of the Moro Province, increased during the past year to over 3,000, there being 3,108 open in the month of March, the last month of the school year. In the Moro Province the number of primary schools increased from 52 to 58, including two trade schools of primary grade. Adding these 58 gives a total of 3,166 primary schools for the islands, an increase of 439 primary schools since March, 1905. The number of Filipino teachers likewise increased from 4,457 to 4,719 (including 324 insular teachers), and in addition to these teachers a large number of "aspirantes" or "apprentice teachers" taught during the year, there being 1,442 reported as employed in the month of March. In some cases these apprentice teachers received nominal pay, but in most cases their services were unremunerated except by the privilege of attending teachers classes and institutes. In the Moro Province the number of primary teachers was 63, making a total of 6,224 Filipino teachers and aspirantes giving instruction in the last month of the school year. * * *

In the month of March there were in the primary schools 365,333 pupils, of whom 220,484 were boys and 144,849 girls, the proportion between the sexes being as 60 to 40. The average percentage of attendance in all provinces for the month of March was 85.2, the best attendance being obtained in the city of Manila, where it was 95 per cent, with Union and Tarlac both 94 per cent.

As regards intermediate instruction, in addition to the provincial high schools, 36 in number, each of which maintains an intermediate preparatory department, there were 92 schools giving intermediate instruction. The total attendance of pupils in intermediate classes, including provincial high schools, was in the month of March 9,120, of whom 7,018 were boys and 2,102 girls, a proportion of 77 per cent to 23 per cent, besides 59 intermediate grade pupils in the Zamboanga High School (Moro Province). The daily attendance of these schools is excellent, being 96 per cent. Five provinces in the month of March reported that there had not been a single absence from school of an intermediate pupil. These provinces were Camarines, Cavite, Union, Occidental Negros, and Palawan.

As regards secondary instruction, 17 provinces last year had high school courses. These provinces were Ilocos Sur, Bulacan, Cagayan, Laguna, Nueva Ecija, Nueva Vizcaya, Pangasinan, Romblon, Surigao, Tayabas, Leyte, Union, Iloilo, Ilocos Norte, Cebu, Cavite, and Batangas. The total March enrollment in these secondary classes was 308 students, of whom 245 were young men and 63 young women, a proportion of 80 to 20 per cent.

The disparity in numerical attendance of girl students in the intermediate and secondary courses is rather marked; nevertheless, some of the very brightest students are young women. The highest marks in competition for appointment as Government students in the United States in two successive years have been obtained by young women. The percentage of attendance among these high school students was most excellent, being 98 per cent in the month of March; 9 of these 17 schools in the month of March did not have a single absence of a secondary pupil.

The Philippine Normal School had in attendance in the month of March 357 students, 245 of whom were young men and 112 young women, besides 119 pupils in its training

school; the Philippine Nautical School 21 students, young men, and the Philippine School of Arts and Trades 237 young men.

These figures give a total attendance of pupils in all public schools for the month of March, 1906, of 375,554, which total may be compared with a similar total of 311,843 pupils for the month of March, 1905. * * *

THE TEACHING FORCE.

American teachers under regular appointment on duty during the last school year numbered 763. The appropriation authorized 800 American teachers, but did not provide an appropriation large enough to employ so many. The force was augmented by the appointment from time to time of 68 teachers under temporary employment. As regards the American teaching force, the following facts may be of interest: The average salary of the regular American teacher was $1,090.67; of all teachers, regular and temporary, 574 were men and 257 were women; of these teachers 143 had been in the service less than one year. * * *

Regular teachers are obtained by appointment by the director of education from eligible lists certified by the bureau of civil service as the result of examinations held in the United States and in the Philippines. A total of 215 men and 107 women were so certified during the past year, and of this number 110 men and 27 women were appointed and accepted. This method of obtaining teachers is satisfactory except for special instructors, as of science, agriculture, and the trades. These classes of teachers, who are greatly needed, seem to seldom enter the examinations.

The appropriation bill carried 294 positions for Filipino insular teachers, but by splitting positions (a measure permissible by executive approval) a considerably larger number of such teachers have been employed. In March there were 324 engaged. Eligibility for permanent appointment to these positions is obtained by civil-service examinations. A fairly large eligible list now exists, though it is not evenly distributed in the different provinces. This office has recommended that the standard of this examination be raised to an equal grade with the school examination for the completion of the intermediate course. Insular teachers have been assigned to various duties. A few have been supervising teachers, and in this capacity have given satisfaction; some have been teaching intermediate grades, but the majority have served as principals or Grade III teachers in central municipal schools. Of the 4,395 municipal teachers who had regular appointments, 3,015 were men and 1,380 were women. They are for the most part young (835 are under 18 years of age), educated largely in schools established since American rule, and sprung from the poorer classes as well as from the well-to-do. In fact all grades of society are represented. Their average compensation, instead of rising, as was anticipated, has decreased, and now averages $9 per mensem for men teachers and $8.81 for women teachers, where two years ago the figures were $10.38 per mensem for men and $10.49 for women. This does not, however, indicate that good teachers are paid less, but rather that the standard has gone up, and it has become possible to secure new teachers whose training and experience are small at lower salaries than before. * * *

A year ago it was anticipated that the instruction given to Filipino teachers would carry the large body of them so far forward as to eliminate teachers of a lower standard of attainment than Grade IV. This result, however, has by no means been reached. In part this is due to more rigorous examinations and higher standards. The reports for March showed that there were 1,862 teachers who had not successfully passed the primary examination. Of the rest, 1,222 were classified as belonging to Grade IV, 725 to Grade V, 281 to Grade VI, and 24 in the secondary course. The average of the insular teachers is naturally much higher. In a number of divisions it has been possible to adopt the rule that no one who has not passed the primary examination shall be given a teacher's appointment. * * *

Advance is noticeable among the Filipino teachers The system of classification introduced among them has been followed by a greater definiteness in their instruction. These teachers continue to gain in reliability, strength of character, and moral purpose. * * * American teachers must necessarily come and go, but this force of Filipino teachers, continually gaining in learning, maturity, and character, understanding more and more clearly the character of their mission, and becoming continually more devoted to it, promises to be the best and most influential force in the life of the islands.

The great mass of public school pupils, as has already been sufficiently well indicated, are children of the poor or lowest classes. * * *

PRIVATE SCHOOLS.

Private instruction plays a large part in the intellectual life of the islands. While not amounting to a complete classification, these private schools may be grouped in three classes:

First, there are institutions of secondary instruction, usually, but not always, supported by the Catholic Church, and many of them with a history reaching back several decades. The instructors in the institutions are in large part members of religious orders. Such institutions exist not only in Manila, but in several provincial capitals, particularly those which are episcopal sees. Judging from such information as I have and from the character of students from these institutions who frequently apply to the bureau of education either for further instruction or for other purposes, I should say that the instruction in these institutions is undergoing considerable development. English has been introduced into most of them, and in some cases is well taught. My impression would be that the support given these schools is not much affected by the existence of public schools.

In the second place, private schools or "colegios," sometimes unduly pretentious in their announcements, exist in a great many large towns. They usually offer secondary education, including Latin, but give primary instruction as well; some of them promise to confer degrees. Some of them teach English, although in practically all of them Spanish is the basis of instruction. These schools are usually organized by ambitious young Filipino scholars, and often secure considerable local support. Not possessing large resources nor the prestige of past services they are seriously interfered with by the presence of public high schools or intermediate schools. These schools, while not at present of a high type of efficiency, in the future, as the standards of education rise and the qualifications of private teachers improve, may become an effective element in the progress of the people. The instruction, while too pretentious and not sufficiently thorough, is by no means without its results upon the minds of the pupils.

The third class of private school is the primary school, usually conducted in the native dialect of the locality and designed primarily to give small children the rudiments of religious instruction and preparation for their first communion. Sometimes these schools are under the direction of the parochial "cura" and are held in the convent; but quite as often they are held in private houses. Sometimes the teachers are men, or more frequently women, who were public school teachers in Spanish times, but who did not make the degree of progress necessary to continue under the present government. There are hundreds of these schools all over the archipelago. Children sometimes leave the public schools for a few months in order to receive in them the religious instruction which is not provided in public schools. * * * An adjustment between the work of the public schools and these private schools seems to be gradually taking place. The crowded attendance in the public schools makes it necessary more and more to exclude from attendance children under 8 or 9 years of age. The years from 9 to 12 are believed to be the best for attendance at a public primary school. The child is more matured and better able to undertake the learning of a new tongue; leaving the primary school at from 12 to 15, he is also much more likely to make use of the language and instruction therein obtained than if he left at 10. It would then seem that there is a period in the life of the child—say, from the age of 6 to 9—in which private instruction may be cordially invited. In a single year of instruction the child could be taught the alphabet, and the syllabary necessary to read a native tongue, and, in addition, if the school was a church school, receive religious instruction embracing a simple exposition of Christian faith, prayers, songs, and Christian morals. It might be further remarked, however, that the task imposed upon the church of giving elementary religious teaching would be a far simpler one than that imposed on the government in giving three years of primary instruction, inasmuch as where the primary schools must attempt to reach 400,000 pupils, these doctrinal schools could be content with a third of the number, as the instruction need last but one-third as long; and, while the public schools must have native teachers sufficiently trained in English to give three years' satisfactory English instruction, the doctrinal schools would require no such standard of their teachers. * * *

There is another field in which the Catholic Church, as well as various missionary societies, are commencing to cooperate with the work of public education. This is by establishing private dormitories for students attending provincial high schools and schools in Manila. This has been done in several provincial capitals, and for students attending the Philippine Normal School a dormitory has been opened by the archbishop of Manila. There is a great field for such enterprise and many such student homes are needed in addition to such public dormitories as have been opened. These institutions have, of course, no official relation with the public schools, whose students they shelter, nor with the bureau of education, but, in view of the homeless and unprotected life of hundreds of our young men students, their presence is welcome.

ENGLISH AND THE NATIVE LANGUAGES.

Supervising teachers generally become familiar with the native language of their district and find this knowledge of great assistance to them in their work among the people. It is not allowed in the public schools even by the Filipino teachers. English is taught, even to the small beginner, without the assistance of translation, the first steps of the pupil in chart and primer being so arranged as to obviate its employment. This method, which is that most commonly in vogue among teachers of foreign languages, receives the general indorsement of American superintendents and teachers. There are some, however, who advocate modifications of this method, and their criticisms are sufficiently intelligent and thoughtful to demand consideration.

As far as the people of the provinces are concerned the demand for instruction in English has continued to increase, and is at the present time practically unanimous.

Recently certain Filipino writers in Manila have viewed the teaching of English with some alarm. They see in it a menace to the "Filipino soul," and argue that knowledge of English will "Saxonize" the Filipino people. * * *

THE DIVISION OF THE AMERICAN CIRCULATING LIBRARY OF MANILA.

This library was transferred during the month of March to the same building with the bureau of education, and occupies the entire western end of the building. Since this removal the library has been open continuously from 8 in the morning until 10 at night each day of the week except Sundays and holidays. The number of subscribers increased from 290 in April to 430 in June. The number of volumes drawn out per month is now about 1,400, of which 1,100 are fiction. The number of volumes on hand June 30 was 12,482.

II.—EDUCATION IN CUBA.

HIGHER EDUCATION.

The University of Habana.—This institution began its career as a university through a royal warrant or charter in 1734, which included in the "statutes" of the new institution a formidable list of the ancient studies of grammar and rhetoric, theology, the scriptures, mathematics, philosophy, civil and canon law, and medicine. The university was founded by members of the Dominican Order and was modeled after the University of Santo Domingo in Española, which had been founded or authorized in 1538. The old constitution remained until education in Cuba was secularized in 1842, when the old theological, Aristotelian, and scholastic system of university instruction, a relic of the middle ages, gave way to the literary and, later, to the scientific tastes and requirements of modern times. The degrees in arts, sciences, jurisprudence, medicine, surgery, and pharmacy were retained, while those in theology and canon law were abolished. There are at present three faculties—the faculty of letters and science, the faculty of medicine and pharmacy, and the faculty of law, a restriction of degrees which indicates how completely the course of instruction has been modernized. The faculties are subdivided into special schools, in which the particular subjects pertaining to the general branches are taught. Thus the faculty of letters and sciences comprises the "schools" of letters and philosophy, of pedagogy, of science, of electrical engineering and architecture, and of agronomy.

In the school of letters and philosophy are taught Latin and Greek, philology, literature, history, psychology, moral philosophy, and sociology. The school of pedagogy comprises pedagogical psychology, the history of pedagogy, methodology, and drawing; the school of science has for its subjects mathematical analysis, descriptive geometry, mechanics, astronomy, cosmology, physics and chemistry, anthropology, biology, zoology, botany, mineralogy, and geology; while in the school of electrical engineering and architecture the special branches are: Topographical, structural, and architectural drawing, stereotomy, geodesy and topography, field surveying, materials of construction, resistance of materials, graphic statics, sanitary

and civil engineering constructions, hydromechanics, machinery, road and railroad engineering, architecture and the hygiene of buildings, with special courses in electricity. From these titles will be seen the scope of the instruction. The details of the studies given in the yearbook, or "memoria anuario," published by the university, show the practical manner in which they are carried out. Taking mineralogy, for example, we have the following practical work prescribed: Testing minerals in the dry and the wet way; goniometry, or the measurement of angles on models and on natural crystals, with both reflecting and applied goniometers; the drawing of crystals, with notation; projections of crystals, synthesis of minerals, determination of minerals, and study of microscopic sections. The works of reference recommended are Poey, Seidel, Tschermak, Lapparent, and Dana. The treatment of geology is equally full and includes physiography, or physical geography, comparative geology and geogony, petrography, geotechtonics, paleontology, and stratigraphical geology.

The microscopic study of rocks and their determination is practiced in the laboratory, and field work is conducted by excursions. Drawing and surveying are taught in an equally practical manner.

The course in electrical engineering comprises the usual study of mathematical units, mechanical and thermal equivalents, static electrical problems, measurements of dynamical electricity, etc., the study of motors, electric lighting, and the designing, installation, and management of motors, besides other electrical apparatus connected with electrical industries, together with practice in the electrical laboratory, which is equipped with suitable apparatus. Instruction is also given by visits to various works where electrical machinery is used. The text-books used are in English and French.

A special course is given in anthropology and ranges from prehistoric anthropology and the origin of man to criminal anthropology and judicial anthropometry. The text-books recommended are Broca, Topinard, Frocatre, and Bertillon. The treatment of the subjects in the special schools of the other faculties is, as described in the "Anuario," equally full. In the school of medicine, in the faculty of medicine and pharmacy, for example, the means and methods of carrying out the instruction are developed with much explanatory detail. It is hardly necessary to give the headings under which the details are to be found, such as anatomy, dissection, therapeutics, etc., since they are the common and necessary topics of medical instruction everywhere, while the value of the instruction depends upon the instructors and their methods. It is to be noted, however, that special stress is laid upon those studies which are of particular importance to medical practice in the Tropics, as is shown by the title, "Intertropical pathology with clinics." Microscopical and chemical work and bacteriology receive their due share in the programme.

It should be noted that in the third course of the school of letters and philosophy of the faculty of letters and science the students in Greek read the lyrics of Alcæus, Sappho, Anacreon, Stesichorus, Simonides, Bacchilides, and Pindar.

In 1905 there were 516 students matriculated in the three faculties of the university, of whom 165 were in the faculty of letters and science, 209 in the faculty of medicine and pharmacy, and 142 in the law faculty.

The faculty of letters and science publishes a review, which appears every two months. The table of contents of the number for November, 1906, is as follows: Historical and critical notice of higher education in Cuba; The American intervention in Cuba (by Secretary Taft); The declination compass (illustrated); International science; Etymological revision of the dictionary of the Spanish Academy; Words of Greek derivation (continued article); The idol of the "Gran Tierra de Maya" (illustrated); On the resistance of materials; Positivist morals and evolutionist morals; An address to physicians; Notices of books—German, French, and Cuban; Miscellaneous notes; Official notices. In the September (1906) number of the review is published a curious letter (in Greek) from the president of the University of Athens to

the president and officers of the University of Habana, entreating them to protest against the outrages perpetrated by Bulgarians upon the Greeks, burning their churches, schools, and libraries, and killing women and children for no other cause than that they are Greeks who still speak the tongue of the divine Plato and read the Evangel in the language in which it was first written. The writer speaks of Athens, the seat of his university, as the city which brought forth civil and spiritual liberty and then founded the arts and sciences and civilization upon it.

PRIMARY INSTRUCTION.

The Cuban secretary of public instruction publishes a monthly journal of education devoted to primary instruction. It contains information of importance to the teaching profession in Cuba. A table of contents is here given as illustrating the character and grade of the publication: On coeducation; The reciprocal reactions between teachers and pupils from the point of view of contagious diseases and moral influence (by a medical expert); On the importance and use of Spanish in Puerto Rico and the means recommended to teach it; The oral perceptive method of teaching abnormal deaf-mutes; The two schools (religious and lay); American education, the Mosely Commission in the United States; Children and tobacco; Varieties; Book notices; Official documents.

From the number for June, 1906, of this official publication are taken the following school statistics for the month of March, 1906: There were at that time 3,675 teachers, of whom 3,467 were white and 208 colored, and women teachers were in the majority, there being 1,386 men to 2,289 women. As to ages, there were 5 men and 212 women teachers 18 years old or under, 73 men and 426 women from 18 to 20 years of age, 362 men and 695 women from 20 to 25 years, 283 men and 410 women from 25 to 30 years, 362 men and 369 women from 30 to 40 years, 189 men and 150 women from 40 to 50 years, while there were 115 men and only 32 women over 50. Thus the proportion of men teachers increases with age.

Th number of pupils enrolled in the primary schools during March, 1906, was 135,420, of whom 91,414 were white and 44,006 were colored. Divided as to sex, the boys numbered 73,957 and the girls 61,463. The total attendance at the same time was 102,055, or 75.36 per cent of enrollment. Of this number 68,829 were white and 33,226 colored, and the boys were 56,178 to 45,877 girls.

SCHOOL JOURNALS.

Besides the official publication from which these figures are taken, two other Cuban journals devoted to school work are received at the Bureau of Education. These are Cuba Pedagógica and La Escuela Moderna. They not only treat of pedagogic subjects and matters of special interest to Cuban teachers and the Cuban public, but contain articles giving information of pedagogical and educational movements in other parts of the world. For example, two consecutive numbers of Cuba Pedagógica contain articles as follows: The teachers' college; A page from a class journal; Review of the pedagogical world; Practical lessons in language; Varieties; The longevity of microbes; The sun and heat; The psychological basis of instruction; More about the higher schools; Moral education; Practical lessons in geography; Physiology and hygiene; A pedagogical congress; Varieties; Hamlet's monologue.

CHAPTER VIII.

THE EDUCATION AND PROFESSIONAL POSITION OF NURSES.[a]

By Miss M. Adelaide Nutting,
Superintendent of the Johns Hopkins Hospital Training School for Nurses.

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NURSING ORGANIZATIONS.

The first conference of nurses held in this country dates back to the year of the World's Fair in Chicago, 1893. Many important international gatherings were held at that time, among them an International Congress of Charities, Corrections, and Philanthrophy, which, of unusually wide scope, included a section on hospitals, dispensaries, and nursing. The latter subject was considered in various excellent papers, which were read by nurses in the general assembly and also in a subsection, which was devoted entirely to the work of training schools and the education of nurses. Papers of much interest and value were presented by the superintendents of the important training schools throughout this and other countries and from former leaders in this work, notably Florence Nightingale, the founder of the first regular training school for nurses at St. Thomas's Hospital, London, in 1860.

The sessions of this nurses' conference were attended by a large number of professional women, particularly superintendents and principals of training schools, and the interest and enthusiasm aroused took shape at the close of the meetings in the suggestion by the chairman of the congress, Miss Isabel Hampton, superintendent of the Johns Hopkins Hospital Training School, of a society of superintendents of schools

[a] This chapter contains the essential portions of a monograph prepared by Miss Nutting in 1904, and the information comprised in it may be considered in general as brought down to that date. The author was prevented from giving to the proof of the chapter the benefit of her personal revision; but in certain cases the Bureau deemed it advisable to supplement the statements of the text with more recent information, which has been put in the form of footnotes. It may be stated that since the matter in this chapter was written, Miss Nutting has been appointed to the position of professor of domestic administration in Teachers College, Columbia University.—Editor.

for nurses and in the formation then and there of a temporary organization. A little later the society was formed, and held its first regular convention in New York, January, 1894, with 44 superintendents of such schools present. Since that date conventions have been held annually in different cities, such as Boston, Philadelphia, Baltimore, Toronto, Buffalo, and elsewhere. The membership has grown from 44 to over 200 members.

The objects of the society can best be defined by quoting directly from its constitution, which states that its purpose "shall be to further the best interests of the nursing profession by establishing and maintaining a universal standard of training and by promoting fellowship among its members by meetings, papers, and discussions on nursing subjects, and by interchange of opinion." The standards of membership were set very high in the beginning, requiring not only that the candidate should be eligible personally from standpoint of education and fitness, but that the position she occupied at the time of applying should also conform to certain requirements. Of recent years there has been some widening of the limits originally set in this direction.

The work of this society during the ten years and over, since it was organized, has been noteworthy. It has taken up one point after another in which the education of nurses was weak or defective, and through its meetings, reports, and the publication of articles in various journals has helped to form public opinion and to bring about improvements and developments, which without such an agency would undoubtedly have been greatly delayed, if accomplished at all. Established at a date when there was very little uniformity in the teaching of nurses, it has constantly advocated and done much to secure better measures in this direction. Such notable advances as lengthening of the course of instruction from two to three years; the abolishment of the payment of a monthly allowance of money to pupil nurses, thus placing training schools on an educational basis; the introduction of shorter hours of duty for pupil nurses in the wards of the hospital, were all measures which were urged before the assembled members of the society before they were definitely inaugurated in any institution. The pernicious and somewhat prevalent custom of sending out pupil nurses to take care of private patients in their own homes was persistently and publicly opposed by the society on the ground of unwarrantable and unjust interference with the nurses' education.

The most important work which the society has forwarded has been the establishment at Teachers College, Columbia University, New York, of a course of instruction in hospital economics. This course is for the purpose of giving special advanced instruction to trained nurses desirous of preparing themselves to fill suitably the various teaching and administrative positions in hospitals and training schools. As the first, and, up to the present time, the only course of such instruction offered anywhere, the subject is of special interest, and will be taken up later in detail. In rehearsing the work of the society, however, this achievement must take a large place; first, because of the unique value of this course of study, and also because it was not only established by the efforts of the society, but the expenses of carrying it on from year to year have been largely met through its exertions—either through the application of a portion of its own general funds, or more largely through the annual contributions made by members to a special fund created for the purpose. The society is this year appealing for means to establish an endowment to place this important course of study at Teachers College in a condition of security and permanence.

In summing up the work of this body as a promoter of the higher interests of the nursing profession, it is not too much to say that it has had much influence directly and indirectly in advancing those interests and in shaping the educational policy of the training schools of this country. The most marked developments and improvements in nursing education have been made during the past ten years, and while a good deal of this has been due to the initiative of certain leading schools, the society has, through its meetings, conferences, papers, and reports, proved an invaluable propaganda.

Turning from its usefulness in its direct relation to schools and methods of teaching, we find it planning and propagating in another direction work of far-reaching significance. The question of a national association of nurses, which should reach and unite the great body of alumnæ, had long been in the minds of the founders of the Society of Superintendents of Training Schools.

During the conference in Chicago in 1893, such an association was frequently mentioned as a matter which must take shape within a few years. It was one of the questions brought up for consideration in the early meetings of the superintendents' society, and following a very able paper read by Miss L. L. Dock, superintendent of the Illinois Training School, at a convention in Philadelphia in 1896, a committee of twelve members of the society was appointed to confer with an equal number of delegates from the oldest leading alumnæ associations, to call a convention and unite with them in drawing up a constitution for a national association. Such a preliminary convention was held at Manhattan Beach, September 2, 1896, followed by a second at Baltimore in February, 1897, and a third in New York, September, 1897, when, with plans for a national association fully developed, the final arrangements were made for the first annual convention, which was held in New York in 1898. The unit of representation in this association was the only one possible, namely, the incorporated alumnae associations of such training schools as were recognized to conform to certain standards of work and teaching. The first alumnæ association of nurses in the United States was formed by the graduates of Bellevue Training School in 1889, and the next was that of the Illinois school in 1890. In a statistical report [a] made of alumnæ associations in 1895, there were found to be twenty-one such associations or clubs organized and in active operation, and ten in process of organization, all with the common object of serving the best interests of the profession, and all under very similar forms of government. Meetings, papers, discussions, and lectures were distinct features of all of these societies. The name adopted by the national body, therefore, was the Associated Alumnæ of Trained Nurses of the United States, and the first regular convention was held with delegates from the alumnæ associations of twenty-one leading schools.

This was the beginning of organized work among graduate nurses (of whom many thousands are found in this country), with the definite object of the furthering of the higher and better interests of the nursing profession, especially in relation to education; and this was to be done not only by helping to support and strengthen the good schools already in existence and to discourage and oppose those of inferior scope and ideals, but also by securing legislation for the better protection of professional and educational standards and by establishing a system of registration through which the qualifications of individual nurses could be discovered.

The society has done effective work in both of these directions. Certain alumnæ associations excluded from membership in the national, owing to defects in the teaching or government of the schools they represented, have appealed to the boards of managers of their schools to remove the conditions disabling them from national representation and privileges, and with success. State societies have been formed in eighteen States, legislation secured in five, while bills are at the moment of writing before the legislatures of several States. At the last meeting of the associated alumnæ, held in Philadelphia in May, delegates were present from the alumnæ of eighty training schools, representing a membership of something over 6,000 nurses. Quite a literature has arisen among these societies, and a number of them publish small quarterly or monthly magazines.

For purposes of international organization the Society of Superintendents of Training Schools and the associated alumnæ have affiliated to form the American Federation of Nurses. An international council of nurses already in existence provides the way for an ultimate federation of nurses of all nations. At the recent international

[a] Training School Alumnæ Associations: Miss S. F. Palmer, 2d Annual Report of American Society of Superintendents of Training Schools, 1895.

congress of nurses held at Berlin many important matters of common interest to nurses in every country were the subjects of papers and discussions, and it is held that this congress has done much to advance the newly awakened interest in the education of nurses in Germany.

One of the objects of the associated alumnæ was the establishment of a professional journal, which they desired to own and edit as an aid to their constructive work in securing legislation and in influencing educational progress. Until such time as the associated alumnæ should be sufficiently well organized to undertake this task it has been assumed by a group of women, largely superintendents of training schools, who have established a periodical known as the American Journal of Nursing, published by Lippincott, Philadelphia. This is both owned and edited by nurses.

THE STATE REGISTRATION OF NURSES.

In September, 1901, an international congress of nurses was held at Buffalo, in which the beginning of the movement for registration in this country first took definite form. At one of the sessions, with many hundreds of nurses present, the following resolution in favor of State registration was moved from the chair by the president of the congress:

Whereas the nursing of the sick is a matter closely affecting all classes of the community in every land;

Whereas to be efficient workers, nurses should be carefully educated in the important duties which are now allotted to them;

Whereas at the present time there is no generally accepted term or standard of training nor system of education nor examination for nurses in any country;

Whereas there is no method, except in South Africa, of enabling the public to discriminate easily between trained nurses and ignorant persons who assume that title; and

Whereas this is a fruitful source of injury to the sick and of discredit to the nursing profession, it is the opinion of this international congress of nurses, in general meeting assembled, that it is the duty of the nursing profession of every country to work for suitable legislative enactment regulating the education of nurses and protecting the interests of the public, by securing State examinations and public registration, with the proper penalties for enforcing the same.

At this time three States—New York, Virginia, and Illinois—were preparing to form State societies for the purpose of obtaining registration.

In all instances the presentation of a bill has been preceded by the formation of a State society of nurses composed either of individuals or of individuals and organizations, such as alumnæ associations. The standard of eligibility has been made liberal in the beginning, with the view later of admitting only registered nurses who have received the certificate of that State or of one whose standards are similar and accepted by the society. In one or two States a strong, widely represented graduate nurses' society already in existence has assumed the function of the regular State society in efforts to obtain legislation.

The first State society to complete its organization and present a bill before its legislature was that of North Carolina, this State, it appears, having been the first also to secure State recognition for its physicians. The North Carolina bill passed the house on January 20, 1903, with very little alteration. In the senate a few weeks later it met difficulties, and finally another bill was substituted which was passed in March of the same year.

In this bill no course of training in a hospital is required; any applicant passing a satisfactory examination in stated subjects is entitled to a certificate and license to practice. This places the responsibility of setting standards of all kinds entirely upon the board of examiners, which is composed of two physicians and three nurses. It might, for instance, permit graduates of correspondence schools of nursing to come up for examination.

New Jersey was the next State to obtain legislation, the bill there having been introduced in January, and signed by the governor on April 7, 1903.

This bill may almost be considered destructive rather than constructive of educational standards. There is no board of examiners, and no educational requirements have been established. A license to practice is the main requirement. For some years New Jersey has maintained what we called "short-term courses" of instruction in nursing, and the effect of this is probably evident in the foregoing.

The New York society presented a bill, which, after much manipulation and opposition, was finally passed and signed April 27, 1903.

The New York bill presents many interesting points. The control of all educational matters is relegated in that State to one authority, the regents of the university, and the registration of other professions by them has been an established feature of their work. The registration of nurses, therefore, could but follow in the usual channel, and it was felt in the beginning that such a body of guardians would do much to protect and sustain the society in its work. To be eligible for registration in New York nurses must be graduates of training schools approved by the regents of the university as maintaining proper standards. As many nurses from schools in every part of the country are engaged in institutional, private, or district work in New York, they must register in accordance with the law in order to continue their work in that State. It follows, therefore, that training schools from all those various States in which these nurses have been educated are applying to the board of regents for registration, and it is stated that in a number of instances they have altered their methods of teaching and added to their curriculum in order to conform to the requirements of the regents. These requirements were defined by the board of examiners of nurses, and established at the minimum amount of practical and theoretical instruction in those subjects providing the necessary professional knowledge. The important subject of obstetrics, for instance, was not taught in a large number of schools. This has been made a requirement, and already many of the schools which failed in this particular have provided opportunities for meeting this condition. One large hospital, which met the requirements except in the care and nursing of sick children, opened up a children's ward in order that the pupils of that school may receive the required training. The examining board is composed entirely of nurses—a point gained with great difficulty.

REQUIREMENTS FOR REGISTRATION IN FORCE IN NEW YORK JANUARY 1, 1904–1906.

Hospital facilities.—For registration a nurse training school must be connected with a hospital (or sanitarium) having not less than 25 beds and the number of beds must be from two to four times the number of students in the school, depending on the character of the hospital's facilities for private or ward practice.

Incorporation.—The training school for nurses or the institution of which it is a department must be incorporated.

Preliminary education.—All training schools registered by the regents of the University of the State of New York shall require of pupils applying for admission a certificate of graduation from a grammar school or its equivalent, preference being given to applicants who have had one year or more in a high school and to those who have taken a full course in domestic science in a recognized technical school.

Subjects of State examination.—Training schools for nurses registered by the regents shall provide both practical and theoretical instruction in the following branches of nursing: (1) Medical nursing (including materia medica); (2) surgical nursing, with operative technic, including gynecological; (3) obstetrical nursing, each pupil to have had the care of not less than six cases; (4) nursing of sick children; (5) diet cooking for the sick, including (*a*) twelve lessons in cooking in a good technical school or with a competent diet teacher, (*b*) food values, and feeding in special cases, to be taught in classes, not by lectures; (6) a thorough course of theoretical instruction in contagious nursing, where practical experience is impossible.

Training schools for male nurses shall provide instruction in genito-urinary branches in place of gynecological and obstetrical nursing.

Professional education.—The period of instruction in the training school shall be not less than two full years, during which time students shall not be utilized to care for patients outside of a hospital. Training schools giving a three-year course and

wishing to continue the practice of utilizing their pupils to earn money for the hospital may send them out to private cases or for district work among the poor for a period not exceeding three months in the third year of their course; but training schools with a two-year course wishing to continue the practice must extend their course to meet the above requirement.

Provisional requirements.—The branches of nursing in which both practical and theoretical instruction must be given by training schools applying for registration will remain in force till January 1, 1906.

SUGGESTED LINES OF DEVELOPMENT.

Preliminary education.—After January 1, 1906, all registered training schools for nurses must require the completion of one year of a high school course subsequent to an eight-year grammar school course or the equivalent.

Professional education.—The elaboration of the curriculum to be developed by January, 1906, and the lines on which this development may be expected, are:

Preliminary training. Training schools should teach their probationers before placing them at the bedside of patients: (*a*) The various methods of making and changing the bed, with and without the patient; (*b*) the temperature of baths and the simple methods of administering them; (*c*) the use and dangers of the hot-water bag; (*d*) the principles of sweeping and dusting; (*e*) the setting of trays, etc.

This instruction can be given easily in the nurses' home by the superintendent of nurses or by a delegated nurse. Instruction in these simple principles can not be given uniformly in the rush and pressure of busy wards. It demands no additional service or expense on the part of the hospital and tends toward the preliminary training that is rapidly gaining favor in the schools of higher grade. It is not intended as a substitute for the bedside instruction, but as a preparation for it. The patient should not be required to wait for an ordered poultice till the head nurse can show the probationer how to make one. Many similar facts can be taught separately, the final and all-important part coming at the bedside when these bits of deftness are applied to the relief and not to the embarrassment of the patient. Preliminary training in the leading schools covers a period of from one to six months, but the simple practical instruction here suggested is given in many schools that do not profess to have a regular preliminary course.

Small classes. In place of the elaborate system of lectures given gratuitously by members of the medical staff, training schools should adopt more advanced methods, affording instruction in the same subjects to smaller classes by competent teachers and clinical demonstrations by members of the medical staff. Many schools publish an elaborate lecture course, but being dependent on busy medical men such instruction is frequently and unavoidably not given, to the great injustice to the pupil in training. Instruction in small classes in many schools unable to provide paid teachers is given by the younger medical men affiliated with the hospital, who teach such subjects as bacteriology, anatomy, physiology, materia medica, and chemistry, while the more important subjects of the care and management of acute cases are reserved for members of the regular staff.

Virginia secured legislation in May, 1903, after meeting some opposition from those having commercial interests in private and special hospitals with schools attached which did not meet the requirements established by the bill.

The next bill passed was in the State of Maryland. Its requirements in every direction are higher than those of any other State up to the present time. The bill was passed as presented, without alteration or amendment, and was signed March 25, 1904.

Summary.—Registration of nurses is now in active operation in five States—North Carolina, New Jersey, New York, Virginia, and Maryland.[a] In three other States, Illinois, Massachusetts, Iowa, and in the District of Columbia, bills have been presented and in a way defeated. In Illinois the bill passed both houses of the legislature, to be defeated by the governor; the remaining three States finally withdrew their bills rather than accept the conditions—that is, the various alterations and amendments—under which they could have been passed this year.

State societies have been formed in Pennsylvania, Ohio, Connecticut, Michigan, California, Indiana, Louisiana, Rhode Island, and Colorado, and it is stated that

[a] Registration laws have since been enacted in Indiana, California, Colorado, Connecticut, District of Columbia, Iowa, New Hampshire, Minnesota, West Virginia, and Illinois.

thirteen States will make efforts to secure legislation in this direction during the winter. In Ohio and Louisiana nurses are debarred at present from registration by the constitutions of their respective States, which forbid any but voters holding offices of public trust, thus debarring a profession from educational advancement on the ground of sex.

Of fundamental points which are common to the five acts, we find—

First. Registration granted only upon presentation of certificate from the State board of examiners (in New Jersey the diploma of the training school).

Second. The right to use a distinguishing title, such as registered nurse, trained or graduate nurse (except in New Jersey).

Third. A State board of examiners composed of nurses, selected from names presented by the State association of nurses, to be appointed by the governor (in North Carolina two physicians on examining board; in New Jersey no examinations).

Fourth. Powers given examining boards to establish standards of education and to decide upon the qualifications of candidates for the practice of professional nursing.

Fifth. Penalties for any misrepresentation or violation of the provisions of the acts.

Liberal provisions have been made for those already in the field graduating before the passage of the laws, and for those in training at the time of their passage. The usual age of candidates is from 21 to 23 years. The length of training required is two years, except in Maryland, where it has been made three years. In a recent address upon this subject it was stated:

> It is too soon yet to know just what the result is going to be, but there is no question but just as soon as this matter of the legal status and the legal requirement is recognized that the schools will come into line with very little difficulty, and we are going to get from year to year a little better education, a little broader education, and a little more thorough education for the nurses throughout New York State. There are forty-four schools in New York that are not yet registered, but they undoubtedly will be, and most of them have made provisions, either by opening different departments or by affiliating with other hospitals, to conform with the requirements which we have fixed, and at the end of two years the plan is to draw in the lines again, raise the standards, add to the curriculum, require more thorough instruction; and I believe that, step by step, if we can only be satisfied to grow slowly enough, we shall gain in the end the thing that we have started out to obtain.

As one means of getting more accurate and complete information about the methods of teaching and training in schools in New York State, the regents have lately sent out one of their own inspectors to visit training schools and look into matters. This step can hardly be too highly commended. Where good work is being done, inspection is welcome if it be of the right kind. Those who are not familiar with a subject or with methods of teaching it, or, if it be a practical work, with any of the details of its performance, are seldom thoroughly equipped for the work of investigating, and it seems highly desirable, in fact, almost necessary, that for efficient work an inspector of training schools for nurses should be appointed from the ranks of the nursing profession. She should be a nurse who has had prolonged experience in hospital work, both in the administrative departments and in the teaching and training of nurses. She should know good work when she sees it and not be in any way misled by appearances. This is probably what will ultimately come about in the way of inspection, and already one State has taken this means of facilitating its work. An inspector of training schools for the State of Maryland has been appointed by the State board of examiners, who brings to her work the qualifications above described.

In every State the result of legislation so far has been shown in efforts to meet the requirements of the law in regard to the education of nurses. In schools where any important subject or branch of work was not taught means have been found to include it, and where the teaching was insufficient and inferior it has been added to and strengthened. Perhaps one of the best and most far-reaching results has been the

beginning of a breaking down of schools in connection with hospitals for the treatment of special diseases—such, for instance, as children's hospitals. The affiliation of these and other similar small and special institutions with others of larger scope and purpose, through which the nursing can be carried on without the necessity of establishing separate schools in each instance, is a measure which should be fostered and encouraged. It is based on highly rational premises.[a]

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THE NURSE IN PUBLIC SCHOOLS.

A most important outgrowth of the medical inspection of schools has been the introduction in certain countries of the trained nurse to supplement the work of the inspector. The idea of the school nurse originated in England, where the profession of nursing itself originated in the work of Florence Nightingale, where district nursing was first established, and whence has come the inspiration of nearly every great development or advance in nursing. "So long ago as 1891," we are told, "at the International Congress of Hygiene and Demography, Dr. Malcolm Morris gave it as his opinion that a staff of especially educated nurses should visit the public elementary schools regularly to inspect the children."[a] Through the efforts of Miss Honor Morten, a trained nurse, a graduate of the London Hospital School, and also a member of the London school board and founder of the Hoxton social settlement, a group of individuals interested in the subject of education and in the health and welfare of the children formed themselves into a society for the purpose of supplying nurses to a group of London schools. This was called "The London School Nurses' Society," and was thus founded in 1898 as a private charity, purely voluntary, and dependent not only upon subscriptions for maintenance, but upon some sort of official recognition before it could undertake any work in connection with the public schools.

Through the fact that Miss Morten was a member of the London school board, and by securing as vice-president Lord Breay, chairman of the school board, this official permission for the nurse to enter the schools was obtained. It should be remembered that at this date, although medical inspection of schools had been carried on in various places in Europe for a good many years and had been begun in the United States, it did not exist in London in the sense in which we understand it. With 60,000 children in its schools, we are informed that the London school board at this time had only one permanent medical officer, who, according to Miss Morten, "sits up in the central office and collects statistics."[b]

The staff of nurses which the London society could provide through private funds was necessarily small, to meet the needs of the great metropolis. Five seems to be the largest number employed at any time, though the elementary schools of London numbered over 500. The nurses naturally directed their attention to only the poorest schools, where they could but touch the existing evils. The first published report of the society tells of their work in these poor schools. Each nurse was able to visit about four schools in one day and see about 100 children, who were sent to her one by one by the teachers. Inflamed eyes, a mild ophthalmia, sore heels, small cuts and wounds, minor infections—infected heads—were what she found to look after. The society goes on to state that it will probably be difficult to impress on the public the importance of the work to be done or the necessity of early attention to these small ills, but reminds them that the "sore heel soon becomes poisoned if left to London dirt, and that the inflamed eyes often lose all power of seeing simply through neglect." It adds: "There is no more sure way of securing the health of the people than to arrest small ills at the beginning; a nurse can see at a glance whether a child should be sent to a doctor; she can impress cleanliness; she can follow up bad cases to their homes; she can recognize the early symptoms of fevers, and do much to stop the spread of those infectious diseases which so often devastate our schools."[b]

The result of the daily ministrations of these nurses in schools was excellent, and it began to seem possible that the nurse might be for small ills more useful than the doctor. A comparison was made between the work in schools in New York and London. Where in the former the doctors were obliged simply to exclude some 50

[a] The London Public School Nurse. Honor Morten. (American Journal of Nursing, Jan., 1901.)
[b] Ibid.

cases of contagious eye disease and some 100 cases of parasites of body every week, the London nurses have not of necessity excluded, but have cleaned the children and treated the ailments, and in bad cases have followed them to their homes and have seen that proper medical attention was there provided for them.

On February 27, 1900, the following notice appeared in the School Board of London Gazette:

The school management committee give their consent to a nurse from the London School Nurses' Society attending each morning for one hour and a half to dress the eyes and sores of the children in those schools where the divisional members consider it desirable, and make the necessary arrangements, provided that the board shall not be liable for any of the cost thereof; and in any case where a school is visited by a nurse of the society, the board provides a basin and kettle for the use of a nurse at a cost of 3s. for the two articles.

Her Majesty's inspector in his report of April 19, 1900, on Laxon Street School, says: "The visits of a nurse to this very large infants' school have proved most beneficial to the health of the children, so much so that it could be wished that the school board might make such visits universal in their schools in poor localities;" and the managers of Basnett Road School report: "The visits of the trained nurse have been most valuable." These are not isolated reports; striking letters from teachers, doctors, and parents have been received, all showing the high estimation in which the work is held.

In June of the same year, 1900, the school board cautiously appointed one nurse of its own as an experiment, especially to deal with a virulent form of ringworm that was prevalent at the time. This was the first such appointment made by the public school authorities anywhere. Toward this idea matters were slowly but steadily tending, and in the present year, 1904, after having been maintained for six years by charitable voluntary efforts, the school nurses have so signally demonstrated their usefulness that their work has been taken over by the London County council. The School Nurses' Society has dissolved, and the nurses are established as municipal officers. The staff has been increased in numbers from five to twelve. The education boards of Brighton and Widnes, near Liverpool, have also recently secured the services of nurses for their schools. The authorities recognize that through their work the average attendance at school is greatly improved; that the spread of certain contagious and infectious diseases is prevented and arrested; that higher standards of cleanliness prevail in the schools as a result of the nurses' visits. Indirectly helpful, a result which can scarcely be counted in the assets, is the teaching given to the parents of the children, which can not fail to have a certain effect upon the condition of the homes of the children.

Meanwhile in the United States, where the systematic medical inspection of schools was begun in Boston in 1892 and in New York in 1897, the inspectors were greatly embarrassed in their work through lack of proper means and facilities for carrying out their directions. In New York on the first day the inspectors made their rounds 140 children were found to be suffering from communicable diseases. There were 14 cases of diphtheria, 3 of measles, 1 of scarlet fever, 35 contagious eye diseases, 3 of mumps, 8 of chicken pox, and a large number of minor infections. In Boston on the opening day of public schools, only last year (1903), 100 children were excluded by order of the board of health, suffering from disorders somewhat similar to those already named. In a report from Chicago we find that from January to May, 1900, the total number of examinations was 76,805. In 4,539 of these cases contagious diseases were detected and excluded, and this only in four months. Not very long before this it was stated in a paper printed in the New York Medical Journal that the "Objective point in the system was exclusion," and undoubtedly in the beginning this seemed to be the very best possible solution of the difficulty. It was felt that a great point was gained when a source of infection was removed from a school where it might affect an entire class, and so it was, but as a measure of prevention it did not go back quite far enough.

At the beginning of the school term in New York in 1902 it was said that from 15 to 20 children were excluded daily, and sometimes as many as 300 out of a single school were out at one time. This apparently reached such a point as to disturb the department of education, which complained to the department of health, saying that class rooms were being depleted. The department of health retaliated by saying that it was necessary to exclude some to protect those who remained. At this juncture Miss Lillian D. Wald, head of the nurses' settlement on Henry street, who had followed the work of school nurses in England, suggested that nurses in the schools might perhaps aid the medical inspectors in coming to a solution of the problem. Many children, it was suggested, were then excluded from schools owing to some ailment, which, though contagious, was not serious. It was pointed out that these children might receive suitable treatment during school hours, which would take them away from the class room for a short time only. Under the existing system children were sent home to prevent a disease from spreading with no directions as to how or where they might obtain treatment. The teachers had no time to keep track of such a child, whose case was considered "closed." Often these children would remain away for months, playing, it was said, with other children on the streets, receiving no treatment to better the condition, losing their schooling, falling or forced into truancy, and spreading the disease for which they were excluded.

Miss Wald's idea was approved by Doctor Lederle, the commissioner of health, and by Mr. Burlingham, the president of the department of education at that time, and to them is due the credit of making it possible to begin this important work in schools.

The question of money came up and, as it appeared that neither department had any available at the moment for the purpose, Miss Wald offered the services of one of the settlement nurses for a month. At the end of that time the nurse presented a report of the treatment under one inspecting physician's direction. Of over 800 children with minor ailments, many of them communicable, 25 children were returned to school who had been absent for whole terms and were receiving no treatment, and 137 visits had been made to the homes of the children to ascertain the actual conditions. Many visits apparently had been made to mothers to teach and show them how to carry out properly in their homes the prescribed treatment. At the end of that time also the nurse had so definitely proved the usefulness of her services to supplement the work of the medical inspector that the department of health appointed 12 nurses for this work. The department of education also, realizing the value of her services to teachers and to attendance officers, cooperated by providing the necessary supplies. Each nurse was given a group of four schools, spending one hour daily in each.

In February, 1903, the staff of nurses was increased to 27, who were appointed to look after the children in 106 schools, with an average attendance of 200,000 children. In the beginning of 1904 the staff was again increased to 34 nurses. The schools in which nurses assist the medical inspectors now number 180 and the attendance averages 318,688 children.

In order to establish a good working system it is arranged that the schools shall be visited in a certain order and that each school should expect the nurse at the same hour daily. The supervising nurse arranges the schools in groups and assigns the nurse. The supervising nurse also is held responsible for efficiency of work performed and is required to visit each of her nurses at school at least once a week. Each nurse is responsible to the supervising nurse for the condition of her schools and is required to keep a record of all cases treated by her there. She should visit at their homes all children excluded from schools when they fail to return for reinspection on the appointed day. Definite rules are given school nurses by the medical inspector, who first examines the children and then sends them to the nurse for treatment. The routine

inspection consists of a class-to-class examination of each child present, the inspector standing with his back to the window and the children passing before him, pulling down their own eyelids and opening their mouths wide. Under no circumstances would an inspector touch a child in the class room. If a child is suspected of having any trouble which is not quite evident, he is ordered to go to the inspector's office for more careful examination. All children who are suffering from more or less serious contagious diseases, such as diphtheria, scarlet fever, whooping cough, measles, etc., are, of course, at once excluded from the schools, but all the minor diseases, such, for instance, as certain forms of skin disease, which might be improved or cured by care, are treated by the nurses.

A child excluded for contagious disease is given a properly filled card, giving name, age, residence of child, number and location of school. Cases of measles or scarlet fever are referred by the inspector to the department of health, which sends a special diagnostician to verify the diagnosis. The nurses treat, under the direction of the inspector, all the cases of minor communicable diseases. In addition to this they visit many of the children in their homes. In a report recently made by Doctor Darlington, president of the New York board of health, he stated that the number of treatments given by the nurses during the last three quarters of the school year amounted to 520,715. He further said that the value of the preventive work accomplished by the nurses could not be estimated. By the prevention of the further spread of diseases already affecting the children, by protecting those not affected from contagion, hundreds of children had been given a better fighting chance for life. Indirectly, better sanitary conditions of schools and greater cleanliness of person have been among the blessings which have followed the work of the nurse. Another point has been gained. Instead of excluding, the effort is centered upon keeping the child in school. In September, 1902 (before the nurses began work in the schools), the number of children excluded was 10,567. In September, 1903, after the entrance of the nurse, it was 1,101. Under the old system in a single quarter the exclusions numbered over 24,000. A recent report states that the present system would not exclude more than 400 in the same period. Exclusion is now only for a short period, perhaps from twenty-four to forty-eight hours, which would be the time allowed for what is called getting "under treatment." At the end of that time the child must report to the inspector again. In case this is not done the nurse makes a visit to the child's home to find out why. If there is no one at the child's home to look after him or take him to a dispensary, the nurse does it.

The benefits of the introduction of the school nursing service in New York may be summed up as follows:

First. A great reduction in the number of children excluded from the schools because of minor communicable diseases.

Second. The obviation of what has been hitherto a serious interference with the one opportunity of education for these children.

Third. The eradication, if possible, of a source of infection by visits to the homes of the children.

Fourth. Strict observation of all children excluded by medical inspectors, to see that they get and keep "under treatment" and that they return to school and do not become truants.

In addition to these are a wide reduction of the labor heretofore placed on the principal and his assistants, and the avoidance through a definite system of any important interference with the conduct of class work.

New York is the only city in the United States which has an established system of school nursing.[a] It works smoothly and efficiently under the department of health.

[a] Since the above was written it has been reported that school nurses have been employed in some other cities, especially Boston, Philadelphia, West Des Moines, Iowa, and Grand Rapids, Mich.

In Philadelphia, where medical inspection was recently introduced into the public schools, a nurse was supplied as an experiment by the Visiting Nurses Society of that city. Her report, from November 1, 1903, to March 31, 1904, was:

Cases.	Number treated.	Cases.	Number treated.
Acute conjunctivitis	55	Infected fingers	29
Impetigo	18	Emergency cases	8
Ringworm	12	Sent to dispensaries	16
Eczema	5	Taken to dispensaries	14
Extreme uncleanliness	46	Total number of visits in school room	1,420
Pediculosis	296	Total number of visits at home	944
Superficial burns	4		

The same report states that from September 20 to October 25, 1904, 584 children were treated, requiring 1,749 visits. Most of these pupils would, under ordinary conditions, have been excluded, but with the system of treatment and visiting it was only necessary to exclude 51.

One of the medical inspectors of Philadelphia, Doctor Newmeyer, gives the following figures concerning Philadelphia: In a school population of 157,500 the number of examinations made in April, May, June, and September, 1904, was over 700,000; those excluded for various contagious diseases were 7,600. "If," he added, "we had a nurse in every school, of the above 7,600 exclusions 7,000 could remain at school or lose only a comparatively short time away from school and education." Doctor Newmeyer also says:

A school nurse is of value in all schools, but is absolutely needed where parents are too ignorant or careless to attend properly to mere messages sent to them by the medical inspectors, even though the message be a written notification of evidence of a serious condition.

After reciting the common defects among children, he points out that it is often with good excuse that parents do not attend to their children's ailments, even when asked to do so.

The mother may have several children and not be able to afford the time to sit in a dispensary, and too poor to pay for services, especially those of specialists. There are various questions to be solved to get each case under treatment. The school nurse finds the remedy. She follows the excluded child to his home and sees that the work, only begun in the school room, is brought to a successful issue. You may send a child home for uncleanliness, and he may go home or to the nearest trough, but if not followed to his home is invariably a subject again in less than a week. If, however, the cooperation of the parents is obtained the results are more permanent. The school nurse is the direct means of obtaining this cooperation.

Physicians are thus able to leave at school many minor cases that require attention instead of making children lose their school time, and teachers can be sure that pupils that are excluded by the physicians will be followed up, cured promptly, and miss the least possible time from their classes. The children benefit by actual attention to their various defects, where before neglect of all but grave conditions was a frequent occurrence. The teachers benefit by keeping their pupils in school and having them well, which means relieving the school of half its problems. The physicians have some assurance that advice given in the cases that they patiently examine day by day is not thrown away.[a]

Thus the work of medical school inspection has developed the necessity for a school nursing service which will ultimately, in all probability, find its way into the school systems of every State. The duties of those appointed to this service are roughly defined by the president of the New York board of health as "the examination of the school children at the schools in connection with a physician, the treatment of the children, the subsequent visitation of the homes, and the tactful and judicious instruc-

[a] The Trained Nurse in the Public Schools. Mrs. Wm. Ellicott. (The Johns Hopkins Alumnæ Magazine, November, 1904.)

tion to the patients. Such duties call for abilities of a very high order, requiring not only a sound general knowledge of nursing, but also of certain special branches of work, such as the care and treatment of eye diseases. The worker in this field requires much good judgment, for the practical handling of both children and parents is placed in her hands. The work is of wide import, affecting largely, as has been shown, the health of the children and the education of the children."

REPORTS ON THE EDUCATION OF NURSES.

INTRODUCTION.

At the convention of the Society of Superintendents of Training Schools for Nurses, held in Pittsburg in October, 1893, a committee was appointed, called the committee on education, with instructions to look into methods of teaching in the various training schools of the country, noticing any developments or advances in the education of nurses, and to report at each annual meeting the progress in this direction during the year. Finding that no such general report had ever been made, the committee decided to devote its first efforts to a systematic and comprehensive survey of the whole general ground of nursing education as a basis for further work. A series of blanks were therefore prepared asking for detailed information concerning the housing of pupil-nurses and equipment of school buildings, school libraries, scholarships, loan funds, tuition fees, requirements for admission, salaries of instructors, methods of instruction, (*a*) preliminary, (*b*) general, (*c*) postgraduate.

In sending out these blanks the committee used largely the list of schools supplied by the Bureau of Education, supplementing this list with the names of other schools known to members of the committee. In order to confine the study to those institutions in which it was felt that enough material of a suitable nature might be found to justify the establishment of a school, blanks were not sent to any schools existing in connection with hospitals in which there were not more than 25 beds, nor to those devoted exclusively to the treatment of special diseases, nor to the care of the insane. Four hundred and fifty sets of blanks were sent out, and replies, more or less complete, were received from 250 schools. Each member of the committee selected or was assigned some branch of the subject as outlined, making concerning it a careful study to present later in the form of a special report upon that topic. The committee has been obliged to carry on its work largely by correspondence, owing to the expense involved in holding meetings, and thus lacking the advantage of frequent conference and discussion is unable to present a complete report embodying the unanimous conclusions of the members.

Careful studies made by individual members of several of the subjects to be considered by the committee are here presented, and it is hoped to take up each subject again during the year in conference in order that a fuller and more complete report may be presented later.

The first subject to be considered is that of—

NURSES' HOMES AND SCHOOL BUILDINGS.

It is clear from the report which follows that very marked improvements are taking place in these buildings, which must serve the double purpose of a comfortable and suitable home for the staff of nurses, and of a school in which much, if not all, of the theoretical instruction is carried on. The size of the school is an arbitrary matter, governed strictly by the needs of the hospital in which the pupils are at work for eight, ten, or twelve hours daily. They are there engaged in performing under

instruction and supervision a variety of duties such as are required in the care of the sick and their surroundings. The work is exacting, arduous, and responsible, and it is necessary for good results that the students so occupied should be properly housed, much attention being paid to hygienic conditions and to a suitable dietary. The first requirement is that the home for nurses (which is also the school) should be outside of and a little away from the hospital buildings proper in order that the minds of the students may be wholly removed from the anxieties of their work or anything which suggests them. It should be a separate building, reached through its own entrance and not through the hospital only. In the report of 248 schools we find 164 nurses' homes are buildings entirely outside the hospital; 13 are partly in and partly without, while 72 are inside the hospital. The home should be large enough to provide a single room for every student. It is better that each room should be very small, 10 by 12 or 14 feet, than that two students share the same room. Apart from the fact that this method is hygienically unsound, as practically no bedrooms in training schools are large enough to provide sufficient cubic air space for them, it is highly inadvisable to place two grown women of possibly widely different temperament, tastes, and habits in such close personal contact. It both infringes upon the privacy and freedom of the individual and makes it difficult for her to maintain the personal dignity which it is so important to preserve in schools of this nature. This method has the further disadvantage of making the requisite good order and discipline hard to secure. The general opinion is that it is important to have separate quarters for night nurses in order to insure in a large and busy school the necessary freedom from noise. It is desirable, though not necessary, to have two or three small bedrooms with bathrooms attached, to be used as an infirmary in case of sickness. While suitable parlors or reception rooms should be provided for the general use of the students, they should be supplemented in schools of any size by at least one parlor for the use of the officers and teachers. One or two small sitting rooms on some of the bedroom floors are desirable. At least one lecture room and one class or study room properly equipped with reference books, a microscope, charts, models, blackboards, etc., are essential. The dining-room space should be ample. It should, if possible, be in excess of present needs owing to the well-known tendency of hospitals to increase in various departments of work and to require more pupils. It may be possible at times to meet this need by providing temporary sleeping quarters in other parts of the building, but great and constant discomfort arises from insufficient dining room and kitchen space. In all instances, when possible, the food of the students should be prepared in the nurses' home and not in the general hospital kitchen. The dietary of students who are engaged several hours daily in practical work involving much physical activity, in addition to attendance upon classes and lectures requiring close mental application, should be carefully planned.

NURSES' HOMES AND SCHOOL BUILDINGS.

By Mary S. Gilmour, R. N., Superintendent New York City Training School.

In preparing this report there were sent out 450 circulars for information, which it was thought would cover all hospitals and training schools of note in the United States and Canada; 247 were returned, with very few exceptions fully filled out. They have been grouped into three divisions:

1. Hospitals of 100 beds and over..... 117
2. Hospitals of 50 to 100 beds..... 83
3. Hospitals of 25 to 50 beds..... 48

All have training schools for nurses, numbering from 5 to 145 pupils, and covering a field ranging from Maine to California and from Texas to Winnipeg, Canada.

Prior to 1870 there were only hospitals to consider; training schools, as such, did not exist. Of the 247 records here we find 49 hospitals were in existence at that date, running back through the centuries to 1656, the founding of Bellevue, New York. The next date furnished is 1700, from Savannah, Ga.; then, thirty years later, 1732 and 1751, from Philadelphia; then 1771 records the New York Hospital, of New York. The next record, 1811, marks Boston; and close upon this Montreal and Toronto, Canada.

The inward trend begins here, and Detroit comes out in the thirties, with Albany and Rochester following in the forties. A record comes from Ottawa, Canada, in 1851; St. Paul, Minneapolis, and Chicago, in 1855; San Francisco in 1854; and St. Louis in 1859. Baltimore comes in in 1858, and Winnipeg in 1872. The remaining 32 were in the vicinity of these points mentioned. Others sprang up thick and fast all over the country, so that now every settlement of any pretension holds its hospital, and almost inevitably its training school.

Between 1870 and the present time the records show 198 hospitals and 247 training schools established. There are, of course, others, but this report is based only on the records in hand. Between 1870 and 1880 there were 8 training schools started. Their location is interesting: New York City, 3; New Haven, 1; Hartford, 1; Boston, 1; Philadelphia, 1; Buffalo, 1. A school in Boston claims a date of 1863, while one in Philadelphia professes to date from 1828. Of the schools connected with the 116 hospitals of 100 beds and over, 19 have no separate homes for the nurses. The remaining 98 have homes of various kinds. In the large cities most have a wing attached to the hospital, with the food cooked and served from a general kitchen in the hospital. All have lecture and class rooms, the largest number being 4; all have parlors and reception rooms; 6 have gymnasiums, 3 physical culture in lecture rooms. Balconies and roof gardens are mentioned in the crowded cities, while piazzas and lawns are the accompaniment of homes on the outskirts.

Of the 83 schools connected with hospitals of 50 to 100 beds, 24 have no homes, but 6 are building or have plans drawn. The remaining 59 are, in the majority of cases, private houses rented and remodeled for the nurses. Some of the others are almost models in their equipment. One in Boulder, Colo., has its gymnasium, reception room, class rooms, kitchen, and dining room. One in Cleveland has a physical-culture class in the lecture room, and another superintendent mentions her tennis court for exercise.

Of the 48 schools connected with hospitals of 25 to 50 beds, 29 have no homes, the remaining 19 have homes either rented or recently built for them; 4 of those without homes are having them built; 3 of these schools have gymnasiums in their hospitals, to which they have access.

All superintendents realize the necessity of single sleeping rooms for nurses, and the majority have single rooms, but there are a great many double rooms, and several from the West seem to emphasize the fact that the double rooms have single beds, while several are obscure in their statements.

As to kitchens and dining rooms, only 27 of the 247 have home kitchens. In stating which was considered preferable, the home or the general kitchen service, opinions varied. The majority, 88, were in favor of the home kitchen; 79 expressed no opinion: and 29 others having tried only the general kitchen could not express an opinion; 51 were in favor of the general kitchen. The majority of the small hospital superintendents were in favor of the general kitchen on the ground of economy. One training school of 10 students had the food cooked by the students in their own diet kitchen at their home.

All sick nurses are cared for gratuitously, either in small infirmaries attached to the homes or in private rooms in the hospitals to which they belong. All lost time must be made up, except that in a few cases where illness is due to contagious diseases contracted in the hospital the time is allowed.

One other question, regarding separate quarters for night nurses, has been answered, with very few exceptions, negatively. Night nurses occupy their own rooms with a card stating their service on the door, so as to insure quiet and no admittance during sleeping hours.

The answers to questions regarding recent improvements give very meager information, and no special descriptive literature was sent with the circular. The new homes recently built are merely mentioned as being built and containing certain rooms, etc. Four of these homes deserve special mention: The "Vose" Home, of the Boston City Training School; the "Margaret Fahnestock" Home, of the Post-Graduate Training School, New York; the "Florence Nightingale" Home, of the Presbyterian Hospital, New York; and the "New York City" Home, of the department of public charities of New York City. These are all separate from their hospitals and are made as far as possible homes in the best sense of the word.

This ends the information gleaned from the records, but there is quite enough to form a valuable foundation for future reference and to throw considerable light on our problems of to-day. Many wise people have said, "Show us your home, and we will prophesy the future of its inmates," and they are more often correct than otherwise. May not this be said of our nurses and their homes? One of the first questions asked by an architect in building a house is, "What is the character of the inmates," and nurses are always marked high grade.

Look at these nurses as a class. They are nearly all home girls just at their majority. They have been educated to look upon marriage and home as woman's highest vocation, and they take up the profession of nursing either to fit themselves to be better wives and mothers or to support themselves in what is essentially a womanly profession, which ranks next to the wife and mother in caring for the helpless and suffering members of our race. They come to us bringing at our command unquestionable credentials as to their fitness. We aim at the highest character, perfect health, and the best of education, and we select applicants as near the standard as possible, and so they enter their training. It is an understood fact that we expect these young women to finish their training developed and strengthened mentally, physically, and morally. A great responsibility rests therefore on those who accept these pupils, much greater now that the course is lengthened to three years, and in order to obtain the best results in the care of our patients the pupils must have sufficient care to enable them to do this work without undue strain.

Every training school should have a home for its pupils outside of the hospital, away from the nervous strain caused by the sights and sounds of the hospital. Each nurse should have a single room (no matter if it is a little crowded) with fresh air and sunlight and simple furnishings, a place where she can dress without going into the halls for her clothing, where she can shut herself up to study when she wishes, and where she can retire for the good, old-fashioned cry that every strained nerve needs, and which we are often ashamed to own we ever need. That single room does more to stiffen the moral backbone than all the precepts of the three-years' course.

The home should have sufficient bathing facilities—a bath for every eight inmates is not too many, six would be a better number.

The dining room should be sunny and fresh, and the nurses should have ample time for meals. One hour at midday, giving time for a short walk in the fresh air, laying aside the ward apron and cap, proper brushing of hair and cleansing of hands, gives an opportunity to prepare to assimilate food instead of laying the foundation for future dyspepsia. The home should have its own supplies, kitchen and dining-room.

The lecture and class rooms should be well ventilated and bright and have a businesslike air which compels attention and work. A class-room comes to my mind—a corner of a drawing room which was very cosy and homelike—and the pupils were correspondingly frivolous and inattentive. Every school should have a library for

reference and another of general literature in which not only standard works, but recent fiction is found. A nurse does so much hard study and sees so much of the hard facts of life that the lighter reading is a mental relief to her, and it also keeps her in touch with the current literature of the day, which her patients generally read. There should be a parlor in every home; and if the parlor, library, and lecture rooms could be arranged so as to be thrown together for nurses' gatherings, such as commencements, musicals, or dances, so much the better.

There should be ample facilities for exercise of the kind that sends the blood coursing through the veins and renovates the whole system. A gymnasium with a swimming pool attached is ideal; apart from this, calisthenics, physical culture, and tennis courts are all helpful.

The pupils must have fresh air and sunshine, and this, it seems, is the hardest problem to face. Walking is good exercise, but after a nurse has walked all night she has little energy left for an hour's stroll on the hard pavements of a city street, and, besides, when three years are spent in one place, the walks grow rather monotonous if there is no special object in taking them except exercise. There should be a recreation committee in connection with every school, which would furnish carriages, boats, or horses, so that footsore nurses might be able to drive or sail when fresh air is needed if they can not get it otherwise; also, this committee could occasionally furnish complimentary tickets to a class for some amusement which would be enjoyed all the more because unexpected and because of the personal element in it. If a committee does not care to be responsible for so much work, an amusement fund should be created, and the spending of it left to the discretion of the superintendent. She knows what her charges need and should be willing to take a little trouble in meeting these needs. Where there are no lawns surrounding the home there should be piazzas or balconies, or, if these are not feasible, a roof garden.

Nurses when off duty should have as bright and cheerful an atmosphere as possible to live in, and it should not be too difficult a thing to find. Nurses should not only be allowed to attend some place of amusement at least monthly, but they should be encouraged to arrange entertainments in their own homes. It does much to hold them to conventional lines.

This condition must be considered ideal, but it is attainable, and results would more than pay for the time and energy expended. In striving for our ideals we may be accused of hitching our wagon to a star; still it is well to aim high, and if we don't attain the star, at least we can be reasonably sure our wheels will not become clogged by the mud of the gutter.

There is a tendency to require pupil nurses to pay for their education. Many pupils "work their way" through our colleges. Do not our nurses do so? If we arrive at the goal where pupils are required to pay, let us see to it that the education is made one worth paying for from every point of view.

NURSES' HOMES AND SCHOOL BUILDINGS.

By Miss Lucy L. Drown, Superintendent of Nurses, Boston City Hospital.

The construction of homes and schools for nurses should be based on the requirements of mental and physical hygiene for the pupils of the school. These requirements may be classed under two limitations, namely, the essential and the accessory.

The essential includes an abiding place on the one hand and a refectory on the other. The nurse's room should be a unit for herself—small, it may be, but a place where she can rest and think. A single room also fixes the responsibility upon the occupant in regard to the neatness, order, ventilation, and general care. The construction of the room will depend on the size of the building and the space that can be allowed for each pupil. A closet rather than a wardrobe is to be preferred; and if this can be so located that the doors of the room and the closet can be brought

together at an angle, they will serve as a screen at night and aid in ventilation, it being understood that the halls and stairways are always supplied with fresh air. The transom over the door is a necessity, an additional one over the window being an advantage. It is not always possible to have each room connected with a ventilating shaft. The room should be supplied with an arrangement for heating in cold weather. It is poor policy to have cold rooms for nurses when off duty. The lighting apparatus should be sufficient, and there should be some central station where the light can be turned off and on simultaneously in all the rooms at stated hours.

The bathrooms should be carefully planned, allowing ample opportunity for each pupil, and the lavatories and closets should be provided for. The furniture of the nurse's room should consist of an iron bedstead with woven-wire mattress wide enough for comfort, a bureau with mirror, small table, commode, clothes tree, rocking-chair, ordinary chair, desk and bookcase combined, and a screen. The mattress and pillows should be as comfortable as they can be made, the linen and blankets marked with the number of the room. As a rule, nurses are expected to furnish their own covers for bureau, stand, and commode, but it would add to the uniformity and in some instances to the good taste of the room to have suitable linen covers provided for the room, as well as the rugs on the floor.

The refectory or dining room should be spacious enough for all demands, and as light, sunny, and attractive as possible. When possible, it is better for the health of the pupils to have the dining room in connection with the home, apart from the hospital. The opportunity of getting out into the pure air is an incentive to appetite, and the letter rack and bulletin board are inducements that tend to remove the cast-iron effect of institutional regulations in regard to meal hours. A dining room for nurses apart from a large institution has the decided advantage of having a greater variety of food, and many pleasant surprises in having homelike dishes prepared that can not be provided for the whole family. This arrangement includes a separate kitchen, with the necessary attachments of refrigerator and storeroom.

The accessory requirements are difficult to enumerate. The nurses should have a place to receive their callers when they are off duty, and the reception room can be of sufficient size to use for social functions and club meetings, or it can be enlarged to meet the need by communicating with the library or music room by means of sliding doors. An additional room fitted up with all necessary appliances for class instruction and lectures is very desirable. The experience of more than one school has been that sitting rooms on all the floors of the home are used sparingly. As the preliminary course comes into vogue more and more these rooms can be utilized for study and class rooms. The addition of one or more balconies to the building for the purpose of encouraging the pupils to get out into the open air is a marked factor in preserving the health of the nurses. A gymnasium has been considered a valuable adjunct in the same direction. The hospitals requiring such treatment for patients are provided with the proper facilities, and the nurses receive their physical training in the department already prepared. The lower floor of a nurses' home may afford space for a trunk room, a tea kitchen for the preparation of light refreshments, a laundry with a set tub and gas or electric stove for irons, a sewing room with a machine, a clothes room for laundry bags, and a parcel room for the reception of the purchases dear to a woman's heart. An elevator is most desirable if the building is of sufficient size to demand much stair climbing.

Having considered the modern nurses' home, the mind naturally reverts to the accommodations provided for the pioneers in the work of nursing. We do not need to be told that they were inured to the stern reality included within the four walls of a hospital. The question will arise in the minds of all interested in the education of nurses if there is not danger in the pendulum swinging too far in the direction of personal ease, comfort, and almost luxurious surroundings for women who are later to take part in the battle involving the suffering and the calamity of the world.

SCHOLARSHIPS, LOAN FUNDS, TUITION FEES, ETC.

By Anna L. Alline, Instructor in Hospital Economics, Teachers College, Columbia University, N. Y.

This short report gives but a glimpse of a rapidly moving picture; but this one look makes a deep impression, and is more significant of progress along educational lines than is the view afforded by any other single subject before us. The statistics are as follows:

Scholarships, loan funds, tuition fees.

	Schools attached to hospitals of—		
	100 beds and over.	50 to 100 beds.	25 to 50 beds.
Estimated cost of maintenance of pupil	$100–$750	$150–$365	$144–$312
Monthly allowance of money in	70	55	28
Uniforms supplied in	[a] 14	[b] 11	4
Uniforms and text-books without allowance in	8		
Text-books provided in		5	2
Charge for breakage in	18	18	7

[a] 6 also have an allowance. [b] 7 also have an allowance.

Fellowships are offered in 2 schools; scholarships in 3 schools; loan funds in 3 schools; prizes in 2 schools.

A prize of $25 is offered in one school at the end of the course, being awarded to the student having made the best recitations. One loan fund is mentioned (the amount not stated), the loan to be repaid in one year with 6 per cent interest. A personal note is required with security.

A tuition fee of $8.50 a month is charged in the Tuskegee school. This, as stated in the report, is worked out, and is, of course, in line with their other departments of industrial training. A tuition fee is charged for massage in one case, but no prizes nor loan funds reported. One reports no allowances, but uniforms are supplied, and a certain per cent of funds received from outside cases.

A number of schools have given such valuable points that I wish to quote them quite fully further on. It is quite the custom to have some arrangement by which broken articles can be replaced or paid for. It seems a most businesslike way to have a certain fee deposited and statement made of breakage. Should there be a surplus the balance to be returned to the student. The sums for allowances vary from $2 to $15, but the general average is about $8. They are graduated for the three years, the lowest made in the first year. They are still called salaries by some, and are even so denominated in their circulars of information sent out to applicants.

The question of the cost of the yearly maintenance of the pupil proved to be quite a problem, judging from the varied responses made to it. They range from $100 to $750. From $400 to $500 would be a fair average of yearly expense, including allowances. It is a question well worth raising in this transition period of standards, for cause and effect must be carefully studied in considering all these questions of salaried instructors, eight-hour schedule, nonpayment system, preparatory schools, tuition fees, and scholarships. The yearly maintenance is certainly a part of it, if we make for good business principles.

No allowances, uniforms, or text-books reported in four schools. They are Kings County, Brooklyn; Illinois Training School, Chicago, Ill.; John Sealy Hospital, Galveston, Tex., and University of Pennsylvania, Philadelphia, Pa.

Presbyterian Training School, New York. Nonpayment in 1904, with uniforms and text-books to the preliminary class. Fee of $15 deposited for breakage. Maintenance, $480. I do not know whether this includes allowances or not, but believe this was calculated before the nonpayment plan was established. Loans are made by the superintendent of the school in case of sickness. No note is required.

Lakeside Training School, Cleveland, Ohio, makes no allowances, charges a tuition fee for preliminary course, and has offered six $50 prizes annually since 1898, awarded to the best scholars. It provides loan funds of $50 each, to be repaid one year after graduation, with 4 per cent interest. A personal note is required, but no security.

Presbyterian Training School, Chicago, Ill., requires a tuition fee ($25) for the preliminary course. It makes no allowances, and supplies no uniforms nor text-books.

Buffalo General Training School charges a tuition fee for the three months' preliminary course. Gives an allowance of $100 the third year, and charges a $5 fee for breakage.

Children's Hospital, Boston, Mass., charges a tuition fee for the preliminary course, to be paid on entrance. No allowance is made and no uniforms nor text-books supplied.

Massachusetts General Hospital asks a tuition fee of $50 in advance for the preliminary course. No allowances are given, and no uniforms nor text-books supplied. A fee of $10 is charged for breakage. They also offer scholarships for those who need financial aid. I understand that as yet no application has been made for this assistance.

Polyclinic Training School, Philadelphia, Pa. Two prizes of $50 each are awarded to the second and third year classes, respectively, for highest rank in scholarship and practical work. Monthly allowances are made, but uniforms and text-books are not supplied.

New York Training School, New York City. No allowances are made, but uniforms, text-books, and stationery are supplied. No tuition required and no fee charged for breakage. The announcement offers the following:

Five competitive scholarships, of the value of $75 each, may be awarded in the junior year; five of $100 each in the intermediate year, and three of $100 each in the senior year. The scholarships are established primarily for those pupils who are unable from their own resources to meet their personal expenses during the course, and whose general record of scholarship and practical work is creditable. Application for these scholarships should be made to the superintendent of the training school. Two scholarships of $500 each have been established for approved candidates for the superintendent's course in hospital economics at Teachers College, Columbia University. As this course is intended to prepare graduates for institutional positions, these scholarships will be awarded to those pupils who have expressed their intention of entering this field and have attained a high degree of excellence in their work.

Johns Hopkins Training School, Baltimore, Md. The superintendent of the training school has a fund at her disposal for loans in case of necessity. A $50 tuition fee is charged in advance for the preparatory course. Uniforms and text-books are supplied, and a fee of $10 is charged for breakage. Their announcement says:

Eight scholarships, of the value of $100 each, have been established. These scholarships will be awarded in the month of June each year by the authorities of the hospital, at their discretion, to such members of the junior and intermediate classes as have shown exceptional merit and are in need of pecuniary assistance to enable them to continue their studies.

A single scholarship of the value of $480 has been established, to be awarded at the graduating exercises, at the close of the third year, to the student whose work has been of the highest excellence and who desires to pursue postgraduate study and special work in the school.

Our first consideration is the comparison of the situation as a whole to-day with that of a few years ago. The tendency is on the sliding scale up grade. The allowances have grown smaller all along the line till they have in many instances disappeared altogether, while the uniforms and text-books have been supplied in some cases, but not in all. It is with satisfaction I note the few instances of loan funds. Twenty-five dollars a week looks so much larger to a pupil-nurse than it does to a graduate. The accumulation of wealth after graduation is one of the pupil-nurses' day dreams, but in stern reality the first year of private duty, in the majority of cases, has not been an opportunity to start a bank account. A pupil-nurse, handicapped with a debt, I believe can not do as well as one free from such responsibility, and the first year out of school certainly will have its share of troubles. One loan fund mentioned

asks for 6 per cent interest, with note and security. I think that rate of interest would not appeal very strongly to any one as being an inducement. Loan funds for such purposes are usually of a remarkably low rate of interest. In the Eastern States I believe 2 per cent is customary, and a note is all that is required. The Lakeside comes nearer to the customary practice. One report states that the superintendent makes a loan in case of sickness. That makes it a personal matter, which sometimes is the only solution of a problem. Another method is a fund in the hands of the superintendent, to be used when necessary. This is a humane way of getting over a difficulty without making it too general. Loan funds may sometimes be necessary, but must be used with the greatest discretion. It is quite the regular thing to ask a tuition fee for the preliminary course and this surely will soon be the universal rule, as the development of the course extends it from the short period it now has, in too many cases, to a course covering from three to six months.

Another promising feature of the upward tendency is the provision for scholarships. The old question of shutting out good material for financial reasons is overcome. It is a common practice in old-established institutions of learning, and a most commendable one. The ground principle of it is to assist students of promise who would otherwise be obliged to give up their work.

The awarding of scholarships should be at the discretion of the superintendent of the training school, in conjunction with a committee appointed by the board, to applicants who give evidence of special fitness. A blank form is furnished the applicant containing the following questions:

1. Name in full.
2. Place and date of birth.
3. Residence; present address if other than above.
4. Date of making this application.
5. High school attended, with period of attendance.
6. Normal school or preparatory school attended, with period of attendance.
7. College attended, with period of attendance.
8. State the amount of work done and time occupied by you in the following subjects:

Mathematics.
History.
Geography.
Anatomy.
Physiology.
Biology.
Bacteriology.
Physical Geography.
Physics.
Chemistry:
Inorganic.
Organic.
English Composition.
English Literature.
Educational psychology.
Methods and practice of teaching domestic science:
Laboratory work and lectures—
Food products and manufacture of food.
Composition of foods.
Fundamental principles and process of cookery.
Food values and dietaries.

This list may be changed to meet the requirements as the standards of the schools are raised.

9. State whether you are able to read and write German or French.
10. State your purpose in applying for a scholarship.
11. Give an itemized list of the letters of recommendation you submit in support of your application
12. Do you pledge yourself to repay to the [name of school] any sum already paid to you on account of your scholarship should you for any purpose withdraw from the school before the end of your course?

A scholarship need not necessarily be awarded to the student having the highest rank of scholarship should she not be in need of financial aid, but to the highest-grade student who does need the assistance, providing a certain standard of theoretical and practical work satisfactory to the committee is attained. I believe this has been settled in quite a practical way at the Johns Hopkins; where scholarships awarded the students having the highest grade of efficiency were not needed, the money was refunded and again awarded. I think, however, the practice is for only such applicants to compete as are in need. Another means for reward for greatest efficiency is that of prizes. The Lakeside, Cleveland, and the Polyclinic, Philadelphia, have fol-

lowed this plan for some time. It certainly is an incentive oftentimes, and that not so much for the value of the prize as the pride in being the successful competitor. The closer the competition the greater the honor. But the feature which is the crown, the finial point, of this movement are the fellowships founded in the Johns Hopkins and the New York hospitals, to be awarded to those applicants who have attained the highest degree of excellence and show a decided fitness for undertaking advanced work.

When the other institutions fall in line with the leaders, the proper educational basis will be established, and the history being made to-day will be a chapter in the record of the good fight for our profession.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to training schools are much higher generally than they were ten or even five years ago. While insisting upon certain standards of age, weight, and size, the important matter of the education of candidates has been governed by no definite and recognized standards; applicants were merely reminded that "women of superior education would be preferred." Within the past few years the improvements in training schools generally, the establishment of preliminary courses of instruction, and in some States the passing of laws have all probably had some share in the bringing up of requirements. A certificate of graduation from a high school is now quite a common requirement for admission to the best training schools, and is further required as a standard of preliminary education by nearly all the State laws. College graduates are found in larger numbers in training schools each year. In one prominent school the number of college graduates doubled in the last year, and they formed one-fourth in numbers of the graduating class, the remaining three-fourths being high school graduates.

The really enormous number of applicants annually which the larger training schools have had for many years has made it possible to maintain schools in which the character and general qualifications of the students have been often much higher than would seem possible from the requirements set forth. Some idea of the number of those applying or desiring to apply for admission to the great schools may be obtained in glancing at the following list:

	Applicants.
Bellevue Hospital, New York	2,000
Johns Hopkins Hospital, Baltimore	1,400
St. Luke's, New York	1,200
Presbyterian Hospital, New York	1,100
New York Hospital, New York	1,000
Illinois Training School, Chicago	1,000
Boston City Hospital, Boston	1,000
Massachusetts General Hospital, Boston	1,000
Carney Hospital, Boston	900
Margaret Fahnestock Training School, New York	800
Lakeside Hospital, Cleveland	800

It must be observed that the above numbers probably include many applicants in each hospital who in stating their "desire to enter the training school" are really in search of information only, and many of the hundreds applying for admission do not qualify in any one respect.

That school is fortunate which can state honestly that it has 100 candidates annually who are worth considering. The average large school admits a class of not usually more than 30 to 35 students each year.

In response to a question as to the quality of applicants at present, 159 schools state that the general character of applicants has markedly improved, and each of these also reports a considerable increase in numbers. This is attributed to a wider knowledge of hospitals and what is required of nurses, to higher educational standards as well as higher professional standing, and to improved conditions in training schools in the way of shorter hours and the withdrawal of money paid to pupils.

In reply to the question "In what do you find your applicants most deficient?" about 100 schools say "In education." Many others speak of education and include "careful home training." "Failure to comprehend responsibility" and "unwillingness to meet responsibility" are frequently spoken of as common and serious defects, but these must properly refer to pupils rather than to applicants in whom these qualities could hardly be tested.

In regard to age standards it will be seen that the minimum age of 21 years is adopted in the larger number of schools.[a]

Standard of age (minimum).	Schools attached to hospitals of—			Total.
	100 beds and over.	50 to 100 beds.	25 to 50 beds.	
25 years	1		1	2
23 years	20	6	1	27
22 years	29	19	14	62
21 years	30	28	20	78
20 years	13	4	2	19
19 years		1		1
18 years	3			3

Educational requirements may be summed up as follows:

Number of schools requiring a high school education or its equivalent (6 state "college graduate preferred") 68
Number of schools requiring a grammar school certificate 26
Number of schools requiring a "good general English education" 21
Number of schools requiring "a thorough knowledge of the simpler branches of English" 123

In response to the request for suggestions as to how higher entrance requirements might be brought about, the following replies were received:

The majority of schools suggest—

1. Entrance examinations.
2. Uniform standards.
3. Properly qualified and salaried instructors.
4. Tuition fees.
5. Shorter hours for work, longer hours for study.
6. Improved accommodations for nurses.
7. The introduction of every measure which places training schools on a distinctly educational basis.

These suggestions are interesting as showing the trend of thought in regard to the education of nurses. Training schools at present are largely and almost universally governed by the hospitals with which they are connected. The work of the school as such is at every turn subordinated to the needs of the hospital, and can not be satisfactorily carried on under such conditions. Entrance requirements can be definitely set when we have made our system of nursing education such that we can guarantee good teaching, proper conditions, and an all-round training to our pupils.

[a] One school requires women applicants to be at least 22 years of age, but accepts male applicants at the age of 19 years.

SOME RESULTS OF PREPARATORY INSTRUCTION.

By M. Adelaide Nutting, Superintendent of Nurses and Principal of Training School, Johns Hopkins Hospital, Baltimore.

In a paper upon the "Preliminary education of nurses" written a few years ago attention was called to the curious fact that, although the status of a profession was claimed for nursing, yet our methods of teaching nurses and conducting the work of training schools in this country was strikingly unlike the methods of teaching in other professions. It was shown that the custom was universal of placing pupils on entering a training school at once at the practical duties of their work in the hospital ward, leaving instruction in the principles upon which such practice was based to come at any convenient period at a later stage in their career.

An attempt was made to show that in other professions instruction in fundamental general principles, in all instances, preceded any practical experience—and that in medicine, law, theology, or in the applied sciences, it was recognized that work was governed by certain principles, and in these principles it was necessary that each student should be carefully instructed; that he should, in fact, master them before he could with benefit handle actual conditions of work or life; in other words, he must have certain knowledge before he could apply it.

It was stated that these various professions of law, medicine, or the applied sciences were no one whit more important to the community nor to the individual than nursing, and not more unlike nursing than unlike each other, and that if it had been found necessary to adopt in them certain general methods of teaching, which had been accepted in all of them and were looked upon as essential in order to obtain effective results, then our methods were clearly wrong and we ought at least to consider carefully whether or not theirs were applicable to our own particular work.

It was further shown that while such views of the subject might be new to us, they were not new elsewhere, but had been a matter not only of consideration, but of actual experiment in other countries; that in Glasgow, London, and Dublin the methods above outlined had to some extent been introduced into the most important training schools, where a brief preliminary course of instruction in principles of certain work was made to precede its practice; that these experiments had in all instances produced satisfactory results and were looked upon as a marked advance upon previous methods.

The introduction of some similar but more extended instruction into the schools of our own country was urged, and it was also urged that the education of nurses generally be brought into some sort of conformity with education for other professions. At the date of the publication of this paper a preparatory course of instruction had just been established in one of our American schools, and a class of 16 pupils were entering for a six months' course of instruction in the principles of their work before taking up its practice in the hospital wards. It is interesting to be able now to state that within a bare four years we can point to such preparatory courses of study established in one form or another in 24 schools as a part of their regular system of training; we find 11 schools either sending their probationers to technical institutes for instruction in many of these preliminary subjects or giving preference to candidates who have taken a prescribed course in such a technical school, and we have assurances from other training schools that such a preparatory course is under consideration and likely to become an actual fact within a short period. It is further interesting to note that this reconstruction of methods of teaching has taken place in schools which are not only representative, but are and have been distinguished by a liberal and progressive spirit.

It is safe to say that no one measure of improvement or reform in the education of nurses has aroused a more general interest in the training schools of this country than the establishment of such preparatory instruction for nurses, and it is probably safe to add that, with one exception, no other measure has received a more immediate

recognition of its importance or has been more rapidly adopted into our training schools. We have been making history fast during the past ten years. Along with a startlingly rapid growth of schools have come many changes of a really radical nature. The two years of work and study have given place to three, the payment of money to pupils has been quite abolished in some schools for a number of years and has dwindled almost to the vanishing point in a good many others. Paid instructors are quite a common feature of the best schools, hours of duty are almost universally shortened, and practice and theory are to some extent regulated. Scholarships have been awarded in certain schools for some years, and tuition fees are in several a requirement; but, with the exception of the lengthened course of study, no one of these measures has so quickly commended itself, not only to training school and hospital authorities but to the laity as well, as the establishment of preparatory instruction for nurses.

In view of this somewhat surprising and quite gratifying fact, it has seemed advisable this year to look into the matter a little and see what is going on in this new development of training school work. I call it surprising because under the easiest and most favorable circumstances the introduction of such a course of study is fraught with many difficulties; and gratifying, in that it reveals a wide appreciation of the need which has long existed for more rational methods of education for our nurses and shows a readiness, if not a desire, on the part of training school workers to get out of the old comfortable path of least resistance and to readjust ourselves to changed or changing conditions.

In looking over the reports and statistics which have recently been obtained from the various schools where preparatory instruction has some place in the plan of work, one's first thought is that even within this comparatively limited field the methods as outlined are distinguished as much by diversity as by uniformity. The former attribute shows itself first in a very marked way in the period of time set apart to be devoted to this course of study. In several schools, six in all, a full six months is required for this preparation. In a good many others four months suffice, while three months is a very popular period and that which has so far been chosen by the majority of schools. Some others have presumably resorted to the "thin edge of the wedge" and are accomplishing in this direction as much as it is possible to accomplish in a few weeks. In all but one or two instances this term, of whatever length it may be, is included in the three years. In a very great number of instances lengthening of the course has been one of the ways suggested for its improvement and development, and a full year is considered by some not too long a period in which to give this preparation satisfactorily. Recognition of the need of this instruction has been met in an interesting way. After a regular definite course of work and study absolutely preparatory to the training of nurses in hospital wards was first established in one of our representative schools of nursing, the opening up of similar courses of study in other schools soon followed, and with them came a good deal of discussion as to where this preparatory teaching could best be carried on. It was evidently a much needed improvement in methods, but it seemed to make demands upon the resources of most hospitals rather beyond their power to meet. The idea that a good deal of the desired instruction might be found in the regular courses offered at certain technical schools was advanced, resulting in the announcement at about the same time, September, 1903, of such preparatory courses of instruction in two of our great technical schools, the Drexel Institute, at Philadelphia, and the Pratt, at Brooklyn. Soon after a similar course was offered at the Toronto Technical School, and a little later at Simmons College, Boston. In Topeka, Kans., a brief course of somewhat the same nature is given at the Kansas State Agricultural College, to which we are told the nurses of Christ's Hospital Training School are sent, their expenses paid by the hospital. The work has been established in each of these technical schools on a different basis, which may be briefly outlined here. At the Drexel Institute the course of instruction covers a school year, during which time the pupil lives at her own expense, paying

tuition of $60 per year. At the close of that period she receives the certificate of the institute, and in applying for admission to the training schools of Philadelphia is given preference over other candidates and in some training schools one-half year's credit in the full course. At the Pratt Institute, in Brooklyn, the conditions are somewhat similar, the length of course about the same, the subjects, methods, and expenses differing slightly. The course at the Toronto Technical School is of six months' duration, the student paying tuition, board, and lodging. It or its equivalent in instruction is apparently made a requirement for admission to the Toronto General Training School for Nurses. The preliminary course at Simmons College is offered to the students of two training schools—those of the Massachusetts General Hospital and of the Children's. It consists of one term of four months' duration, and during this period the students live in the hospital training schools and are provided with board, lodging, and transportation to the college. They pay a tuition fee to the hospital.

This covers preliminary instruction in technical schools in so far as we have been able to get information.

To proceed with preliminary work as a part of the regular course within the training school, one finds that tuition fees are required in 7 schools out of 24 recorded, and the fee may be $25, $30, $50, or $100 for the course of study, of apparently the same length and scope.

Uniforms are in some instances supplied by the hospital; in others the pupil supplies them herself in accordance with certain regulations; in other schools she wears no distinctive uniform.

Text-books are in some schools provided, and in others they are not.

Uniformity has been attained to a marked degree in the following essential points, namely: The hours of practical and theoretical work and the subjects selected for preparatory teaching. No matter whether the field for practical work has been the ward or the nurses' home, the hours for such duty have been almost unvaryingly set at six hours daily, while the theoretical instruction has averaged two to three hours. The subjects selected are practically the same in all schools.

Practically the students are taught the care of the household, the preparation of foods, the handling of drugs, and the construction and uses of ordinary hospital apparatus and supplies and nursing appliances. Theoretically they have instruction in such principles as underlie the practical application of the above subjects, and in anatomy, physiology, and hygiene.

It will be seen at once that an important and far-reaching step toward uniformity has been made when subjects which have hitherto been so distributed that they have been found upon the curricula of some schools in the first year, upon others in the second, and upon still others in the third are now brought finally into the first year, and into the first part of that year. It is remembered that a few years ago even so fundamental a subject as anatomy and physiology, concerning which one would suppose there could not be two opinions as to its place in the course of study, was found taught in several schools in the third year. The properties and uses or effects of drugs—also one of the subjects which is fundamental, and about which a student certainly needs to know before administering them to her patients, if ever she is to know them—came almost anywhere in the course of study. The teaching of the preparation and values of foods also came along in a haphazard sort of way in many of our schools (frequently within a few months of the time when the pupil graduated). I can remember seeing somewhere lecture schedules in which the junior year led off with instruction in the nursing of diseases of eye and ear, and have heard of another in which obstetrics was one of the earliest subjects taught. When it is clearly acknowledged by thirty or more among our best schools that there are certain subjects which have an undisputed place in the scheme of instruction, in which it is absolutely necessary for the pupil to be prepared before she can either understand the subsequent

processes of her work or perform them with benefit to herself or her patient, we have made a good stride toward obtaining that degree of uniformity which is so greatly desired for our schools. I am not a worshiper at the shrine of uniformity, nor a believer in any system which is directed solely toward averaging up the capacities and powers of human beings, but in our education of nurses we have gone so far in the other direction, have had and still have so many and such wide diversities of opinion and method, that it has not only been difficult to say what our common standards really are, but in certain matters the only conclusion we could logically reach was that we had no standards at all.

Where uniformity should always be found is in the selection of subjects, allotment of time to each, and method of teaching, and in suitable tests of the student's knowledge.

Now, so far as preparatory work is concerned, it is evident that there is much harmony of view as to the subjects which must be pursued. Such slight variations as are found take the form of a course in chemistry in some schools, of biology in another, of physical culture elsewhere, and, if I mistake not, of vocal expression in still others. These, however, do not apparently in any school exclude or affect those subjects of real fundamental importance, except by the indirect way of taking time and energy for the handling of one subject which might with greater profit at the particular stage be devoted to others. Where the most striking diversity is found is in the allotment of time which is given to the same subject by different schools. Why, for instance, anatomy and physiology should take up four hours a week for one year in one school, five hours a week for four months in another, seven hours a week for ten weeks in another, two hours a week for ten weeks elsewhere, and finally be completed as a subject in a series of ten classes is beyond ordinary comprehension. There must be some right number of hours each week, covering a certain definite period of time in which such a knowledge of anatomy and physiology as is needed in a nurse's education can be obtained. It may be that a course of 128 classes is too long and that of 10 classes too short, but it ought not to be beyond the limits of our wisdom to reach some conclusion in regard to this subject which could be accepted by all good schools as suitable and sufficient.

What has been said of the teaching of anatomy and physiology is true of most other topics, so far as the question of time allotment is concerned. This has its bearing upon our subject in that a course is not truly preparatory unless it takes the pupil in one stage and definitely and by certain processes prepares her for that which is to follow. There can be no just way of determining what the total length of the preparatory course should be until we can have some clear ideas as to the proper length of time to devote to each of the particular studies which must be included in such a course.

The foregoing sums up in a general way the conditions under which the preliminary education of nurses has been established in or in connection with the training schools of this country. It is seen that in one form or another it has been adopted in a good many schools. It is under consideration by many others. In New York State it is recommended by the board of regents in defining standards as a most desirable development in nurses' education. At this moment movements are on foot in the South to establish such a course in a State normal and industrial college, and in the West in the University of California. In nearly all quarters the plan is looked upon with favor. As an idea it is attractive; it makes an almost unanswerable appeal to reason.

Having presented the main facts connected with this work so far as its growth, conditions, and methods are concerned, the question of its effects upon the schools and hospitals naturally follows. It probably has not taken any one of those who have introduced this method into their schools long to realize that they are grappling with rather a large problem—that the machinery and means of the average hospital do not readily adjust themselves to radical changes of method. It is the most unanimous opinion that there is an increase of expense, and in all instances a very considerable increase in work and responsibility. The expense is first that of main-

taining a group of students for three, four, or six months in addition to the number required to carry on the actual work of the hospital. The larger the school the greater the expense. If the preparatory term is of six months' duration, and the course is three years, precisely one-sixth of the entire school is always under training and instruction in the preparatory department, and the total number of students must be increased accordingly. The next expense is that of instruction and supervision. This group of students form a class by themselves and are, and require to be, under the routine supervision and teaching of one or more persons, according to the number of students and the plan of work carried out in the course. The instruction being in most instances in subjects which were already included in the general course, though given at a much later period and perhaps in a different way, probably does not add appreciably to the expense. The actual expense depends greatly upon how and where this instruction is carried on. If, as in England, a separate building is provided and maintained only for the purpose of receiving and instructing probationers, there is a definite cost which it is easy to estimate. Tredegar House, the preliminary department of the London Hospital Training School, where 27 probationers are always being prepared, costs just £1,000 a year to keep up. If such instruction is given in technical schools, while the pupils board and lodge in the hospital, there is the cost of maintenance for the hospital, while that of instruction is met by the technical school. If the practical part of the preparatory instruction is carried on in departments other than the wards, in which the students can perform under instruction some portion of the work which must be done daily, the expense may be to a considerable extent lessened. If the teaching of cookery and dietetics can be done either in the kitchens of the Nurses' Home or of private wards; if the making and sterilizing of surgical dressings and handling of surgical supplies can be taught in the surgical supply room, or in any department where such work is concentrated; if the care, cost, and distribution of linen and clothing and domestic supplies can be taught in the linen rooms, a certain number of salaried workers can undoubtedly be released in these departments, but it must be borne in mind that in all places, under all circumstances where teaching is properly done, there must be a larger number of students than would be necessary simply to do the actual work. The students' hours of practical duty are also much shorter than those of a salaried worker in such departments. On the other hand it is claimed that students working under expert supervision in such departments are much more economical in the use of materials, and that a considerable saving is effected thereby. Economy is made generally a strong feature of the teaching, and it is known that the cost per capita for food has been lessened in a marked way when its preparation has been placed in the hands of students.

All things considered, there seems to be little reason to doubt that the establishment of preparatory courses of instruction within the hospital, but outside of the wards, does mean an increase in expense varying with the work of different institutions and the manner in which the instruction is carried on. The idea that it shall cost anybody anything to give nurses a proper education has been for so many years unthinkable that we can not wonder if it stands for some time in the way of better development for training school work. It is not so many years since in most hospitals the entire teaching of all classes as well as the really great executive work of such institutions was placed upon the shoulders of one woman. The idea that a regular definite system of instruction had any place in a training school for nurses has taken form and substance quite within the memory of the youngest member present. As for paying for lectures when they can be had for nothing—perish the thought. So I think we need not shiver on the brink unduly, but make the plunge and say, Yes, the education of nurses, if properly done, does cost, and it should. All good education anywhere costs, and it is a bad day for our schools, for our nurses, for physicians, and for sick people everywhere, when the first question is always, "How little can we do it

for?" rather than, "How well can we do it?" In a medical school which comes under my observation, where the students number less than 300, their instruction is carried on by a staff of over 80 professors, associate professors, clinical professors, assistants and instructors, and the services which have been rendered in instruction by about 15 other men are duly acknowledged (to say nothing of the teaching constantly given to the medical students by the nurses in the wards), yet in a training school of about 130 students the actual instruction may be in the hands of a bare one-half dozen people, all of whom are occupied many hours daily in executive duties. Comparisons are odious, I admit it. They are made in this instance not with the view of claiming great similarity of needs, but to point my moral, which is, that a good education always costs. The question is who shall pay, the hospital or the student? There seems to be a tendency to settle this in a measure, so far as preparatory instruction goes, by calling upon the student for a tuition fee, which, while at present in no instance large, probably covers the cost of additional instruction. Where the practical teaching of these probationers is partly carried on in the hospital wards, and bed-making, dusting, sorting of linen, care of bathrooms, etc., are the duties assigned them, there can not be any question of appreciable expense, for the preparatory course then becomes not unlike an extended period of probation—somewhat modified in respect to hours and the character of duties assigned—but not requiring any considerable increase in actual numbers.

The additional work and responsibility are worthy of careful thought. Practically a new department is created, requiring the selection of suitable fields for practical work; a well arranged system of classes, lectures, and demonstrations; a wise adjustment in its relation to other departments, and the most constant and rigid supervision. It means additional work and care in many other ways, from correspondence and the keeping of records to the training and selection of supervisors and teachers. The responsibility of watching, developing, and placing upon a secure and stable basis such a new department, under the difficulties, doubts, and criticisms which new measures may confidently expect and generally get, is large and should not be underestimated; but in my opinion it is not greater than that which a conscientious and high-minded woman must feel when, twice a year, she is called upon to replace outgoing senior nurses in busy hospital wards with a class of raw, untaught probationers, with a certain knowledge that they will be pushed into acts for and over the sick they do not understand and are not able to perform in a satisfactory way. To my thinking, the responsibility is not so much increased as altered. It is more in one place, but far less in another. Admitting, then, the increased expense and much additional work and care, what are the results in other directions? What are the advantages and the benefits to the student and to the hospital? If one can imagine a medical student being permitted to enter the wards of a hospital and begin his work over the patients without any previous preparation, and can further imagine the profit he and the patient would derive from such exercise, it should be equally easy for us to realize the advantage which suitable preliminary instruction gives to a pupil nurse. In teaching her first the principles upon which all nursing work is based, it provides the only good and safe foundation upon which to build. It thus enables her to profit from the very beginning by her practical work and opportunities in the wards. It makes her an intelligent, instead of a confused and bewildered, performer of acts; it prepares her gradually—mentally, physically, and morally—for a right appreciation of the gravity and responsibility of her work. If she is of those who adapt themselves slowly to new conditions, it gives her a chance to develop. It seems clear the prolonged period of preparation proves most valuable in giving a further insight into the character and ability of our pupils. The qualities on which judgment has sometimes been based have not always been those which stand well the test of time, nor can one always trust to the sound judgment and unbiased vision of young assistants or head nurses, whose reports must be considered in reaching a decision. Probably every superintendent

here will admit that many a superficially clever, diplomatic young person has passed a reasonably satisfactory period of probation. Her quickness, activity, and ready adaptability to conditions about her, being qualities desired and needed in hospital wards, have been noted and commended, and other less desirable qualities have been overlooked to appear at a later stage, when the termination of her connection with the school has become from every point of view a more difficult matter. It is almost out of the question for such a pupil to go through the six months of training under the same instructors daily and be passed on into the wards.

On the other hand, who has not sent away in doubt an extremely good woman, simply because she developed too slowly to satisfy the minds of her instructors, impatient over her apparent lack of progress. Some of the best and most efficient nurses we have ever graduated have been those about whom the gravest doubts were entertained in their first few weeks, owing to disabilities which placed them at a disadvantage in such unfamiliar surroundings.

When we come to summing up the advantages to the hospital of the new method over the old, the opinions which have come from every source place the odds overwhelmingly in its favor. There is not one dissenting voice. There is, on the contrary, a keen appreciation of its benefits expressed from every quarter where it has been given a fair trial. "I consider it an unqualified success," writes one whose opinion carries much weight; "the results fully justify a considerable increase in work and expenditures." From three schools where it has been established but little over a year, one finds it of "almost unlimited benefit already;" another says, "We already find the students much more valuable to the hospital than under the old method;" while the third writes that "there can be no possible doubt as to the advantage to the patients." "We are amply repaid for our efforts by the greater efficiency of our pupils," writes one who has been watching the work carefully in her own school for over two years. "It is most satisfactory," writes another, "the results compensate fully for our outlay;" while the last one writes frankly, "We simply could not do without it."

It is affirmed that the work over the patients is done from the beginning with some skill and intelligence, and that every act in the work of the ward is done with a due appreciation of its importance and possible consequences, that the pupils are observant and attentive, that they are careful and cautious. It is considered that the whole character of the pupils' work is different and better—so much better than that of the average pupil at the same period of instruction under the old system that in one school it was suggested that the next effort should be to bring the character of the work and teaching of the wards up to the thorough and careful standards of that done in the preparatory department. My own observation is that there is some tendency to expect too much of the preparatory department. A pupil who has just passed out from there into the hospital ward is an instructed, informed, intelligent probationer, but she is not a senior nurse and is, as an actual fact, just taking the rank of junior. It should be noted that the very best standards of work are a little difficult, sometimes, for a beginner to apply to the needs of a busy hospital ward. She has been taught good methods, but to use them well under pressure of time and a diversity of seemingly urgent duties is one of the lessons which only experience teaches.

If from the standpoint of those who have been making the experiment and are responsible for its results the outcome of establishing preliminary instruction in training schools is of benefit to the pupil and benefit to the patient, and if this is so great as to fully justify any reasonable increase of expenses, there is no apparent reason why this step should not be urged upon all schools without delay. Pleased, however, as one may be with this interesting record, I can not feel that we have yet passed the stage of experiment, and even though we may have fully and unreservedly accepted the idea I hardly think we can be satisfied with its present development or outlook. Those who have approved of it, but felt that its introduction into the hospital training school

as a part of the course was too great a tax upon the capacity and resources of the institution, have urged its establishment in technical schools. In the regular courses of instruction offered in good technical schools there is much that covers the identical ground which has been marked out for preparatory instruction, and one must admit that it saves the hospital training school much trouble and some expense if this important matter can be satisfactorily handled by them.

The results of this method can only be obtained through the hospital training schools, into which the students pass on completion of the preparatory course in the technical. As no school has so far made this an absolute requirement, one may find, in the same training school, pupils who have been so prepared and those who entered in the ordinary way. It should be easy to institute a comparison between a nurse at the end of a year of the usual hospital training and the nurse who has had six months in the technical school and six months in the hospital following. It is hardly possible to make a just estimate of the comparative merits of the two systems at a much earlier stage; the observations should extend over a considerable period in order to make allowances for individual differences. The results of their work and its value as a means of preparation compared with that which may be given within the hospital training school should be a matter of continuous and careful study and comparison.

The disadvantages so far recognized in this course in a technical school are that there is little opportunity to judge of the fitness of the candidate for the special requirements of the work of nursing, and a further probation is a necessity. The personality and certain other characteristics, which count so greatly for or against a candidate and come out in the daily life of a student in residence under constant supervision, can not readily be discovered in a few hours of school work, especially when the instructors are not accustomed to looking for them, unfamiliar with the needs of hospital and nursing work. This necessity of having young pupils under personal care and observation during the preparatory period is evidently very keenly felt. It is referred to by almost everyone who has given either study or experiment to this subject, and the statement is repeatedly made that it is a disadvantage to a pupil not to have her where she is under the influences which will shape her directly for her further work. Everything which she is taught in a preparatory school has a bearing upon the next stage of her career, and she is better carried forward if those who are teaching her are familiar with the practical application of most, at least, of those principles in which she is being grounded. I think I am right in saying, as the result of close observation of all the tendencies in this important work, that while the hospital training school lacks means and facilities for giving some of this instruction satisfactorily the technical school is equally lacking in ability to handle in any way a very important part of it, and I am not sure that it would not be easier for the hospital to provide suitable instruction in the subjects taken over by the technical school than for the latter to bring itself into direct line with subsequent training-school work.

Economy is one of the shining virtues. Its value, its necessity had never greater need of being taught, proclaimed, in fact, from the housetops, than in this country at the present moment. I recognize to the fullest degree its importance to the individual, to the institution, to the nation. It is the text of my most frequent sermons and the subject of unceasing anxiety, but in institutions I would not have it begin and end with the education of nurses. The lavish expenditure which we daily see in many of our great and some of our lesser hospitals for costly and elaborate buildings, for finishings, furnishings, and equipment of the most expensive kind possible to obtain, and often quite unnecessary, is not a salutary lesson nor calculated to bring forth the best efforts of those who in these same institutions are often struggling to obtain the services of a sorely needed additional teacher or assistant, a few books for the training school library, or certain appliances for teaching which would be recognized as essential features of any system of instruction anywhere else. Those hospitals in the stage of transition from the early system of paying an allowance of $10 or $12

per month to what is called the nonpayment system will have no difficulty, from the standpoint of expense, in giving good preliminary instruction if the money released in this way can be applied for the benefit of the pupil in other ways. It seems altogether inconceivable that there should be any real difficulty in appropriating for suitable instruction for nurses what has been willingly paid them for personal uses. It should be very clearly recognized that the abolishment of the nonpayment system in any school turns back into the hospital treasury a sum of money which has hitherto been appropriated for the maintenance of the training school. Every penny of it and more is needed for those training schools as a rule. In large schools, say of 100 or more pupils, a very large sum of money—indeed, from $12,000 a year up—would be released for other purposes. It may be said, "But we receive in place of this allowance another assistant, scholarships, uniforms." Those who have good reason to know from experience about this will tell you that all of these may be supplied and still leave a good half of the appropriation untouched. Can it be better utilized than in improved methods of instruction, such as a preliminary course? Just let us face the question which has been asked before, and may not unlikely be asked again, as to whether or not such a course can or should be introduced generally into training schools. Let me here state my opinion with emphasis. I do not think it can. But that is no reason why it should not be adopted by those schools which regard it as a good measure, are willing to do the work, and able to meet the expense. To take any other view of this and similar improvements, to say that because all schools can not now adopt this method none of them should, is putting a premium upon mediocrity. Logically carried out, it would place our schools at the level of the lowest, prevent all progress, make useless every ideal. This same destructive spirit has met at different periods of history some of the most valuable and important reforms ever undertaken. A school should do what it can—the very best that it is able. If preparatory teaching is to become a recognized permanent feature of our system of instruction, the way will open by which it may be provided for those smaller schools of much excellence of work and ideals, but of limited means and opportunity, or for those groups of affiliated schools which are clearly the next development in nursing. And it will come when it does because of the pioneer work of the larger schools willing to go through the periods of doubt and difficulty, which are the inevitable accompaniment of "enterprises of great pith and moment."

It is my hope that as many hospital training schools as can see their way to preparatory teaching will adopt it; that others not able or not desiring to do this will cooperate to the fullest degree with such technical schools or other institutions as may be available; that every possible test will be made of the value and efficacy of this method; that groups of affiliating schools may be able to establish central preparatory schools of their own, ultimately, in every State. By that date we shall have ceased to call them preparatory schools and shall call them what they will be—schools or colleges of nursing, where the fundamental sciences are taught practically and theoretically, where the theory and principles of nursing are taught, where practical training and experience in nursing in all its branches may be supplied to the pupils through those hospitals, one or many, which are now struggling with such inadequate means to carry on the educational work of training schools. We should realize this, however, if the preparatory work that has been done stopped in every school at this moment. It still would have been well worth all the effort that has been made in the effect it has had upon the education of nurses, more particularly upon the standards and requirements for admission to training schools. In the constructive stage of our work we can well take heed of the means by which improvements have been effected in other branches of education, remembering that the objects of educational reform are from beginning to end quite the same everywhere—to prepare the individual for better service and a better life.

Preliminary

HOSPITALS OF

	City.	Hospital.	Superintendent of nurses.	When established.	Length of course (months).
1	Baltimore, Md.	Johns Hopkins Hospital	Miss M. A. Nutting	Sept., 1901	6
2	Blackwells Island	New York City Hospital	Miss Mary Gilmour	Oct., 1902	3
3	Detroit, Mich.	Farrand Training School	Mrs. L. E. Gretter	Spring, 1903	3
4	Chicago, Ill.	Presbyterian Hospital	Miss Helena McMillan	April, 1903	6
5	Cleveland, Ohio	Lakeside Hospital	Miss Maude Ellis	do	6
6	Baltimore, Md.	Baltimore City Hospital	Sister Mary Gonzaga	May, 1903	3
7	McKeesport, Pa.	McKeesport Hospital	Miss H. Pauline Morris	Sept., 1903	
8	Brooklyn, N. Y.	Kings County Hospital	Miss Martha O'Neill	do	2
9	Chicago, Ill.	Illinois Training School	Miss Idora Rose	Oct., 1903	3
10	New York City	Postgraduate Hospital	Miss Annie Rickart	Autumn, 1903	[a] 2
11	Buffalo, N. Y.	Buffalo General Hospital	Miss L. J. Gross	Oct., 1903	3
12	New York, N. Y.	New York Hospital	Miss Annie Goodrich	Nov., 1903	3
13	Worcester, Mass.	Worcester City Hospital	Miss Eugenia D. Ayers	Dec., 1903	4
14	Brooklyn, N. Y.	Brooklyn City Hospital	Miss N. McKenzie	Oct., 1903	4
15	Philadelphia, Pa.	Presbyterian Hospital	Miss Caroline Milne	1903	6
16	do	University of Pennsylvania Hospital.	Miss Marion Smith	1903	6
17	do	Protestant Episcopal Hospital.	Miss E. Ada Payne		
18	do	Medico-Chirurgical Hospital	Miss Margaret Prioham		
19	do	Pennsylvania Hospital	Miss Lucy Walker	1903	6
20	New York, N. Y.	St. Luke's Hospital	Miss Mabel Wilson	Jan., 1904	[a] 6
21	Toronto, Canada	Toronto General Hospital	Miss M. A. Snively	do	4
22	Boston, Mass.	Massachusetts General Hospital.	Miss Pauline Doliver	July, 1904	6
23	do	Children's Hospital	Sister Susanna	Sept. 1904	6
24	New York, N. Y.	Presbyterian Hospital	Miss Anna Maxwell	do	4
25	do	Metropolitan Hospital	Miss Jane Pindell	Oct., 1904	3
26	Philadelphia, Pa.	Polyclinic Hospital	Miss Georgina Sanders	do	2
27	do	The Woman's Hospital	Miss Alice M. Seabrook	do	4
28	Washington, D. C.	Garfield Memorial Hospital	Miss G. M. Nevins	do	6
29	Providence, R. I.	Rhode Island Hospital	Miss Lucy C. Ayers	do	3
30	Brooklyn, N. Y.	Methodist Episcopal Hospital.	Miss V. Anderson	do	3
31	Toronto, Canada	Grace Hospital	Miss Elizabeth Patton	Jan., 1904	5
32	Philadelphia, Pa.	Philadelphia Hospital	Miss Margaret Donahue		2

HOSPITALS OF

33	Muskegon, Mich.	Hackley Hospital	Miss Clara Dyring	Feb., 1905	6
34	New Haven, Conn.	Grace Hospital	Miss R. Albaugh	Sept., 1902	2
35	North Adams, Mass.	North Adams Hospital	Miss Margaret Stanley	1903	3
36	Topeka, Kans.	Christ's Hospital	Miss Louise Spoke	Jan., 1904	[a] 6
37	Big Rapids, Mich.	Mercy Hospital	Sister Mary Clare	do	3
38	Pittsburg, Pa.	South Side Hospital	Miss M. J. Weir	Spring, 1904	[a] 2
39	Worcester, Mass.	Memorial Hospital	Miss L. L. Jaquith	Jan., 1905	6
40	Buffalo, N. Y.	Buffalo Homeopathic Hospital.	Miss Frances Black	Apr., 1905	3

[a] Weeks.

instruction.

100 BEDS AND OVER.

Established in—		Included in 3 years.	In addition to 3 years.	Hours of work (daily) in—		Number of special instructors.	Tuition fees.	Provision of text-books.	Provision of uniforms.	Remarks.
Training school.	Technical school.			Practical.	Theoretical.					
Yes.	.....	Yes.	.....	6	3	....	$50	Provided.	None.....	
Yes.	.....	Yes.	.....	5½	3	1	None.	.....do.....	.....do....	
Yes.	.....	Yes.	.....	4 to 5	3 to 4	1	None.	.....do.....	.....do....	
Yes.	.....	.....	Yes.	5	3	2	25	None.....	.....do....	Six weeks of this time is spent in district nursing.
Yes.	.....	Yes.	.....	6½	2	1	25	Provided.	.....do....	
Yes.	.....	Yes.	.....	10	3	....	None.	None.....	.....do....	
Yes.	.....	.....	.....	.....	.....	....	.....	.....	.....	
Yes.	.....	Yes.	.....	6	2	....	None.	None.....	Provided.	
Yes.	.....	Yes.	.....	6	2	1	None.	Provided.	.....do....	
Yes.	.....	Yes.	.....	7	1	....	None.	None.....	None.....	
Yes.	.....	Yes.	.....	6	3	1	25	Provided.	.....do....	
Yes.	.....	Yes.	.....	.....	.....	....	.....	.....	.....	
Yes.	.....	Yes.	.....	4 to 6	2 to 4	....	.....	.....	.....	
.....	Pratt Institute.	Yes.	.....	.....	.....	....	25	None.....	.....	This course is optional with the pupil.
.....	Drexel Institute.	Yes.	.....	.....	6	....	30	.....do....	.....	Applicants with a Drexel Institute certificate will be allowed 6 months.
.....	.....do....	Yes.	.....	.....	6	....	30	.....do....	.....	
.....	.....	.....	.....	.....	.....	....	.....	.....	.....	Give preference to applicants who have had the Drexel Institute training.
.....	.....	.....	.....	.....	.....	....	.....	.....	.....	
.....	Drexel Institute.	Yes.	.....	.....	6	....	30	.....	.....	This course is optional with the pupils.
Yes.	.....	Yes.	.....	4	2	1	None.	Provided.	None.....	
.....	Outside...	.....	Yes.	.....	6	....	12	.....	.....	
.....	Simmons College.	Yes.	.....	.....	[b] 20	....	50	None.....	None.....	Last two months shows practical work.
.....	.....do....	Yes.	.....	.....	(c)	....	100.	.....do.....	.....do....	Do.
Yes.	.....	Yes.	.....	5	3½	1	None.	Provided.	Provided.	
Yes.	.....	Yes.	.....	5	2	1	None.	.....do....	None.....	
Yes.	.....	Yes.	.....	6½	2	1	None.	None.....	.....do....	
Yes.	.....	Yes.	.....	10	.....	....	.....	.....do.....	.....do....	
Yes.	.....	Yes.	.....	6	2	1	None.	Provided.	.....do....	
Yes.	.....	Yes.	.....	7	3	....	None.	None.....	.....do....	Dietetics taught at Manual High School.
Yes.	.....	Yes.	.....	9	[b] 3 to 4	....	None.	.....do.....	.....do....	
.....	Outside...	.....	Yes.	.....	6	....	12	.....do.....	.....do....	
Yes.	.....	Yes.	.....	8	[b] 3 to 4	....	None.	.....do.....	.....do....	Dietetics is taught at Drexel Institute.

50 TO 100 BEDS.

Yes.	.....	Yes.	.....	6	2	....	None.	None.....	None.....	
Yes.	.....	Yes.	.....	6	2	1	None.	Provided.	Provided.	
Yes.	.....	Yes.	.....	7	1	1	None.	.....do.....	.....do....	
.....	Kansas State Agricultural College.	Yes.	.....	.....	8	....	None.	.....	.....	Expenses of student at college paid by hospital.
Yes.	.....	Yes.	.....	8	[b] 2 to 4	....	None.	None.....	None.....	
Yes.	.....	Yes.	.....	2	2	....	None.	Provided.	.....do....	
Yes.	.....	Yes.	.....	6	4	1	None.	None.....	.....do....	
Yes.	.....	Yes.	.....	6	2	....	.....	.....	.....	

[b] Weekly.

[c] 7 hours, 4 months; 2 hours, 2 months.

Preliminary

HOSPITALS OF

	City.	Hospital.	Superintendent of nurses.	When established.	Length of course (months).
41	Fall River, Mass..	Union Hospital.....	Miss Mary C. McKenna.....	Jan., 1901....	6
42	Middletown, N. Y.	Thrall Hospital.....	Miss Martha Palser.....	May, 1904....	2
43	Phoenixville, Pa...	Phoenixville Hospital.....	Miss Constance V. Curtis...	Sept., 1904...	3

instruction—Continued.

25 TO 50 BEDS.

Established in—		Included in 3 years.	In addition to 3 years.	Hours of work (daily) in—		Number of special instructors.	Tuition fees.	Provision of text-books.	Provision of uniforms.	Remarks.
Training school.	Technical school.			Practical.	Theoretical.					
Yes.		Yes.		8	2	1	None.	None	None	One month of this time is spent in district nursing.
Yes.		Yes.		6½	4½	1	None.	do	do	
Yes.		Yes.		9	1	1	None.	do	do	

Preliminary instruction—Continued.

HOSPITALS OF 100 BEDS AND OVER.

	Hospital.	Anatomy and physiology.				Foods and dietetics.			Materia medica and pharmacy.				Hygiene and sanitation.			The elements of nursing.			Are pupils examined before entering hospital for further training.	Remarks.
		Length of course (weeks).	Recitations (hours).	Lectures (hours).	Demonstration (hours).	Length of course (weeks).	Practical (hours).	Theoretical (hours).	Length of course (weeks).	Recitations (hours).	Lectures (hours).	Demonstration (hours).	Length of course (weeks).	Recitations (hours).	Lectures (hours).	Length of course (weeks).	Classes (hours).	Demonstration (hours).		
1	Johns Hopkins Hospital	10	5	1	3	[a]3	42	4	4	1	6	18	4	1	1	12	2	2	Yes	
2	New York City Hospital	10	1	1	1	10	2	2	10	1	1	2	....	....	....	20	1	1	Yes	
3	Farrand Training School	12	1	1	1	....	....	....	12	1	1	....	8	1	1	12	1	6	Yes	
4	Presbyterian Hospital (Chicago)	12	2	1	1	8	2	1	6	1	2	6	6	1	1	12	2	2	Yes	The instruction in nursing is supplemented by teaching received in district nursing.
5	Lakeside Hospital	10	2	1	2	12	12	2	8	1	1	1	....	....	....	12	1	2	Yes	
6	Baltimore City Hospital	12	2	1	1	4	18	1	12	1	2	....	4	....	1	12	....	1	Yes	
7	McKeesport Hospital	12	2	1	....	12	2	1	12	2	1	....	....	....	....	8	1	1	Yes	
8	King's County Hospital	12	1	1	1	12	4	1	8	1	1	½	12	....	1	12	1	2	.....	
9	Illinois Training School	12	1	1	....	....	....	....	12	1	1	....	....	....	....	12	1	1	Yes	
10	Postgraduate Hospital	....	....	....	....	2	1	....	2	1	....	....	....	....	....	2	....	12	Yes	
11	Buffalo General Hospital	10	1	1	....	10	18	1	10	1	1	....	4	1	1	12	1	1	Yes	
12	New York Hospital	10	1	2	....	10	12	2	10	1	1	12	4	1	1	....	....	....	Yes	
13	Worcester City Hospital	16	2	1	....	12	[b]12	1	16	2	....	2	3	....	1	16	1	2	Yes	
14	Brooklyn City Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	1	1	Yes	The course as outlined in Pratt Institute.
15	Presbyterian Hospital (Philadelphia)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	1	1	Yes	The course as outlined in Drexel Institute.
16	University of Pennsylvania Hospital	12	....	2	....	10	2	....	....	....	....	....	4	....	1	....	....	....	Yes	Do.
17	Protestant Episcopal Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	Yes	Give preference to applicants who have had Drexel Institute training.
18	Medico-Chirurgical Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	Yes	
19	Pennsylvania Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	Yes	Course as outlined in Drexel Institute. Course optional.
20	St. Luke's Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	Yes	
21	Toronto General Hospital	16	2	2	....	16	8	....	....	....	....	....	8	1	1	8	1	1	Yes	
22	Massachusetts General Hospital	....	....	....	....	8	3	....	....	....	....	....	....	....	....	....	....	....	Yes	Course as outlined at Simmon's College.
23	Children's Hospital	....	....	....	....	12	4	....	....	....	....	....	....	....	....	....	....	....	Yes	Do.
24	Presbyterian Hospital (New York)	16	1	1	....	12	12	....	12	2	....	....	....	....	....	....	....	....	Yes	
25	Metropolitan Hospital	10	1	1	1	10	2	2	10	1	1	2	....	....	....	20	1	1	Yes	
26	Polyclinic Hospital	8	2	1	....	12	2	1	8	1	1	....	....	....	....	8	2	3	Yes	
27	The Woman's Hospital	10	....	1	....	6	12	1	10	1	1	....	....	....	....	....	....	....	Yes	
28	Garfield Memorial Hospital	20	1	1	....	10	36	1	20	1	1	[c]12	5	....	1	12	1	1	Yes	
29	Rhode Island Hospital	12	....	....	....	12	3	....	8	1	1	....	4	....	1	12	1	4	Yes	Dietetics given at the Manual High School.
30	Methodist Episcopal Hospital (N. Y.)	12	1	1	1	12	2	1	12	1	1	....	3	1	....	8	1	1	Yes	
31	Grace Hospital (Toronto)	16	2	2	....	16	8	....	....	....	....	....	8	1	1	12	1	2	Yes	
32	Philadelphia Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	2	3	Yes	

HOSPITALS OF 50 TO 100 BEDS.

33	Hackley Hospital	10	....	....	....	12	....	....	4	....	....	....	4	....	....	12	1	2	Yes...	
34	Grace Hospital (New Haven)	8	2	1	2	8	6	1	8	1	1	....	4	....	1	8	1	1	.....	
35	North Adams Hospital	....	....	....	....	12	42	1	....	....	....	....	....	....	....	12	1	1	Yes...	
36	Christ's Hospital	10	1	1	1	....	....	....	10	1	1	1	10	1	1	....	....	....	Yes...	Course as given at State Agricultural College.
37	Mercy Hospital	12	1	1	....	8	12	1	12	1	1	....	10	....	1	....	....	....	Yes...	
38	South Side Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	6	12	Yes...	
39	Memorial Hospital	24	3	....	....	6	12	6	24	1	....	....	24	1	....	24	1	1	Yes...	
40	Buffalo Homeopathic Hospital	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	Details have not been received.

HOSPITALS OF 25 TO 50 BEDS.

41	Union Hospital	....	....	....	....	16	6	1	....	....	....	....	....	....	....	16	1	2	Yes...	One month spent in district nursing.
42	Thrall Hospital	8	1	....	....	8	2	1	8	1	....	....	8	1	....	8	1	1	Yes...	
43	Phœnixville Hospital	12	2	1	1	12	2	1	8	2	1	....	3	1	1	12	1	1	Yes...	

[a] Months. [b] For 2 weeks. [c] For 4 weeks.

THE PRESENT STATUS OF EDUCATIONAL METHODS.

By Mary M. Riddle, superintendent Newton Hospital, Massachusetts.

In presenting to you this meager report of the status of nursing education in our country to-day it may be well to say that these facts are gleaned from the reports of 115 schools in hospitals having 100 beds or over, and relate to matters dealing with the instruction department.

This can be but the faintest abstract of what these schools are doing, but at the outset we gather some encouragement, as must all our members who have worked long and faithfully to secure more and better instruction in both the theoretical and technical work. While we have not yet by any means attained the much-desired uniformity, the prospect is, nevertheless, brightened by certain improved conditions under which instruction is given, as well as by the fact that, evidently from these reports, more thought and attention is directed to it than when my predecessors here began their crusade for more and better educational advantages as well as for more uniform methods. No doubt the nurses' own clamorings have been heard by training-school boards and have been heeded by reason of their importunity to the effect that curricula have been extended and in many cases additional time for study allowed. An adequate survey of the field as we find it contained in these reports, as well as in our knowledge of what has transpired, compels us to award great praise to those schools which were the pioneers in causing a reform.

Courage was given them for experiment, and results amply repaid their efforts. No doubt State registration has also played an important part in the matter of course extension. To be sure, in some States it has been but the shadow of a coming event, but it has nevertheless set instructors and managing boards to thinking, and in very many instances to acting also. We know for a certainty that registration has had a wonderful influence upon the schools in those States where it has already become a law. Possibly in no particular is there more nearly uniformity than in the length of the course, for of these 115 schools we find that 99 have a straight three-years' course. Of the remaining 16, 2 did not give the length of time in training, 8 have two years, while all the others have two years with some additional months which are apparently intended to cover the probationary period, until the end of which the course is not really supposed to begin.

Hours of duty are not quite so uniform, as they vary from twelve hours for each day and night to eight hours each day and night. Just how in the latter case the remaining eight of the twenty-four hours are disposed of does not appear.

Of the 115 schools, 49 have twelve hours each day and night, 27 have ten hours for day and twelve hours for night. All others scatter by ones or twos in days or nights of nine, nine and a half to eleven and a half, and twelve or thirteen hours for either day or night.

All the schools give some vacations, the average length being two weeks, but, like the other arrangements for nurses' time, there is a tendency to increased liberality, for we find many schools giving three weeks and others saying they hope to increase to three weeks after a certain date. In some instances, however, vacations are decreased because of nurses' illnesses or time lost for other reasons. Possibly in no particular are vagaries more evident than in time allowed for illness. We find in some schools that from two weeks to thirty days are allowed; in others no time is allowed; in others all time lost on account of contagious diseases contracted in the line of duty is allowed.

To those of us who have given the matter much thought there seem to be two distinctly different points of view in this latter plan. It certainly seems liberal of the school to allow so much time, but is it best in all cases for the nurse? Might it not be

very well to be thus generous if these nurses were paid employés, as, for instance, if they were graduate head nurses on a good, fair salary? But in these times, when there are so many different branches of the work in which nurses should be drilled, is it really fair to allow them to miss any considerable part of it, as must be the case if they are out for two, three, or more months? Is it really professional thus to do? Does not that very so-called liberality savor of the old-time relation between hospital and nurse, viz, that of employer and employé? May it not have been a relic of that antiquated idea which influenced a prominent citizen to express to the writer his unbounded surprise that nurses do not belong to the labor unions? Verily there remains much opportunity for education.

In consideration of the question, "Is instruction all given in your own hospital?" we arrive at what is apparently a more definite regard for the needs of the school, and we find something approaching uniformity, for 70 promptly answer "yes," 41 answer "no," and 4 do not state.

Of the 41 which send their pupils out we find that the time varies from six weeks to three years, and the reasons for thus sending them out are in the nature of the following: "For training," for the accommodation of the community, for pay; but in so far as it was possible to understand, neither training nor the accommodation of the public was wholly divorced from the latter or "for pay" reason, though it was not the design of either question or answer to make that particular point prominent.

We find an increasing number of schools are sending their pupils to other institutions for supplementary training, for out of our 115 schools under consideration 30 are doing so, which is something more than one-quarter of the whole. One is constrained to remark right here that it would be interesting to be able to look ten years into the future and see whether the proportion increases or decreases. The system is so comparatively new that its intrinsic worth has not yet been wholly proved to the satisfaction of all those superintendents who are giving it a practical test.

There seemed to be a disposition to refrain from answering the question as to whether private duty was considered a part of the course in training, but there can be no doubt of the two schools whose pupils spend three years thus, for evidently if that is not training they have nothing, or comparatively little, which is.

We find but 9 schools giving any attention to that much-needed and much-to-be-desired work, viz, district nursing. Even this, however, we believe to be an increase over what prevailed ten years ago. The smallest amount of time thus devoted is two days and the greatest three months. All the district work is done under the supervision and for the most part under the direction of charitable associations organized for the purpose.

Special work is required in 16 schools, and ranges from private nursing in families to a five-months' course in obstetrics, either in another institution or with the Sisters of Charity, for the sick poor of the city.

The respective places occupied by theoretical and practical instruction present a most interesting topic for thought and study. Of the 115 schools, we note that 13 do not definitely state whether theory or practice receives first attention, but of the others 19 are instructed first in theory, 36 first in practice, and 47 give the two together. A closer and more critical examination of the answers reveals the fact that in the list of 19 schools giving instruction in theory before practice we find most of those that have won distinction for thoroughness and breadth of training, as well as for originality and progress in methods—in short, we find them to be the schools we should most wish to emulate.

Doubtless many of the 47 giving theory and practice together would prefer the other plan, but are deterred from various causes, notably that of being unable to meet the financial strain thus imposed, for certainly the cost of maintaining such schools must be greater, at least at the outset.

It is most encouraging to read the various expressions of opinions from superintendents of nursing schools and find so many hoping to advance along that line within a given time. One school gives to the nurses clinical instruction in the hospital wards for three months during each of the first two years, the nurses being taken in classes by their instructor, a physician, to the bedsides of the patients and there taught how and what to observe in much the same way as medical students are taught. This is an accompaniment of the theoretical teaching or lecturing on diseases and seems a long step in educational advancement. The nurses are thus made somewhat familiar with diseases, their symptoms, and nursing management, and are aided when undertaking the actual nursing care. By the same means the work of the hospital is greatly facilitated.

In the schools studied the practical work varies, as it must of necessity, according to the exigencies of the hospital and the character of the cases treated therein. The greatest length of time spent in the care of medical patients is seventeen months; of surgical patients, eighteen months; of gynecological, twelve months; obstetrical, ten months; of children, six months. A goodly number include gynecology with either medical or surgical work, as others also include the care of the eye, ear, skin, etc., with either of the two main divisions of nursing, and 30 either give no time to obstetrics or fail to state their plans.

We find that 1 school requires that its pupils shall have not less than 300 cases in the general surgical operating room, another not less than 25, another not less than 200 gynecological operative cases, and another not less than 15. Twelve require one month's service in the general operating room; 7 require none. A careful study of the time spent in surgical and gynecological operating rooms proves that three months is the average length of time thus spent, by far the largest number of schools requiring that.

Apparently the care of mental diseases is considered a specialty, and they are, as a rule, treated in institutions apart from those devoted to the so-called general diseases. Eighty-five schools do not mention the subject; 2 were indefinite in statements; 1 gives the care of 25 cases; 7 give this instruction with general medical cases; 2 include the care of the eye, ear, throat, nose, skin, and mental diseases in one class, while all others vary from one month to four in the time to be thus spent. Other practical instruction is given in a variety of subjects, the principal ones being diet-kitchen work, domestic science, and special nursing. The time in the diet kitchen is from one to six months and includes the preparation of the extra diets, such as broths, gruels, chops, steaks, and all small portions of any special article that may be ordered for one patient or a small number of patients.

One school gives each pupil-nurse the opportunity of acting as the housekeeper's assistant in a hospital that has but one general kitchen. Here she prepares, in so far as is practicable, those articles of diet that would ordinarily be prepared in a special diet kitchen. She also has the opportunity of going to market with the housekeeper, and is encouraged to know the price of subsistence supplies. To this end she is questioned as to the cost of butter, eggs, etc., and is expected to know when the last supply was purchased, of how much it consisted, and how many patients the hospital averaged during this time. If possible, all this is compared with the corresponding time last year. It is evidently expected to serve several purposes by this practice: The nurse is given a little insight into the domestic arrangements; she is taught the actual preparation of food, and is given some knowledge of the expense of food supplies, with the hope that economical principles shall be instilled, from which the hospital, and eventually the public, shall benefit.

Other special work, such as nursing of contagious diseases, nursing in private work, dispensary work, massage, laboratory work, treatment by hydrotherapy, care of accidents, etc., all receive more or less attention.

By far the greatest part of practical instruction is given by the superintendent of nurses and her assistants or by head nurses under her direction. In a few instances members of the attending staff of the hospital teach the practical work.

The outlines of the courses of theoretical instruction show some departures from methods pursued in years gone by, for we find that anatomy and physiology are begun during the first year in almost all instances. This agrees with the principle of theoretical instruction before practical, for, naturally, it seems almost absurd to require a nurse to care for a human body of whose construction and functions she is often absolutely ignorant. It has seemed that just at this point lies some cause for encouragement; here is possibly the nearest approach to that uniformity to secure which much time and energy have been spent.

The amount of time spent weekly upon these subjects varies from one to eight hours, though the greater number of the schools reported spend but one hour. The number of lectures given ranges from 1 to 117; 45 schools give 12 or more, while 14 schools give 24 or more; all others range from 1 to 12 or from 24 to 48. The number of recitations varies from 1 to 80; only 24 schools give less than 12 recitations, while 10 give 50 or more.

Seventy-one schools give no demonstrations in the subjects of anatomy and physiology, while 2 give 40. The time spent varies widely. One school spends three weeks, while 4 spend some time during the whole three years, 7 during two years, 4 during one and one-half years, several during one year. All others range from two to ten months. The amount of time spent weekly upon materia medica varies also. Forty-six give one hour, 1 gives eight hours, and 1 reports giving twenty-four hours weekly.

All other branches in the course of theoretical instruction receive consideration in proportion to those named, but time does not permit a more detailed account of them here.

Although we may lament not having reached our goal—uniformity of instruction in theoretical and practical work—we yet see much to reconcile us to the present status of nursing education. Surely these courses, as outlined by the 115 schools, prove that nursing, if not now entitled to be called a profession, must be very soon placed with what are commonly known as the learned professions.

With the courses of one or two of these training schools spread before me, I am compelled to exclaim, Here are schools giving technical courses—as indicated by the practical nursing here taught; here are schools of philanthropy—as indicated by the preparation of pupils for cooperation with charitable organizations; here are schools for social workers—as evidenced by the number willing to do district nursing, settlement, and kindred work; yes, and it would seem that here also are given some of the scientific branches of an academic course.

Here are schools that no longer depend largely for their instruction upon the charity of their medical and surgical staffs, but, like those of any other kind, are receiving a great part of it for money consideration from men and women whose time and talents have enabled them to become proficient in their lines.

The instruction in practical work also is given by a specialist in each particular department. The same system of class examination and class ranking is found in these schools that prevails elsewhere for the benefit of the students. Indeed, they go a step or two farther, for we find that nurses are instructed in civic duty, as they must know their relations to boards of health and their laws.

Nurses are made to know, also, their moral obligations to the communities in which they dwell; their duties in times of epidemics and other perils; their responsibilities, privileges, and duties in connection with those measures tending to elevate the profession, as well as concerning their loyalty to it.

POSTGRADUATE STUDY FOR NURSES.

By Miss Clara D. Noyes, St. Luke's Hospital, New Bedford, Mass.

In the investigation of this subject two schedules were prepared, one to be sent to general hospitals and the other to special or postgraduate hospitals. Over 400 of these schedules were sent to hospitals containing not less than 25 beds. Two hundred and sixty-three were returned, with 5 letters pertaining to the work. This means that nearly 200 schedules were not returned, although many had a second notice sent to them.

Upon inspection of the replies there was found some "regular" work done in the postgraduate hospitals and a very little "irregular" work in the general hospitals. Before considering the question from any of its many points of view, let us see what is being done, as far as we are able, from the schedules returned and subsequent letters written. It was unfortunate that such a large number of the schedules were not returned, as it prevented making a complete report.

POSTGRADUATE WORK IN GENERAL HOSPITALS.

From the general hospitals of 100 beds or more to which schedules were sent 114 were returned.

Of the schools covered by these, 26 only give a supplementary "irregular" postgraduate course, while 4 conduct a regular course.

Ten of these schools admit only their own graduates; 16 admit graduates from any recognized school. Of these 26 schools, only 3 make any provision for a regular course of lectures and class work. The others permit the graduates to attend the lectures and classes of the pupil nurses, but many of the schools admit the graduate nurses only during the vacation season when there are no lectures and classes to attend. The length of the course varies from six weeks to one year; the number of applicants from 3 or 4 yearly to as many as 150; the number of graduate nurses admitted yearly from 2 to 110. In one a fee is charged of $1 per day, while in others we find allowances given of varying amounts, the maximum being as much as $20 per month.

In some instances the graduate nurse lives outside of the hospital buildings, board only being furnished; in others they are permitted to live in the nurses' home and allowed board and laundry privileges.

From the general hospitals of 50 to 100 beds, 82 schedules were returned; of these, only 3 report irregular postgraduate instruction, 2 to their own graduates and 1 to graduates from other schools. The course varies in length from six months to one year. No provision is made for special instruction in any of them.

From the general hospitals of 25 to 50 beds, 47 papers were returned; of these, 2 report a supplementary postgraduate course, 1 in obstetrics and 1 in massage, both arranging for special instruction in these branches.

POSTGRADUATE WORK IN SPECIAL HOSPITALS.

The second schedule was prepared with special reference to the postgraduate hospital or the so-called "special" hospital. From these 20 schedules were returned, with 5 letters pertaining to this work. Of the institutions reported in these, only 1, the Presbyterian, of Chicago, conducts a course in general work. This has already been included in the summary of general hospitals. In 8 of these hospitals all the nursing is done by graduate nurses; in the remaining 12 it is done by a combination of graduates and pupils secured in some instances by means of the "exchange" system; in others there are organized training schools to which pupils are admitted for a regular course of training.

Lectures and classes are provided in 14 of these schools.

The majority give no allowance, while others give from $6 to $15 per month.

The length of the courses varies from ten weeks to nine months.

The hours for duty vary from eight hours daily in one to twelve hours in six.

Nine conduct examinations and 12 give either a certificate or diploma at the end of the course.

Twelve have permanent graduate nurses in charge of the wards.

These hospitals specialize usually in one branch of work, such as obstetrics, eye and ear diseases, surgery, orthopedics, gynecology, and summer diseases of infants and children.

We find certain unique features in connection with some of these hospitals, such as the training of nursery maids, classes for mothers in the care of their children, and preparation of food as conducted in the Infants' and Floating hospitals, of Boston, and the Thomas Wilson Sanitarium, Maryland.

It will be seen, after listening to these somewhat wearisome statistics, that very little is being done in the general hospital toward establishing a systematic course of study for the graduate nurse. In the so-called "special" hospital we find some well-arranged courses, and these are certainly of great value to nurses who feel the necessity of additional training in special branches, but they only meet the demand in a limited way.

There seems to be a conspicuous lack of uniformity in the details of the courses in both kinds of hospitals. This may be necessary, as the work must be done in different places in different ways. Yet it seems that in special hospitals conducting post-graduate schools certain salient features could be made more uniform, such as the questions of allowances, lectures, classes, demonstrations, examinations, system of marking, granting of certificates or diplomas, and the hours for duty.

We find in one, no allowance; in another, as much as $20 per month; in one, no provision for class work, no lectures, and no examinations, yet a certificate is given; in one, eight hours' daily duty, and in the large majority, twelve hours.

In the general hospital, where no claim is made toward conducting a graduate course of study, and where the nurse is allowed unsolicited to return for a general "freshening," it could hardly be expected to be otherwise than shown in many of the hospitals reported.

It is not the object of this paper to underrate or criticise the work being done in the general hospital giving irregular postgraduate work, or the special hospital giving an organized course; much good work has been done in both places, and many nurses have been benefited by taking advantage of these post-graduate opportunities, but after careful study of these returned schedules, we feel that much too little is being done, and that it does not meet the greatest need in the nursing world.

Is there a real need for postgraduate study?

By the individual who is interested in nurses and their various kinds of work the management of registries, the organization of alumnæ and State associations, the answer would certainly be in the affirmative.

If we are a profession then surely there is an absolute necessity for advanced study. If we wish to see this profession placed on a strong basis, then we must be strong as a body in the fundamental principles underlying our work. If we attempt to take a position in the front ranks of the progressive movements of the age, and, what is more important, stay there, we must as individuals be thoroughly prepared, and this can only be done by courses of study which have been organized on a permanent educational basis. To those of us who manage registries we find a great demand for the "recent" graduate by the physician and the public. Indeed it is frequently difficult to obtain work for the graduate of ten or fifteen years ago. The criticism is usually

that she is "old fashioned," "slow," and "behind the times," whereas the recent graduate is "up-to-date" and understands all the principles of modern surgery, is quick, and not so "set" as the older graduate. These and many others are the criticisms made and reasons given for desiring the recent graduate. We too often, alas, see the older graduate standing still, perfectly satisfied with her own ways, unwilling to join the alumnæ association or the State societies, taking no interest in State registration, and even refusing to subscribe for the American Journal of Nursing. She complains that the registry treats her unjustly and that the recent graduate is given the preference. Call her attention to the advances made in medicine and nursing in recent years and suggest that she could take her place with the recent graduate if she were to pursue a course of study in some of the postgraduate schools, and you have offered her the deepest injury.

Compare this condition with that existing in the medical profession and we find the situation reversed; it is not the recent graduate who is preferred; it is the man of years, of experience and mature judgment. Contrast the average physician with her. He haunts the operating rooms and wards of accessible hospitals; he grasps every opportunity to visit the great centers of his profession; the local and State medical meetings are well attended, and his office and library table are well filled with medical journals and periodicals. To be able to keep up in this age of competition the physician must grasp every opportunity for a wider knowledge. The nurse needs to do the same; because she graduated fifteen years ago should not stand in her way of taking first place in whatever line of nurses' work she elects to pursue.

Those of us, as the heads of hospitals or training schools, who are struggling to secure competent assistants and head nurses feel, perhaps, more than anyone else the need of a postgraduate course of work where the graduate can secure an "all around" training in practical hospital housekeeping, which should include the various housekeeping departments, such as kitchen and laundry, storerooms, linen rooms, even such practical details as the cutting and making of hospital garments, the ordering of all kinds of supplies, domestic, surgical, and pharmacy, and something of the business management of such an institution. Such training will not only fill the need now felt by the graduate herself, but would secure to hospitals an opportunity to fill their positions with prepared women. These reasons alone, without considering any others, are sufficient to show the pressing need of well-arranged systematic courses of postgraduate study.

The next point to consider is the demand for such work.

It is noticeable in these general and special hospitals that the number of applicants for such work and study is constantly increasing. It is an exceedingly gratifying indication, and goes to prove that the graduate nurse of to-day is alive to the necessity for action in this direction. This is unquestionably the result of the progressive movements in the nursing world, the advances in scientific medicine, and the demand for only the best by physicians and an exacting public.

The motives which prompt a nurse to undertake a graduate course of work are manifold. It may be because her practical training, even in the largest and best school, has been limited to two branches, medical and surgical nursing, or she may be a graduate from a very small school with few opportunities or chances for experience, or she may have spent the larger part of her time doing private nursing for the hospital. She may wish to push her investigations further and add to her fund of knowledge simply for the love of it. It is possible that she desires fitting herself for institutional work and has tried the position of head nurse in her own hospital. From this experience has developed a wish for a broader knowledge, and she tries some of the postgraduate courses open to her, hoping to find what she wants. Given the desire for advanced graduate study on the part of a nurse, no matter what the motive may be which started the impulse, we will infer that it is of the highest order. Is she going

to find in any general hospital in America which offers a graduate course of study and practical work one which will answer her purpose? Is she going to find a clearly defined course of practical work, with corresponding lectures and classes under careful supervision and capable instructors in the special branches she desires or in practical hospital housekeeping and administration such as outlined earlier in this paper, or is she going to a hospital to go on duty at 7 a. m. to stay on till 7 p. m., doing the ward scrubbing in addition to the actual care of the patient? Is this the kind of work the graduate nurse needs? It is certainly not what she desires. We see her being used too often for the benefit of the hospital, to fill in gaps or help out during vacations. Even if the motives and ideals of the graduates are not always of the highest, or if she is unbusinesslike in her methods, objects to criticism and is lacking in many other directions, is there not something to be said on her side as well?

The principal criticism made by those who are establishing such courses of study is the great lack of uniform preparation in the applicants. This will always exist as long as the country is filled with small hospitals conducting training schools using the nurse frequently as a means of revenue, and often compelled to admit women of inferior education from necessity, sending them out at the end of two years untrained, untaught, undisciplined. The adoption of a uniform curriculum, the inauguration of State board examinations and registration, the exchange system and affiliation of schools, and the preparatory course may in time correct this condition, but for the present it exists and must be met.

We find established in all the leading colleges (and many of the smaller ones) and professional schools well-arranged courses for graduate study. These are generally conducted at great expense, instructors being constantly employed whether there are many students or only one. For this reason it is generally conceded that the larger and richer university is in a better position for such work than the smaller college. It has also been found where the graduate work has been in connection with undergraduate work, or instructors are called upon to duplicate their teaching, that sooner or later the effect is felt and shown, either in the work of the graduate or that of the pupil. We find matriculation, tuition, laboratory, and graduating fees charged, with living expenses additional. In the majority of cases scholarships and fellowships are provided for, and large libraries are accessible.

Judging from the experience gained in the smaller colleges relative to conducting graduate courses of study, it certainly does not seem wise to undertake such courses in our smaller general hospitals, under the present conditions.

The object of these investigations was to secure all the existing information relative to graduate study in America in training schools for nurses, and put it into such form as to be of value to those who might wish to pursue advanced work or study, and not to suggest means by which a course could be satisfactorily arranged. It is also far beyond the ability of the writer to solve this knotty problem.

Owing to the small amount of information obtained it has been impossible to arrange a table that would be of the slightest assistance to anyone.

An effort has been made to show the necessity for post-graduate work, also the demand on the part of the graduate nurses for such instruction. If this demand is sufficiently pressing to encourage some of our largest and best general hospitals and training schools to arrange special courses of graduate work, with corresponding theory, to meet the several needs previously mentioned, it seems the only practical solution of the problem—the applicant to pay a fee and living expenses, possibly live outside of the hospital, and not to be included in the nursing force.

Such a course would necessarily mean expense, which would be partially or perhaps entirely covered by the fees, as additional instructors and material would be necessary.

Unless such a course was endowed it would not be practicable for a hospital to undertake such a responsibility without an assured number of post-graduates yearly.

The teachers' course at Columbia College fills one long-felt want, but it is decidedly limited, as it does not prepare a nurse for the practical management of a hospital or a training school, and although it may make a better teacher of her and prepare her theoretically, it can not give her the technical training. Therefore it does not seem unreasonable to presume that its scope could be enlarged so as to include practical training and act as a "feeder" for hospitals willing to arrange the post-graduate courses herein suggested. There is nothing new or original in these meager suggestions, and it is with considerable modesty that they are advanced at all, but it is hoped that the question will be taken up seriously by those better able to manage such important questions. It might be possible to appoint a special committee to investigate ways and means, and finally arrange for a graduate course of study that would satisfy the most critical and fill this long-felt desire of the graduate nurse.

Postgraduate instruction.

	State and hospital.	City.	Superintendent of nurses.	Number of beds.	Daily average number of patients.	Have you a school?	How are patients nursed? Graduates or undergraduates?	When admitted.	Qualification of applicants.	Length of course.	Hours of duty.	Is instruction in wards given by head nurses?
1	California, Aldus Sanitarium	San Francisco	Miss Lucy Keller									
2	Illinois, Presbyterian Hospital	Chicago	Miss H. McMillan	225	198	Yes.	Both	Any time.	†	3 to 6 months	9	Yes.
3	Iowa, Mount Pleasant Hospital	Mount Pleasant										
	Maryland:											
4	Mount Wilson Hospital	Mount Wilson	Miss Margaret O'Grady	60	60	No.	Both	June and August.	†	6 weeks	8-10	Yes.
5	The Kelley Sanitarium	Baltimore	Miss Anna Cook									
	Massachusetts:											
6	Boston Lying-in Hospital	Boston	Miss Agnes Aikman	52	30	Yes.	Graduates	Any time.	†	6 to 15 months	13	No.
7	Boston Floating Hospital	do	Miss Lizzie A. Wilber	57		Yes.	do	July	†	10 weeks	11	Yes.
8	Corey Hill Hospital	Brookline	Miss F. Stone	30	20	No.	Both	Quarterly.	†	3 to 4 months	10	Yes.
9	Free Hospital for Women	Boston	Miss H. J. Erwin	40	30	Yes.	Graduates	October February.	†	4½ months	10	Yes.
10	Infants' Hospital	do	Miss Mary A. Jones	24	20		do	do	†	6 months	12	
11	Massachusetts Charitable Eye and Ear Infirmary.	do										
12	Missouri, Levering Hospital	Hannibal	Miss Edith Weller	30	20	Yes.	Graduates	{January. June.}	†	6 months	11	No.
	New York:											
13	New York Eye and Ear Infirmary	New York	Miss Elizabeth Whitman	104	68	No.	Both	Any time.	†	4 months	12	Yes.
14	New York Polyclinic Hospital	do	Miss Agnes Carson	87		Yes.	Graduates	do	†	9 months	12	Yes.
15	Manhattan Eye and Ear Hospital	do	Miss Jean Allen	72		Yes.	do		†	4 to 6 months	11	Yes.
16	Memorial Hospital	do	Miss Richmond	100	60	Yes.	do	Any time.	†	6 months	12	Yes.
17	Orthopedic Hospital	do		65	60	No.	do					
18	Lying-in Hospital	do	Miss L. M. Bustard			No.	do			6 weeks		
19	The Sloane Maternity Hospital	do	Miss Mary E. Hutchins	118	85	No.	Both	1st and 15th of month.	†	2 months	10	Yes.
20	Hospital for Scarlet Fever	do								6 months		
21	Woman's Hospital, 109th street	do	Miss Fowler							6 months		
22	Ohio, Emergency Hospital	Cleveland	Miss A. Bradley									
	Pennsylvania:											
23	Free Maternity Hospital	Philadelphia	Miss Weaver					Any time.		1 year	12½	
24	The Preston Retreat	do	Dr. Richard Norris	50	25	Yes.	Both	do	†	2 months	11½	Yes.
25	The Jefferson Maternity Hospital	do	Miss Martin									
26	Canada, Montreal Maternity Hospital	Montreal	Miss Frances S. Gage	30	20	Yes.	Both	Any time.	†	3 months	12	No.

† Graduate of a general hospital in good standing giving a two-years course of instruction.

Postgraduate instruction—Continued.

	State and hospital.	Practical instruction.							Theoretical instruction.					Board and lodging.	Allowance.	Provision of uniforms.	Remarks.
		Medical.	Surgical.	Gynecological.	Obstetrical.	Children.	Infectious.	Nose and throat, eye and ear.	Lectures weekly.	Classes weekly.	Demonstrations.	Examinations.	Certificates.				
1	California, Aldus Sanitarium																Work at date of report just being established. Therefore unable to give particulars.
2	Illinois, Presbyterian Hospital	*	*	*	*	*	*	....	2	1	1	No.	Yes.	Provided	None	None	Experience given in the services asked for by graduates. Classes and lectures not compulsory.
3	Iowa, Mount Pleasant Hospital																No details given.
	Maryland:																
4	Mount Wilson Hospital	*	....	....	....	....	....	....	1	....	1	No.	No.	Provided	None	None	Work continued during remainder of year by district nurse in the city.
5	The Kelley Sanitarium																No details given.
	Massachusetts:																
6	Boston Lying-in Hospital	....	....	....	*	....	....	....	1	1	1	Yes.	Yes.	Provided	$10 to $14	None	
7	Boston Floating Hospital	*	*	....	....	*	....	....	1	....	1	Yes.	Yes.	.....do....	$3	.....do....	The new boat will hold 100 beds for permanent patients and 200 for day patients.
8	Corey Hill Hospital	*	*	*	....	....	....	....	....	1	....	No.	No.	.....do....	$25 to $50	.....do....	
9	Free Hospital for Women	....	....	*	....	....	....	....	1	1	1	Yes.	Yes.	.....do....	$6.50	Provided	
10	Infants' Hospital	*	*	....	....	*	....	....	2	1	1	Yes.	Yes.	.....do....	$8	.....do....	Probably will become part of Harvard University Training School for Nurses.
11	Massachusetts Charitable Eye and Ear Infirmary.																No details given.
12	Missouri, Levering Hospital	*	*	*	*	*	....	....	3	3	1	Yes.	Yes.	Provided	$10	None	Graduates to obtain certificate must receive above 75 per cent.
	New York:																
13	New York Eye and Ear Infirmary	....	....	....	....	....	....	*	1	1	1	.....	Yes	.....do....	$8	.....do....	
14	New York Polyclinic Hospital	....	*	*	....	....	....	*	1	....	1	Yes.	Yes.	.....do....	None	.....do....	With enlargement of hospital medical experience will be added to the course.
15	Manhattan Eye and Ear Hospital	....	....	....	....	....	....	*	2	1	1	Yes.	Yes.	.....do....	$8 to $10	.....do....	About to enlarge capacity of hospital.
16	Memorial Hospital	....	*	....	....	....	....	....	1	2	1	Yes.	Yes.	.....do....	.....	Provided	A home for nurses is being considered.
17	Orthopedic Hospital	....	....	....	....	....	....	....	....	....	....	....	....	.....	Given	.....	
18	Lying-in Hospital	....	....	....	*	....	....	....	....	....	....	....	....	.....	.....	.....	Training entirely given in outdoor department.
19	The Sloane Maternity Hospital	....	....	....	*	....	....	....	4	1	1	Yes.	Yes.	Not provided.	None	None	

20	Hospital for Scarlet Fever															No details given.
21	Woman's Hospital, 109th street															Do.
22	Ohio, Emergency Hospital															Do.
	Pennsylvania:															
23	Free Maternity Hospital	*	*	*	*			1	1		Yes.	Yes.	Provided			Training school is under reconstruction.
24	The Preston Retreat				*			1	1	1	No.	Yes.	....do....	None...	None....	
25	The Jefferson Maternity Hospital															No details given.
26	Canada, Montreal Maternity Hospital				*			1	2	1	Yes.	Yes.	Provided	None...	None....	New hospital will be opened shortly, giving double facilities for teaching and demonstrations.

*Instruction is given in this subject.

CHAPTER IX.

CURRENT TOPICS.

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ATTENDANCE AT HIGHER SEATS OF LEARNING IN CENTRAL EUROPE.

A. GERMANY.

1. Universities.

Winter semester of 1905–6.	Total number of students and hearers.	Number of matriculated students.	Students of theology.	Students of law and finance.	Students of medicine and dentistry.	Students of philosophy, philology, mathematics, and science.
Berlin, Prussia	13,821	7,628	339	2,595	1,105	3,589
Bonn, Prussia	3,617	2,912	389	863	185	1,475
Breslau, Prussia	2,104	1,826	293	544	192	797
Erlangen, Bavaria	1,036	1,024	145	321	185	373
Freiburg, Baden	1,755	1,641	241	435	382	583
Giessen, Hesse	1,122	1,043	66	168	261	548
Göttingen, Prussia	1,903	1,741	97	452	161	1,031
Greifswald, Prussia	760	686	61	183	137	305
Halle-Wittenberg, Prussia	2,261	2,034	317	451	171	1,095
Heidelberg, Baden	1,622	1,443	59	351	239	794
Jena, Thuringia	1,152	1,057	39	224	210	584
Kiel, Prussia	851	764	24	209	190	341
Konigsberg, Prussia	1,226	1,040	62	376	171	431
Leipzig, Saxony	5,000	4,224	332	1,206	451	2,235
Marburg, Prussia	1,434	1,338	106	337	171	724
Munich, Bavaria	5,446	5,147	165	1,899	1,019	2,064
Münster, Prussia	1,510	1,432	263	479	.....	690
Rostock, Mecklenburg	642	609	48	80	117	364
Strassburg, Alsace-Lorraine	1,738	1,459	252	331	216	660
Tübingen, Wurttemberg	1,605	1,536	462	534	174	366
Würzburg, Bavaria	1,380	1,354	86	418	405	445
Total	[a] 51,535	41,938	3,846	12,456	6,142	19,494

[a] Of the total number of students attending there were 1,938 women, but only few of these were regularly matriculated; most of them studied special branches.

1. Universities—Continued.

Winter semester of 1905–6.	Students, natives of the State.	Students from other States of Germany.	Students from foreign countries.	Women students.
Berlin, Prussia	5,489	1,070	1,069	674
Bonn, Prussia	2,650	168	94	132
Breslau, Prussia	1,710	37	79	157
Erlangen, Bavaria	735	260	29	2
Freiburg, Baden	653	870	118	61
Giessen, Hesse	703	294	46	32
Göttingen, Prussia	1,228	378	135	96
Greifswald, Prussia	596	72	18	10
Halle-Wittenberg, Prussia	1,471	339	224	75
Heidelberg, Baden	610	652	181	69
Jena, Thuringia	264	663	130	44
Kiel, Prussia	577	169	18	29
Konigsberg, Prussia	922	19	99	101
Leipzig, Saxony	2,208	1,501	515	111
Marburg, Prussia	1,074	223	41	19
Munich, Bavaria	2,626	2,129	392	92
Münster, Prussia	1,339	82	11	6
Rostock, Mecklenburg	236	361	12	6
Strassburg, Alsace-Lorraine	859	520	80	187
Tübingen, Wurttemberg	1,060	429	47	27
Würzburg, Bavaria	831	461	62	8
Total	27,841	10,697	3,400	[a] 1,938

[a] Deducting the 1,938 women students as being contained in the first three columns, we have a total of 41,938 matriculated students.

2. Polytechnica.

Winter semester of 1905–6.	Total number of students.	Number of matriculated students.	Students of architecture and civil engineering.	Students of mechanical and electrical engineering.	Students of chemical technology.	Students of special branches.
Aix-la-Chapelle, Prussia	889	774	174	160	48	392
Brunswick, Brunswick	540	476	116	174	75	111
Charlottenburg-Berlin, Prussia	3,607	2,929	1,215	1,080	210	424
Danzig, Prussia	874	466	205	112	23	126
Darmstadt, Hesse	1,967	1,846	598	1,045	141	62
Dresden, Saxony	1,182	1,027	405	364	194	64
Hanover, Prussia	1,394	1,209	608	502	92	7
Karlsruhe, Baden	1,676	1,537	582	599	303	53
Munich, Bavaria	2,758	2,451	1,092	856	224	279
Stuttgart, Wurttemberg	1,181	897	448	269	121	59
Total	15,069	13,612	5,443	5,161	1,431	1,577

Winter semester of 1905–6.	Students, natives of the State.	Students from other States of Germany.	Students from foreign countries.	Women students.
Aix-la-Chapelle, Prussia	599	62	113	.....
Brunswick, Brunswick	135	251	90	.....
Charlottenburg-Berlin, Prussia	2,076	458	395	.....
Danzig, Prussia	352	62	52	.....
Darmstadt, Hesse	321	990	535	.....
Dresden, Saxony	530	200	297	.....
Hanover, Prussia	875	219	115	.....
Karlsruhe, Baden	504	594	439	.....
Munich, Bavaria	1,514	439	498	.....
Stuttgart, Wurttemberg	622	209	66	.....
Total	7,528	3,484	2,600	.....

3. Theological lyceums.

Winter semester of 1905–6.	Total number of students.	Number of matriculated students.	Philosophical section.	Theological section.	Foreign students.
Augsburg, Bavaria	16	16	16	.....	.....
Bamberg, Bavaria	79	67	28	51	.....
Braunsberg, Prussia	41	31	9	22	.....
Dillingen, Bavaria	135	129	22	113	.....
Eichstätt, Bavaria	97	97	21	76	9
Freising, Bavaria	141	139	47	94	.....
Passau, Bavaria	86	83	20	66	.....
Regensburg, Bavaria	197	151	48	149	.....
Total	792	713	211	571	9

4. Veterinary colleges.

Winter semester of 1905–6.	Total number of students.	Number of matriculated students.	Students, natives of the State.	Students from other States of Germany.	Students from foreign countries.
Berlin, Prussia	426	414	362	56	8
Dresden, Saxony	178	137	73	49	15
Hanover, Prussia	221	196	167	37	17
Munich, Bavaria	314	252	249	45	20
Stuttgart, Wurttemberg	121	121	54	59	8
Total	1,260	1,120	905	246	68

5. Agricultural colleges.

Berlin, Prussia	898	755	654	95	149
Hohenheim, Wurttemberg	114	114	28	47	39
Poppelsdorf-Bonn, Prussia	501	477	414	58	29
Weihenstephan, Bavaria	185	171	131	36	18
Total	1,698	1,517	1,227	236	235

6. Forestry academies.

Aschaffenburg, Bavaria	76	46	66	2	8
Eberswalde, Prussia	62	62	29	7	26
Eisenach, Thuringia	62	62	6	46	10
Münden, Prussia	77	68	56	12	9
Tharandt, Saxony	89	71	20	29	40
Total	366	309	177	96	93

7. Mining academies.

Berlin, Prussia	288	201	246	26	16
Clausthal, Prussia	146	113	101	29	16
Freiberg, Saxony	401	372	64	97	240
Total	835	686	411	152	272

8. Commercial universities.

Aix-la-Chapelle, Prussia	29	15	14	.....	1
Berlin, Prussia [a]	(?)	(?)	(?)	(?)	(?)
Cologne, Prussia	1,724	301	194	67	40
Frankfort, Prussia	712	172	101	44	27
Leipzig, Saxony	633	588	64	202	322
Total	3,098	1,076	373	313	390

[a] Opened in October, 1906.

9. Academy Posen.

This is a university in embryo, situated in Polish Prussia, in the city of Posen. In 1905–6 it had 986 students.

The total number of students in higher seats of learning in Germany (above the gymnasium) during the winter of 1905–6 was 75,639, a decrease of a little over 3,000 since 1904–5, partly owing to the more rigid conditions of admission applied by the authorities with reference to students from eastern Europe and especially to women students; partly owing to the many inducements offered by industrial and commercial establishments, which employ talented young men in positions of minor importance before they have entered upon higher education. The population of the Empire, according to the census of 1905, was 60,605,183. Hence Germany had 1 student in higher institutions to every 801 inhabitants. Last year the proportion was 1 to 760.

The total number of foreign students in the various higher seats of learning during the winter of 1905–6 was 6,967, or counting the foreigners in the Academy of Posen, who are not included in the reports, there were in round numbers 7,000 foreigners out of 75,639 students, or 9.25 per cent, being an increase of 1.25 per cent over last year.

The Independent (New York) of December 6, 1906, sums up the situation concerning foreign students in German universities as follows:

The authorities of the University of Berlin have decided for the present not to matriculate any more students from Russia, as the cultus minister has announced that the Government proposes to issue restrictions on the admission of foreign students to German universities and technological institutes, which will practically exclude Russian students because of insufficient preparation. Still stronger will be the limitations put upon permitting Russian women to take part in the university work as "hospitants," largely on account of the poor work done at the Russian female colleges.

There is, however, another motive deeper than that for excluding foreigners; it is, that they cause, especially in technological institutes, a great deal of extra expenditure for laboratories, etc., for which the State receives no adequate return; for when foreigners return to their native countries the German States are deprived of services which the students in their subsequent careers might render, as natives do. The native German students also complain about the foreigners crowding them out of laboratories and lecture halls. Thus far the opposition is directed only against Russians and Poles.

B. Austria.[a]

1. Universities.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students of theology.	Students of law.	Students of medicine.	Students of philosophy and science.	Foreign students.	Women students.
Czernowitz	698	564	84	340	.....	140	15	54
Gratz	1,951	1,460	85	776	256	343	98	167
Innspruck	1,063	881	288	229	141	223	197	42
Krakow	2,486	2,047	72	885	255	835	580	250
Lemberg	3,249	2,918	367	1,615	130	806	150	204
Prague (German)	1,550	1,250	73	596	230	351	45	97
Prague (Bohemian)	3,815	3,070	115	1,442	416	1,097	30	168
Vienna	7,937	6,315	196	3,133	1,140	1,846	627	371
Total	22,749	18,505	1,280	9,016	2,568	5,641	1,742	1,323

[a] Hungary not included.

2. Polytechnica.

Winter semester of 1905–6.	Total number of students.	Students of general department.	Students of civil engineering.	Students of architecture.	Students of mechanical engineering.	Students of chemical department.	Foreign students.
Brünn (German)	655	136	341	.....	128	50	11
Brünn (Bohemian)	396	50	214	.....	75	.....	.....
Gratz	616	93	325	13	138	46	59
Lemberg	1,325	92	744	113	266	110	287
Prague (German)	962	99	457	38	262	106	16
Prague (Bohemian)	2,157	336	894	70	497	251	35
Vienna	2,786	170	1,326	138	687	215	112
Total	8,897	976	4,301	372	2,053	778	520

3. Theological faculties.

Winter semester of 1905–6.	Total number of students.	Number of matriculated students.	Students, natives of State.
Olmütz (Catholic)	225	224	224
Salzburg (Catholic)	53	46	53
Vienna (Protestant)	49	48	41
Total	327	308	318

4. Mining academies.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students in department of mining.	Students in department of smelting.	Foreign students.
Leoben	279	260	220	59	56
Pribram	94	83	69	25	10
Total	373	343	289	84	66

5. Agricultural and forestry colleges.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students of agriculture.	Students of forestry.	Students of agricultural chemistry.	Foreign students.
Dublany	82	82	82	.....	.....	56
Tetschen-Liebwerd	38	31	31	.....	.....	4
Vienna	668	590	150	318	122	.....
Total	788	703	263	318	122	60

6. Veterinary colleges.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students, natives of State.	Students from other States of Empire.	Foreign students.
Lemberg	77	77	46	13	18
Vienna	401	236	266	127	8
Total	478	313	312	140	26

The total number of students in higher seats of learning in Austria during the winter of 1905–6 was 33,612, an increase of 1,823 over last year. The population of Austria proper was estimated in 1905 at 28,300,000. Hence Austria had one student in higher institutions to every 842 inhabitants. The total number of foreign students was 2,414, or 7.18 per cent.

C. Switzerland.

1. Universities.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students of theology.	Students of law.	Students of medicine.	Students of philosophy and sciences.	Natives of canton.	Students from other cantons.	Foreign students.	Women students.
Basel	667	530	55	57	140	278	172	239	119	88
Berne	1,931	1,529	34	302	558	635	423	322	784	708
Freiburg	558	535	170	82	.....	283	.....	.....	.....	.....
Geneva	1,417	1,003	39	171	298	495	143	118	742	660
Lausanne	1,188	976	14	125	456	381	172	130	674	529
Neuchatel	428	126	8	24	.....	94	64	36	26	187
Zurich	1,450	1,131	21	207	433	470	233	316	582	422
Total	7,639	5,830	341	968	1,885	2,636	1,207	1,161	2,927	2,594

2. Polytechnicum.

Winter semester of 1905–6.	Total number of students.	Matriculated students.	Students of civil engineering and architecture.	Students of mechanical engineering.	Students of chemistry and pharmacy.	Students of forestry.	Students of agriculture.	Natives of canton.	Students from other cantons.	Foreign students.
Zurich	2,204	1,325	373	554	236	33	78	177	627	522

The total number of students in Swiss higher seats of learning in the winter of 1905–6 was 9,843. The population in 1905 was estimated at 3,650,000. Hence Switzerland had 1 student in higher institutions to every 371 inhabitants. Of the total number of students, 3,449 were foreigners and 2,594 women students. While the proportion of foreign students is 9.25 per cent in Germany, and 7.18 per cent in Austria, it is 35 per cent in Switzerland.

FOREIGN STUDENTS IN HIGHER INSTITUTIONS OF LEARNING IN GERMANY.

The number of foreigners who attended the twenty-one German universities, not including technological, agricultural, mining, forestry, and veterinary colleges, during the winter of 1905–6, was 3,400 (unofficial publications state the number to be 3,555). The official total shows an increase of 303 over the preceding year, when 3,097 were enrolled. Of the number attending in 1905–6 (3,400), 807 studied philosophy, philology, and history; 897 studied medicine; 677 mathematics and natural sciences; 471 studied law, political economy, and administration, including finance; 430 agriculture and forestry; 190 Protestant and 40 Catholic theology; 28 dentistry, and 17 pharmacy. The foregoing figures overlap, owing to the fact that a number of students are classed in two or more faculties. The total of 3,400 does not include the nonmatriculated foreign hearers, of whom there are more than 3,000, but being irregular students they do not

figure on the rolls; they are, however, entitled to all the academic privileges, except that they can not compete with matriculated students in State examinations.

As to the nationality of the matriculated foreigners in 1905–6, 1,326 were Russians (German-Russians, Polish-Russians or Russians proper). Other European countries are represented by the following numbers: Austria-Hungary, 648; Switzerland, 359; Great Britain, 159; Bulgaria, 119; Roumania, 80; Norway-Sweden, 38; Greece, 53; France, 51; the Netherlands, 53; Luxemburg, 41; Servia, 58; Italy, 49; Turkey, 38; Spain, 20; Belgium, 17; Portugal, 8; Denmark, 4; Montenegro, 2; 436 were from other continents. Of these, 309 were Americans (against 514 in 1895); 101 were from Asia, almost all from Japan; 15 from Africa, and 11 from Australia. The foregoing detail numbers do not make the total of 3,400. Many foreign students, being sons of emigrated parents, speak German so well that they do not enroll as foreigners. Notably the number of 309 stated as coming from America appears too small. As an indication of the distribution of foreigners the foregoing figures may suffice.

In the year 1835–36 there were only 475 foreign students, or 4.02 per cent of the total number of university students in Germany. In 1870–71 there were 735, or 6.1 per cent. In 1880–81 the proportion had fallen to 5.16 per cent. In 1890–91 it again rose to 6.7 per cent; in 1900–1901 it was 7.3 per cent; in 1901–2 it was 7.55 per cent; in 1903 it was 7.7 per cent; in the winter of 1903–4 it was 8.2 per cent; in the winter of 1904–5 it was 8 per cent; in 1905–6 it was 8.4 per cent. If we count in all the foreigners studying at other higher seats of learning (see table and notes below), the proportion was 9.25 per cent.

Number of foreign students in German institutions of university grade.

UNIVERSITIES.

	1905–6.	1904–5.	1903–4.		1905–6.	1904–5.	1903–4.
Berlin	1,069	1,154	876	Würzburg	62	50	54
Leipzig	515	443	406	Tübingen	47	40	35
Munich	392	291	257	Giessen	46	48	53
Halle	224	173	146	Marburg	41	53	51
Heidelberg	181	160	197	Erlangen	29	18	25
Göttingen	135	117	99	Greifswald	18	28	37
Jena	130	80	79	Kiel	18	11	17
Freiburg	118	116	123	Rostock	12	16	14
Konigsberg	99	71	75	Münster	11	12	13
Bonn	94	71	67				
Strassburg	80	89	66	Total	3,400	3,097	2,731
Breslau	79	56	41				

POLYTECHNICA.

Darmstadt	535	545	475	Aix-la-Chapelle	113	133	134
Munich	498	562	486	Brunswick	90	93	69
Karlsruhe	439	411	375	Stuttgart	66	111	88
Charlottenburg-Berlin	395	381	314	Danzig	52	35	.....
Dresden	297	266	267				
Hanover	115	152	147	Total	2,600	2,689	2,355

The five veterinary schools had 68 matriculated foreign students in 1905–6; the four agricultural colleges, 235; the five forestry academies, 93; the three mining academies, 272, and the four commercial universities, 390; besides these there were 9 in theological lyceums. Hence the total number of foreign students in German higher seats of learning was 6,967, as against 6,631 in the previous year. All these students were regular—that is, matriculated students.

In the same year the Austrian universities and other higher seats of learning in which German is the medium of instruction had 2,414 foreign students, while Switzerland had 3,449. The United States contribute from 22 to 25 per cent of the foreign students in Germany, including the "hearers," that is, the special students who are not matriculated, but only about 10 per cent of them are in the universities.

HIGHER COMMERCIAL EDUCATION IN EUROPE.

In Europe the importance of higher commercial education has been recognized by the establishment of commercial academies or university faculties of commerce in Leipzig, Frankfort on the Main, Cologne, and Aix-la-Chapelle (Aachen), Germany; in Vienna, Trieste, and Prague, Austria; in Zurich, Switzerland; in Paris and Lyon, France; in Antwerp, Belgium; in London and Birmingham, England, and in Edinburgh, Scotland.

The four German institutions already—six years after their establishment—have over 3,000 students, 390 of whom are foreigners, chiefly from countries where no provision is made for higher commercial studies. In October, 1906, a new institution was opened in Berlin, the course of which will be found below. These institutions have no uniform curriculum, such as universities or polytechnica have, nor is their organization the same. Two of the four institutions (Frankfort and Cologne) are independent schools, maintained by means of tuition fees, city subsidies, and endowments; the new institution in Berlin, which bids fair to become the leading one in Germany, is also an independent school; one is connected with the University of Leipzig, one with the Polytechnicum at Aix-la-Chapelle. The Leipzig institution is the oldest of the five, and has the greatest number of matriculated students; that of Cologne has the largest number of hearers (or nonmatriculated students), most of whom attend evening classes. The institution at Frankfort is modeled somewhat after the French social science schools, and bears the title "Academy of Social and Commercial Sciences." The others have purely commercial curricula, in which the subject of "merchandise," or commercial technology, takes up much time. All of them offer instruction in from four to six modern languages, two or three of which are optional studies. Still another institution, intended to aid the higher education of merchants, is planned for Hamburg, where the officials of the great steamship companies and the heads of exporting houses are agitating the establishment of a commercial university. There seems to be prevalent among the founders and supporters of higher commercial institutions in continental Europe a dislike to submit the professional education of merchants to the old established rules and methods of universities.

The Berlin Commercial University (see article by Prof. I. Jastrow in Annual Report of 1905, Chapter VI) was opened in October, 1906. The faculty consists of eight professors, twenty-nine assistant professors, and a number of language and special teachers. The members of this faculty are elected by the council of the Berlin Chamber of Commerce, but the election of the professors requires confirmation by the Prussian minister of commerce and industry.

The curriculum contains the following subjects:

(1) Political economy (banking, exchange, credits, currency, corporations, transportation, commercial and industrial policy, agrarian and colonial policy, social policy; statistics, finance, insurance, history of commerce, and commercial geography).

(2) Law (civil law; commercial, exchange, insurance, maritime, and social legislation: patent law, modes of prosecution; state law, administrative and international law; criminal law).

(3) Merchandise, physics, chemistry, technology, industrial hygiene.

(4) Commercial technics (bookkeeping, commercial arithmetic, correspondence).

(5) Methodology of commercial instruction (for teachers in commercial schools).

(6) Modern languages

(7) General mental sciences (history, literature, and philosophy).

Students may be either regular or special, but the following rules for their admission are strictly observed: As students may be matriculated, (1) persons engaged in business who attended secondary schools till they passed the examination for abridged army service; (2) graduates of German secondary classical or modern schools of nine grades; (3) teachers who have passed their second state examination, and (4) persons who can not comply with the foregoing conditions, but can prove in an examination

for admission that they have the necessary preparation. By admitting also hearers, even older experienced business men of the city and vicinity may have the opportunity of profiting by the theoretical instruction offered in the institution. The curriculum is planned for four semesters, but students are required to pass two years as apprentices in business houses, which makes the practical and theoretical course combined one of four years.

TEACHERS' PENSIONS.

The conditions under which pensions are paid to teachers in Germany are stated in the Annual Report of 1905 (see pages 209–215), where pensions and years of service required are tabulated, and afford an opportunity for comparison.

In the United States teachers are not pensioned from public school funds, except in Maryland, Ohio, and New Jersey. In New York other funds are drawn upon to pension teachers. (See below.) Voluntary beneficial associations have been formed in some cities and in other localities specified below. In certain States the laws provide for pension funds, but the feature of compulsory membership which the laws contained at first has been eliminated in Illinois and Ohio. A consequence of this was that many members withdrew and that the amount of annuity was greatly reduced. The following paragraphs show the varieties of 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, Philadelphia, and Baltimore, and there is an annuity guild in Massachusetts. The initiation fees reported are $3 to $5. The annual dues are 1 to 1½ per cent of salary up to $18 or $20. The annuity is from 60 per cent of salary to $600 a year. Time of service required for retirement is from two to five years with disability, or from thirty-five to forty years without disability.

Associations for both temporary aid and annuity exist in Hamilton County, Ohio (Cincinnati), Philadelphia, Brooklyn, and the District of Columbia. Initiation fees, $1 to $10; annual dues, $5 to $40. Annuity, $5 a week to $600 per year, and $100 for funeral expenses in case of death. Temporary aid during illness, $5 or $6 per week. Time of service required for retirement is two to five years with disability, or thirty-five to forty years without disability. Cincinnati reports for 1906 a total disbursement of $19,885.

In some cities the subject of pension funds administered by public authorities has been agitated and discussed by teachers. In consequence pension or retirement funds are authorized by State legislatures for St. Louis, Boston, Providence, Brooklyn, New York City, Poughkeepsie, Detroit, Chicago, Charleston, S. C., and Buffalo, and for all cities in California. In New Jersey and in the State of Maryland the State pays pensions to retired teachers. Dues vary little; they are generally 1 per cent of salary. (See below.) Annuity, $250 to one-half of salary; maximum limit, $600. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years. In Maryland no dues are paid, but the State exclusively assumes the burden of paying pensions to teachers.

Following are some of the provisions made by the laws in the respective States:

California.—As a result of the State law which authorizes the establishment of teachers' retirement funds, San Francisco has one administered as follows: Sources,

$12 a year deducted from teachers' salaries; $6 a year from evening school-teachers receiving less than $50 a month; gifts and legacies, and not less than half of sums forfeited by absence from duty. A nonreducible fund of $50,000 is created by using 25 per cent of all moneys from these sources and all gifts specifically bequeathed for the purpose of increasing this permanent fund. The fund is administered by a commission consisting of the mayor, the school superintendent, and the county treasurer, who report biennially to the supervisors. There is a retirement committee of five teachers, one at least from primary and one from grammar grades, elected for three years. Term of teachers' service, thirty years, with thirty years' assessments. Amount of annuity, $50 a month; proportionate annuity to incapacitated teachers who have been contributors for at least five years. Annuity ceases on return to public schools, or when incapacity ceases, if annuitant has received a sum which reimbursed for contributions. Provision is made for pro-rating. Necessary expenses are paid from fund.

Illinois.—The law of 1895, amended in 1901, provides as follows:

That the board of education in cities having a population exceeding 100,000 inhabitants shall have power, and it shall be the duty of said board, to create a public school teachers and public school employees' pension and retirement fund, and for that purpose shall set apart the following money, to wit: (1) An amount not exceeding one per cent per annum of the respective salaries paid to teachers and school employees elected by such board of education, which amount shall be deducted in equal installments from the said salaries at the regular time for the payment of such salaries; (2) all moneys received from donations, legacies, gifts, bequests, or otherwise, on account of said fund; (3) all moneys which may be derived from any and all sources: *Provided, however*, That no tax shall ever be levied for said fund; (4) any public school teacher or public school employee, a part of whose salary is now or may hereafter be set apart to provide for the fund herein created by this act, may be released from the necessities of making further payments to said fund by filing a written notice of his or her desire to withdraw from complying with the provisions of this act with said board of trustees, which said resignation shall operate and go into effect immediately upon its receipt by said board of trustees.

In compliance with this law Chicago has a fund made up of gifts, legacies, and 1 per cent of salaries. It is administered by the board of education, two trustees elected by the contributors, and the superintendent of schools ex officio. Term of teachers' service, twenty years for women, twenty-five years for men; three-fifths of the service must have been within the municipality. Teachers may retire voluntarily, or be retired by the board of education on completing the term of service required. Amount of annuity is half salary, provided it does not exceed $600. It is optional with teachers to join the society. If the fund should prove insufficient to pay full annuity, the law provides for proportionate pro-rating of all annuities.

Maryland.—The law of 1902 reads as follows:

Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, the said teacher may lay his or her case before the State board of education, and the said board shall proceed to consider the same, and if the facts are found as above stated the said teacher shall be placed upon a list, a record of which shall be kept by the said board, to be known as the "teachers' retired list," and the names upon said "teachers' retired list" shall be regularly certified by said board to the comptroller of the treasury of this State, and every person so placed upon the said "retired list" shall be entitled to receive a pension from this State of two hundred dollars per annum, to be paid quarterly by the treasurer of this State upon the warrant of the comptroller.

This law was repealed and reenacted in 1906 with amendments providing that candidates for pensions "must be without means for comfortable support," also must be recommended by board of county commissioners.

Massachusetts.—An act of the general court of this State, approved April 17, 1900, to create a public school teachers' retirement fund in Boston, provides that there be a permanent and a general fund. The permanent fund is made up of gifts and legacies specially given to it and a sum set apart by the board of trustees. The general fund is

made up of all gifts and legacies not specifically given to the permanent fund, together with the interest of the permanent fund and amounts retained for the purpose from teachers' salaries. The board of trustees consists of the superintendent of schools, ex officio, 3 female and 3 male teachers selected by teachers of Boston, and 4 members of the school committee, elected by that committee. All these trustees serve without compensation, but necessary expenses are paid. The city treasurer is custodian of the funds. The sum reserved from teachers' salaries is $3 each alternate month. The term of service is thirty years, ten in the Boston schools. The amount of annuities is determined by the board of trustees as the fund will allow. (The annuity for 1904 was $180, in monthly payments of $15 each.) Teachers incapacitated and discharged for such incapacity, having taught not less than two years in Boston, may be paid such annuity as the trustees determine and the fund will allow, provided that certificates are furnished by the attending physician and by a physician employed by the trustees, and the annuity ceases when incapacity ceases. All annuities are uniform in amount, except as provided in the next clause. No annuity is payable until a teacher shall have contributed $540 to the fund, a sum equal to the assessments for thirty years, except in cases of inability to contribute the full amount, where the board may make such payments as necessity shall require. Teachers who have contributed for more than two years may, on retiring without annuity, receive one-half of amount paid by them into the fund. The act is mandatory upon all teachers entering the service after it goes into effect, and upon such others as may elect to come under its provisions. Principals, supervisors, superintendents, and all regular instructors come under the head of teachers.

Michigan.—The public school teachers' retirement fund of Detroit consists of two funds, the permanent and the general. The permanent fund consists of (1) gifts, legacies, etc., designated for such fund; (2) moneys appropriated by the board of education or raised therefor by approval of common council and board of estimates; (3) tuition fees of nonresident pupils; (4) interest on daily balances of moneys appropriated for teachers' salaries; (5) moneys which trustees of retirement fund may transfer from the general fund. Interest on this fund shall be turned over to the general fund and used in payment of annuities. No portion of permanent fund shall be so used. The general fund consists of (1) assessments upon teachers' salaries, not less than 1 nor more than 3 per cent per annum. No deduction in form of assessment may be made on basis of more than $1,000; (2) income from interest of money in the permanent fund; (3) all moneys deducted from teachers' salaries for absence or any other cause; (4) all moneys intended for retirement fund and not already specified. The board of trustees consists of the president of the board of education, the president pro tempore of that board, the chairman of the committee on teachers, the superintendent of schools, and three teachers elected from contributors to the fund by ballot as board of trustees shall prescribe. Term, three years, one teacher elected each year. The funds are in the hands of the treasurer of the board of education. The amount assessed upon the salaries is determined by the board of education on recommendation of the board of trustees. In case of discontinuance of retirement fund all moneys appropriated therefor from funds of board of education (such as tuition fees of nonresident pupils, deductions for absence, interest on salary fund) shall revert to the teachers' salary fund. When the permanent fund shall have reached $100,000, no funds shall be added to it from deductions for absence or interest on salary fund except by a two-thirds vote of the board of education. Term of service for annuity, thirty years, of which twenty years must be in Detroit, or twenty-five years in schools of Detroit render a teacher eligible on application. Teachers incapacitated for duty, having taught twenty years, ten in Detroit, may be retired by two-thirds vote of the board of trustees. Teachers who resign or are removed for cause may apply after three months for such portion of money contributed by them as trustees shall direct to be paid, not to exceed one-half of their contributions. Annuities are not to exceed $250.

Current expenses of the trustees are paid from the maintenance fund of the board of education.

New Jersey.—This State makes provision for the retirement of teachers in two laws. The one exclusively "providing for the pensioning of school-teachers" was amended to read as follows:

Any teacher, principal, or superintendent who shall have been employed in the public schools of the State not less than thirty-five years shall, upon application to the board of education, or by resolution of the board of education having charge of the schools of the district in which such teacher, principal, or superintendent shall be employed, be retired from duty on half the average annual salary during the last five years of service: *Provided*, Such teacher, principal, or superintendent shall have been employed at least twenty years in the district in which he or she shall be retired. The body having charge of the finances of said district shall make provisions for and the board of education shall make such payments at the same time and in the same manner as to teachers regularly employed. Approved April 12, 1906.

The other law is part of the general school law and consists of article 25 with amendments approved June 13, 1906, which read as follows:

Whenever any teacher shall have taught in the public schools * * * for a period or periods aggregating twenty years or more, and shall have become incapacitated from earning a sufficient livelihood, such teacher shall, at his or her request, and on the approval of the aforesaid board of trustees, be retired as a teacher and shall receive an annuity out of the fund * * * equal to one-half of the average annual salary received by such teacher for the five years immediately preceding the time of retirement: *Provided, however*, That no annuity shall be less than two hundred and fifty dollars nor more than six hundred dollars; *Provided further*, That no annuity shall be paid unless the annuitant shall have first paid into said fund such sum or sums as shall make his or her total payments into such fund equal to at least the amount of his or her annuity for one year: *Provided again, further*, That under this provision the total payment of dues to the fund shall not in the case of any member exceed the sum of one thousand dollars.

The retirement fund herein provided for shall be made up as follows:

I. Two per centum of the contractual monthly salaries of all teachers who were or shall have been teachers ten years or less when they become entitled to an interest in said fund;

Two and one-half per centum * * * of teachers over ten years but less than fifteen years of service;

Three per centum * * * of teachers over fifteen years of service: *Provided*, That no deduction from salary made shall exceed fifty dollars in any year for any teacher.

II. One per centum of all annuities paid under the provisions of this article, which shall be deducted and withheld from each payment made to any annuitant.

III. All moneys and property received by donation, legacy, gift, bequest, devise, or otherwise, for or on account of said fund.

IV. All interest on investments and other moneys which may be duly and legally raised for the increase of said fund.

"After ten years of operation the one per cent fee has been found inadequate. As a result of the fear that the annuities would have to be scaled down new members came in sparingly. The annual income of the fund in 1905 was only equal to the expenditure for annuities. In order to save the fund from bankruptcy, the legislature passed an amendment to the law which secures financial soundness by raising the fees and by providing that new teachers, after January, 1908, shall automatically become members, thus adding more than a thousand young teachers as members each year. The attorney-general has ruled that present members will participate in all income that may accrue from the new fees. The New Jersey law is claimed by its advocates to be the best yet devised in its safeguards, its financial soundness, and in the extensiveness of its application, since it benefits the teacher in the smallest country district as well as the city teacher." (New York School Journal.)

New York.—The law passed by the legislature in 1902, with reference to a retirement fund in Poughkeepsie, provides that the fund be composed of (1) "all money, pay, compensation, or salary, or any part thereof, forfeited, deducted, or withheld for or on

account of absence from duty for any cause; (2) all moneys received from donations, legacies, gifts, bequests; (3) 2 per cent of the salaries paid each month."

The law creating a retirement fund in *Greater New York* designates as sources of this fund (1) money forfeited or withheld for absence from duty; (2) moneys received from donations, legacies, gifts; (3) 5 per cent annually of all excise moneys or fees from licenses granted to sell strong or spirituous liquors. Nothing is said of a regular contribution on the part of the teachers. The amount of annuity is fixed at one-half of the teacher's salary at the date of retirement, provided it does not exceed $1,000 in the case of a teacher and $1,500 in the case of a principal or superintendent, nor shall any annuity fall below $600.

The fund is invested by the city controller and administered by the board of education. The term of service is thirty years, twenty of which in New York City. Teachers are retired for physical or mental incapacity on recommendation of the superintendent and two-thirds vote of the board of education. Any teacher sixty-five years of age, having taught thirty years, twenty in the city, may be retired at discretion of the board.

The law has been amended to include normal college and supervisors in institutions controlled by departments of public charities and correction. Term of service necessary for normal teachers, ten years in New York, thirty years' aggregate service. The board has power to use both principal and income of fund. In April, 1905, the fund of Manhattan and Bronx amounted to $160,744; annuities paid up to that date amount to $335,950.

Ohio.—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. (See p. 215.) 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 pensions 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.

The new school code of *Ohio*, passed April 25, 1904, contains the following provisions:

> Any board which has created, or shall hereafter create, a teachers' pension fund shall pay into such fund all deductions, fines, penalties, and assessments made against teachers or other employees of the board. Such board may also pay to such pension fund, out of the contingent fund, not to exceed 2 per cent of the amount raised by the board from taxation.

Pennsylvania.—In Philadelphia the administration of the retirement fund is in the hands of a board consisting of the president of the board of education, two other members of that board, one member of the department of superintendence, and one teacher chosen by the members. The funds are derived from teachers' contributions and a

similar annual sum up to $50,000 contributed by the board of education. During the first ten years of service teachers contribute one per cent of their salaries, after that two per cent. Full annuity is equal to half the salary at date of retirement, but must not exceed $800 per annum at present.

Rhode Island.—Annuity funds are authorized by the legislature for the city of Providence.

South Carolina.—Charleston has a retirement fund composed of one per cent of salaries. Annuity must not exceed $250, and is only given to teachers whose circumstances are such as to make it imperative that outside aid be given them.

General remarks.—The provision to withhold a percentage of all the teachers' salaries and pay it into the annuity fund was abandoned after the teachers of Toledo had fought it successfully in the supreme court of Ohio. A similar provision was declared unconstitutional in Minnesota as regards Minneapolis. In Chicago the coercive feature first adopted was eliminated, and membership in the retirement societies in Chicago and everywhere else is now voluntary where assessments are required. In States and cities where the law provides for public authorities to administer a teachers' retirement fund, the associations for temporary aid and annuity are gradually closing up their business or merging their interest with the fund created by law. This has been the result in Europe, and naturally will be the result here.

REQUIREMENTS AS TO VACCINATION OF SCHOOL CHILDREN IN CERTAIN CITIES.

City.	Regulation.	Authority.
Baltimore, Md	Vaccination or other protection against smallpox required.	Rules, 1901, Art. XIX, sec. 1.
Boston, Mass	Physician's certificate of successful vaccination or certificate showing that the health of child would be endangered by vaccination required. Record must be kept.	Rules (School Doc. No. 6—1904), Chap. XVI, sec. 230.
Cambridge, Mass	Physician's certificate of successful vaccination or that child is unfit subject for same.	Rules, 1901, Chap. IX, sec. 87.
Chicago, Ill	Physician's certificate of vaccination within seven years unless pupil has had varioloid or smallpox.	Rules and Regulations, 1898, p. 30.
Detroit, Mich	Certificate of successful vaccination required	Manual, 1904 (revised to Jan. 1, 1905), rule 76 (a).
Haverhill, Mass	Physician's certificate of successful vaccination or that child is unfit subject for same.	Regulations, 1905, Chap. XI, sec. 1.
Jersey City, N. J	Successful vaccination required of both pupils and teachers.	Rules and Regulations (revision of January, 1904), Rule LXI.
Louisville, Ky	Satisfactory evidence of vaccination or other protection against smallpox required.	Manual, 1905, sec. 2, rule 11.
Newark, N. J	Physician's certificate of successful vaccination required unless pupil has had smallpox. Where insusceptibility to virus is claimed or demonstrated the matter is referred to committee for action.	Rules, 1904, Art. V, sec. 1 (a)
New Bedford, Mass	No unvaccinated child admitted to the schools unless physician's certificate shows that he is not a fit subject for vaccination.	Rules and Regulations, 1902, chap. 44, sec. 6.
New Orleans, La	Physician's certificate of vaccination within seven years required of both pupils and teachers.	Rules, 1905, Art. V, sec. 1, (a) and (b).
Newton, Mass	Physician's certificate or other satisfactory evidence of vaccination unless child is unfit for same.	Rules, 1902, Chap. V, sec. 10.
New York, N. Y	Physician's certificate of successful vaccination required of teachers, pupils, and janitors. The latter are also required to file semiannually certificates of vaccination of helpers and assistants and members of their families residing in school buildings. Principals must cooperate with agents of the board of health authorized to visit schools for the purpose of vaccinating pupils and teachers.	By-laws (amended to Jan. 27, 1904), sec. 46, arts. 1 and 2, and sec. 122, art. 2.

Requirements as to vaccination of school children in certain cities—Continued.

City.	Regulation.	Authority.
Paterson, N. J	Successful vaccination may be required by superintendent as a condition of admission (presumably when the danger of an epidemic warrants such a step).	Manual, 1901, page 40.
Philadelphia, Pa	Physician's certificate of successful vaccination or that pupil has had smallpox required. Principals required to report number of non-vaccinated pupils applying for admission.	Rules, 1903, Art. XXIII, sec. 1.
Providence, R. I	Physician's certificate of vaccination or other evidence of protection against smallpox required.	Rules, 1903, Art. XI, sec. 4.
Reading, Pa	Physician's certificate of successful vaccination required.	Manual, 1903, Sec. XIX, rule 2.
St. Louis, Mo	No child admitted unless vaccinated and sufficient evidence thereof presented to principal.	Rules, 1902, rule 49, Sec. VI.
San Francisco, Cal	Satisfactory evidence of vaccination required.	Rules, 1900, Sec. III.
Springfield, Ohio	Satisfactory evidence of vaccination must be given when required by board.	Rules and Regulations, 1903, rule 39.
Washington, D. C	Successful vaccination or other protection against smallpox required.	Rules, 1903, sec. 3.
Worcester, Mass	Physician's certificate of vaccination, or that child is an unfit subject for the same, required.	Rules, 1905, Chap. IX, sec. 8.

CORPORAL PUNISHMENT.

Regulations concerning corporal punishment in public schools in cities of 100,000 or more inhabitants.

City.	Regulation.	Authority.
Allegheny, Pa	To be avoided when obedience and good order can be preserved by milder measures. Full and accurate record required to be kept, which at all times must be subject to inspection of any member of the board or a parent of a pupil in attendance.	Rules, Art. III, sec. 7, and Art. IV, sec. 3, contained in Annual Report, 1904 pp. 151 and 152.
Atlanta, Ga	Restricted to pupils below high school. Only allowed when ordered by principal. The latter is required to keep an accurate record and to report each case to board of education through the superintendent.	Rules (Annual Report, 1903, pp. 82-104), secs. 58 and 59.
Baltimore, Md	Forbidden	Rules, 1901, p. 17, art. 181.
Boston, Mass	Forbidden in high schools and kindergartens, and as to girls in any school. In any case, restricted to blows upon the hand with a rattan. Each case must be reported through the principal to the superintendent.	Rules and Regulations, 1904, secs. 195 and 218.
Buffalo, N. Y	The schools must be governed, as far as possible, without corporal punishment; special permission of the superintendent necessary for any other than a principal or an assistant principal to administer punishment.	Charter and Ordinances, 1896, Chap. XIV, p. 218, sec. 39.
Chicago, Ill	Forbidden	Rules and Regulations, 1898, p. 38, sec. 62.
Cincinnati, Ohio	May not be inflicted for failures in lessons or recitations. Blows on head or violent shaking of pupils prohibited.	Annual Report, 1896, p. 199, sec. 84.
Cleveland, Ohio	Forbidden, except in unclassified schools, where it is permitted when principal and superintendent consent.	Handbook, 1904, pp. 92 and 94, secs. 22 and 23.
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.	Report, 1891, p. 136, secs. 27 and 28.
Denver, Colo	Teachers are required to consult with and to get the approval of the principal before administering corporal punishment. The child's parent and the superintendent must be promptly informed by letter.	Rules, 1903, Rule XV, secs. 14 and 16.
Detroit, Mich	Must be avoided if possible. Must not be inflicted without full knowledge and consent of principal.	Manual, 1905, p. 109, rules 90 and 92c.
Fall River, Mass	May be inflicted when 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.

Regulations concerning corporal punishment in public schools in cities of 100,000 or more inhabitants—Continued.

City.	Regulation.	Authority.
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, 1901, p. 51, sec. 11.
Jersey City, N. J	Forbidden	New Jersey School Laws, 1902, p. 46, sec. 106.
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, 1896, p. 24, sec. 88.
Los Angeles, Cal	Must be avoided if possible; switch or strap to be used; blows upon face or head forbidden.	Report, 1904, p. 174, sec. 87.
Louisville, Ky	Forbidden	Manual, 1905, p. 33, rule 3.
Memphis, Tenn	Must be avoided when good order can be preserved by milder measures.	Manual, 1898, p. 53, sec. 48.
Milwaukee, Wis	Permitted as last resort 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, 1901, p. 49, Art. XIV, secs. 7, 8.
Minneapolis, Minn	Permitted only when all other means fail. Principal only may inflict corporal punishment; then only when parents give written consent. Each case must be reported by principal to superintendent.	Report, 1904, p. 155, sec. 6.
Newark, N. J	Forbidden	New Jersey School Laws, 1902, p. 46, sec. 106.
New Haven, Conn	May be administered, with consent of principal, in extreme cases only, but never at same session of school at which the offense was committed. Cases to be reported monthly to superintendent.	Manual, 1891, p. 56, art. 12, sec. 176.
New Orleans, La	Restricted to male pupils below high school, and to be administered only after all other means have failed. Only principal, or assistant principal by authority of the former, have right to inflict. Restricted to the hands, and must not be inflicted in presence of class, or at time of offense. Monthly report to superintendent required.	Report, 1902, p. 187, Art. VII, secs. 5–8.
New York, N. Y	Forbidden	By-laws, 1902, p. 41, sec. 451.
Omaha, Nebr	Teachers are required to govern their pupils by kindness and appeals to their nobler affections and sentiments.	Rules and Regulations, 1900, p. 55, sec. 105.
Paterson, N. J	Forbidden	New Jersey School Laws, 1902, p. 46, sec. 106.
Philadelphia, Pa	There is no rule, but corporal punishment is said to have been abandoned by common consent.	
Pittsburg, Pa	Not forbidden, but is inflicted only in extreme cases.	Report, 1900, p. 11.
Providence, R. I	No pupil above primary liable, and in the latter only with written consent of parent or guardian. Each case must be reported to superintendent immediately, who causes an investigation to be made.	By-laws, 1903, p. 26, Art. XIV.
Rochester, N. Y	May be inflicted in extreme cases by the principal or, with his consent, by an assistant.	By-laws and Rules, 1898, p. 38, sec. 5.
St. Joseph, Mo	Must be avoided as far as possible. Each case to be reported to principal and by him monthly to superintendent.	Report, 1890, p. 170, sec. 13.
St. Louis, Mo	Inflicted only with consent of principal, by either teacher or principal, presence of both being required. Authorized but not encouraged by the board, being left largely to the discretion and judgment of principals. In some schools the latter dispense with it altogether, while in others it is permitted in extreme cases.	Report, 1903, p. 231.
St. Paul, Minn	Forbidden, except when necessary to repel violence.	Report, 1904, p. 219, sec. 131.
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.

Regulations concerning corporal punishment in public schools in cities of 100,000 or more inhabitants—Continued.

City.	Regulation.	Authority.
Scranton, Pa	Forbidden except in flagrant cases of disobedience and disorder. Not to be administered in presence of school, but some other teacher or the superintendent required to be present.	Rules and Regulations, 1887, p. 14, sec. 6.
Syracuse, N. Y	Forbidden	Rules and Regulations, 1898, p. 30, sec. 20.
Toledo, Ohio	Forbidden	By-laws, 1885, p. 53, sec. 3.
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, 1903, p. 22, sec. 48.
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, 1905, p. 24, sec. 13.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward.[a]

I.—SALARIES OF OFFICERS AND SUPERVISORS AND TEACHERS OF SPECIAL SUBJECTS.

	City.	Population (Census Office estimate, 1905).	Rank in population.	Superintendent of schools	Assistant superintendents and general supervisors.		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
					Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Akron, Ohio	49,403	90	$3,100	....	.....	$1,000	....	.....	$1,600	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
2	Albany, N. Y.[b]	97,801	43	3,000	....	.....	1,900	....	.....	1,900	....	.....	.....	....	.....	.....	.....	.....	.....	$900	.....
3	Allegheny, Pa.[b]	142,848	27	3,000	....	.....	1,200	1	$800	1,000	....	.....	$1,000	1	$650	.....	.....	$2,100	.....	.....	$850
4	Allentown, Pa	40,571	113	1,750	....	.....	500	....	.....	700	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
5	Altoona, Pa	45,557	96	2,000	....	.....	540	....	.....	675	....	.....	540	....	.....	.....	.....	1,350	.....	.....	.....
6	Atlanta, Ga	102,702	40	2,500	1	$1,800	[c] 1,500	....	.....	1,200	....	.....	1,200	....	.....	(c)	.....	(c)	$525	.....	.....
7	Atlantic City, N. J	37,593	127	2,100	....	.....	750	....	.....	750	....	.....	.....	....	.....	.....	.....	1,000	.....	.....	.....
8	Auburn, N. Y	32,528	143	2,750	....	.....	900	....	.....	850	....	.....	.....	....	.....	.....	.....	1,100	.....	.....	900
9	Augusta, Ga	42,511	102	2,500	....	.....	.....	....	.....	(d)	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
10	Aurora, Ill. (East side)	26,377	169	2,400	....	.....	900	....	.....	[e] 580	....	.....	.....	....	.....	.....	.....	1,400	300	.....	.....
	Aurora, Ill. (West side)	.....	.....	2,200	....	.....	1,100	....	.....	[f] 300	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
11	Baltimore, Md.[g]	546,217	6	5,000	1	2,500	1,200	10	[h] 648	1,500	3	[h] $900	1,500	1	900	.....	.....	[i] 600	900	.....	.....
					1	2,400															
12	Bay City, Mich.[j]	[k] 40,614	112	[l] 2,800	....	.....	800	....	.....	725	....	.....	.....	....	.....	.....	.....	.....	525	.....	600
13	Bayonne, N. J.[b]	42,262	103	2,500	....	.....	750	....	.....	.....	....	.....	.....	....	.....	.....	.....	[m] 850	.....	.....	.....
14	Binghamton, N. Y	43,100	101	2,500	....	.....	(d)	....	.....	(d)	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
15	Birmingham, Ala	44,640	98	2,100	....	.....	1,200	....	.....	.....	....	.....	.....	....	.....	.....	.....	900	.....	.....	.....
16	Bloomington, Ill	25,219	184	3,000	[n] 1	(d)	600	....	.....	750	....	.....	450	....	.....	.....	.....	1,100	.....	.....	(d)
17	Boston, Mass.[o]	595,380	5	6,000	6	3,780	3,600	1	2,508	3,000	1	2,652	3,000	1	2,280	.....	.....	2,508	936	2,880	1,500
								1	2,500		3	2,292		1	1,800						
								4	1,500		3	1,140		[p] 6	1,200						
								4	1,200		1	1,044		[p] 1	936						
														[p] 4	900						
														1	750						
18	Bridgeport, Conn	82,061	54	3,900	....	.....	1,200	....	.....	(d)	....	.....	1,400	....	.....	.....	.....	.....	.....	.....	.....
19	Brockton, Mass	47,794	91	2,800	1	(d)	700	....	.....	(d)	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
20	Buffalo, N. Y.[j]	376,945	8	5,000	[q] 2	2,000	1,600	3	730	1,600	1	1,550	1,000	1	825	$1,600	.....	2,000	1,000	1,000	.....
											1	1,200		1	775						
											2	600									
21	Burlington, Iowa	25,318	181	[l] 2,000	....	.....	[r] 700	....	.....	1,000	....	.....	.....	....	.....	(r)	.....	.....	.....	.....	.....

22	Butte, Mont	41,757	108	3,600			1,050			1,050														
23	Cambridge, Mass.[b]	97,434	45	3,500	[n] 1	1,300	2,000	1	800	2,000	1	850	950	1	850				700					
24	Camden, N. J.[b]	83,363	53	3,500			1,300			1,300			1,000						1,200					
25	Canton, Ohio	37,907	122	2,700			950						713											
26	Cedar Rapids, Iowa	28,759	160	3,000			900													810				
27	Charleston, S. C	56,232	81	2,500																				
28	Chattanooga, Tenn	34,179	138	2,000			540						540											
29	Chelsea, Mass	37,289	129	2,800			850	1	(d)	(d)										(d)				
30	Chester, Pa.[f]	37,333	128	2,200						570							618							
31	Chicago, Ill	1,990,750	2	10,000	6	4,000	2,400	4	1,400		4	1,400	3,000	21	800 to 1,300			3,000					1,125
					1	2,500																		
					1	2,000																		
32	Cincinnati, Ohio[b]	343,337	11	5,000	2	2,500	2,000	7	850	2,100	9	1,600	2,000	2	950	2,000	$2,100	2,000					1,200
														3	850									
33	Cleveland, Ohio[s]	437,114	7	5,000	1	3,000	2,200			1,600	1	1,200	3,000	[t] 1	1,300	2,200		2,500		1,400				
					1	2,750								[t] 3	1,200									
					2	2,500								[n] 2	1,100									
					1	2,200								1	1,050									
					1	1,800								[t] 3	1,000									
					1	1,600								[t] 1	900									
														[t] 1	850									
														[t] 1	800									
34	Colorado Springs, Colo	28,186	161	(d)			1,200			(d)								900						
35	Columbus, Ohio	142,105	28	4,000																				
36	Council Bluffs, Iowa	25,231	183	2,400			(d r)			(d)						(r)								
37	Covington, Ky	45,877	95	2,400			700			1,250						1,000		1,200	700	500				
38	Dallas, Tex	52,248	84	[t] 2,700			900											1,215					800	

[a] The data are taken in the main from the report on teachers' salaries, etc., made by a committee of the National Education Association, of which Hon. Carroll D. Wright was chairman. Where other sources are used, notes indicate the fact. Unless otherwise stated, data are for 1904.

[b] From Annual Report for 1905.

[c] Drawing supervisor is also supervisor of writing and of manual training.

[d] No datum as to salary.

[e] For 3½ days per week.

[f] For 2 days per week.

[g] From Maryland Educational Journal, June 15, 1906.

[h] Average.

[i] One-third time.

[j] From salary schedule for 1905.

[k] Including West Bay City, annexed April, 1905.

[l] For 1907.

[m] Maximum paid special teachers.

[n] Supervisor of primary grades.

[o] From School Document No. 1, 1906.

[p] Teachers of vocal and physical training and reading.

[q] Supervisor of primary and of grammar grades.

[r] Supervisor of drawing is also supervisor of writing.

[s] Salary schedule for 1907.

[t] Special teachers in high school.

[u] Includes one special teacher in high school.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

I.—SALARIES OF OFFICERS AND SUPERVISORS AND TEACHERS OF SPECIAL SUBJECTS—Continued.

	City.	Population (Census Office estimate, 1905).	Rank in population.	Superintendent of schools	Assistant superintendents and general supervisors.		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
					Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
39	Davenport, Iowa	39,797	114	$2,400	....	.....	$1,000	....	.....	$750	....	.....	$1,100	1	$450	.....	[a]$600	$1,000	.....	.....	$900
40	Dayton, Ohio [b]	98,350	42	4,000	....	.....	1,282	....	.....	1,282	....	.....	[c]1,282	....	.....	$1,282	1,045	1,425	$1,092	$950	950
41	Denver, Colo. [d]	150,317	26	5,000	1	$4,000	2,000	1	$1,500	1,750	....	.....	1,750	2	760	.....	760	1,500	1,200	1,100	635
					1	3,000															
42	Des Moines, Iowa (West side)	75,626	57	3,600	....	.....	(e)	....	.....	(e)	....	.....	.....	....	.....	.....	.....	(e)	.....	(e)	.....
43	Detroit, Mich. [d]	325,563	12	4,000	[f]1	2,500	1,000	....	.....	1,500	....	.....	1,500	....	.....	1,500	.....	1,700	700	1,800	700
44	Dubuque, Iowa	41,941	107	2,500	....	.....	.....	....	.....	.....	....	.....	750	....	.....	.....	.....	.....	.....	700	.....
45	Duluth, Minn	64,942	67	3,600	....	.....	1,050	....	.....	.....	....	.....	900	....	.....	675	.....	.....	.....	.....	.....
46	Easton, Pa	27,808	163	2,000	....	.....	.....	....	.....	.....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
47	East Orange, N. J	25,175	185	3,900	....	.....	1,200	....	.....	1,000	....	.....	900	....	.....	.....	.....	900	750	.....	.....
48	East St. Louis, Ill	39,385	116	2,500	....	.....	1,200	....	.....	(e)	....	.....	(e)	....	.....	.....	.....	.....	.....	.....	.....
49	Elizabeth, N. J	60,509	73	2,700	....	.....	1,000	....	.....	.....	....	.....	500	....	.....	.....	.....	.....	.....	.....	.....
50	Elmira, N. Y	35,729	132	2,500	....	.....	900	....	.....	(e)	....	.....	650	....	.....	.....	.....	.....	.....	.....	.....
51	Erie, Pa. [g]	58,783	76	3,000	....	.....	703	1	456	731	1	$513	.....	....	.....	.....	[h]1,200	1,216	.....	380	665
52	Evansville, Ind	63,132	70	3,000	....	.....	1,200	....	.....	1,200	....	.....	1,200	....	.....	.....	(e)	.....	.....	1,400	.....
53	Everett, Mass. [g]	29,111	156	2,500	....	.....	800	....	.....	1,400	....	.....	.....	....	.....	.....	.....	800	450	.....	.....
54	Fall River, Mass	105,762	38	3,300	....	.....	1,000	....	.....	1,200	....	.....	.....	....	.....	.....	.....	.....	(e)	.....	900
55	Fitchburg, Mass. [g]	33,021	141	2,700	....	.....	[i]1,500	2	1,200	[j]600	....	.....	.....	....	.....	.....	.....	(1)	.....	.....	500
								1	775												
56	Fort Wayne, Ind	49,975	88	3,000	....	.....	1,100	....	.....	1,100	....	.....	1,000	....	.....	.....	.....	.....	.....	.....	.....
57	Fort Worth, Tex	27,028	167	2,000	....	.....	1,188	....	.....	950	1	475	.....	....	.....	.....	.....	.....	.....	.....	.....
58	Galveston, Tex	33,484	140	[k]3,500	....	.....	.....	....	.....	.....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
59	Gloucester, Mass	26,011	175	2,300	....	.....	800	1	200	1,200	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
60	Grand Rapids, Mich. [g]	97,756	44	3,500	1	1,600	1,300	....	.....	1,000	....	.....	.....	....	.....	.....	.....	1,500	.....	900	.....
61	Hamilton, Ohio	27,044	166	2,500	....	.....	760	....	.....	1,140	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
62	Harrisburg, Pa. [d]	54,807	82	2,500	....	.....	950	1	950	800	....	.....	1,045	....	.....	.....	.....	.....	.....	.....	.....
								1	700												
63	Hartford, Conn	93,160	47	1,500	....	.....	(e)	....	.....	(e)	....	.....	.....	....	.....	.....	(e)	(e)	(e)	(e)	(e)
64	Haverhill, Mass. [g]	37,830	124	2,300	....	.....	850	1	500	950	....	.....	.....	....	.....	.....	.....	623	700	.....	500
65	Hoboken, N. J	65,468	65	2,800	....	.....	900	2	720	.....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....

66	Holyoke, Mass.*g*	49,934	89	3,000			1,200	1	800	1,100							1,000					
67	Houston, Tex.*d*	56,300	80	*k* 3,000			*l* 900			720						(*l*)	720					
68	Indianapolis, Ind	212,198	20	5,000	2	2,500	2,500	1	1,500	2,500			1,800			(*e*)	(*e*)	(*e*)				
69	Jackson, Mich	25,330	180	2,500			800			800												
70	Jacksonville, Fla	35.301	135	1,500																		
71	Jamestown, N. Y	26,005	176	2,500			600			750			1,050	1	450			1,000				500
														1	350							
72	Jersey City, N. J.*d*	232,699	18	4,500	*f* 1	1,900	2,400															
					m 1	1,300																
73	Johnstown, Pa	42,160	105	2,500	1	(*e*)	1,000			1,000												
74	Joliet, Ill	31,713	146	2,300	1	1,050	700			1,000												
75	Joplin, Mo	34,063	139	1,500	1	(*e*)																
76	Kalamazoo, Mich	31,127	148	2,200						775											625	
77	Kansas City, Kans	67,614	63	2,250						810												
78	Kansas City, Mo.*g*	179,272	24	4,000	7	2,400	1,300			1,300			1,300							1,300	900	1,300
79	Kingston, N. Y.*d*	25,411	179	2,800			700	1	550	700						1,000						
80	Knoxville, Tenn.*n*	35,482	133																			
81	La Crosse, Wis	29,078	158	2,300			725			750							625					
82	Lancaster, Pa	46,184	94	2,000						650	2	500										
83	Lawrence, Mass	70,050	61	3,000			1,500	1	700	800	1	650				1,200				500		
84	Lexington, Ky.*d*	28,769	159	2,000	1	1,200	500			900												
85	Lima, Ohio	27,048	165	2,400						570												
86	Lincoln, Nebr	46,874	93	2,400			800			800												
87	Little Rock, Ark	38,716	117	2,100																		
88	Los Angeles, Cal.*g*	*102,479	31	4,250	2	2,750	1,500	1	1,400	1,500	1	1,400									1,500	1,500
89	Louisville, Ky	222,660	19	4,200			1,500			1,200												
90	Lowell, Mass.*g*	94,889	46	3,000			750	1	750	1,250	1	700								800	500	
91	Lynn, Mass	77,042	55	2,500			1,250			1,800			(*e*)									600
92	McKeesport, Pa	42,024	106	2,100						1,000			900			(*e*)						
93	Macon, Ga.*g*	32,618	142	2,250						621								1,200				720
94	Malden, Mass	38,037	121	2,500			1,500			1,700						(*e*)						
95	Manchester, N. H	63,417	69	2,300			1,200			1,200												
96	Memphis, Tenn	121,235	30	2,400	1	1,800				900												
97	Meriden, Conn	25,616	178	2,000			700			1,200												
98	Milwaukee, Wis.*d*	312,948	13	6,000	1	2,500				1,500			1,000									700
					1	2,400																
					1	2,000																
99	Minneapolis, Minn	261,974	17	4,250	2	2,200	2,000	1	900	1,300			1,000				(*e*)	(*e*)				900
100	Mobile, Ala	42,164	104	2,500	1	1,200																
101	Montgomery, Ala	39,769	115	2,000			*o* 1,080			720			450			(*o*)						
102	Muncie, Ind	26,301	171	2,300						1,080												
103	Nashua, N. H	26,193	173	2,000			800			1,100												
104	Nashville, Tenn	84,227	50	3,000			1,500			1,400								1,300				1,000

* Census, 1900; no late estimate.
a Half time.
b Salary schedule for 1907.
c Also of elocution.
d Salary schedule for 1905.
e No datum as to salary.
f Supervisor of primary grades.
g Salary schedule for 1906.
h Also teacher in high school.
i Supervisor of drawing is also supervisor of manual training.
j Singing, 4 days per week.
k For 1907.
l Supervisor of drawing is also supervisor of writing.
m Supervisor of grammar grades.
n No data as to salaries.
o Supervisor of drawing is also supervisor of writing.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

I.—SALARIES OF OFFICERS AND SUPERVISORS AND TEACHERS OF SPECIAL SUBJECTS—Continued.

	City.	Population (Census Office estimate, 1905).	Rank in population.	Superintendent of schools.	Assistant superintendents and general supervisors.		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
					Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
105	Newark, N. J.[a]	283,289	16	$4,500	1	$2,500	[b] $1,800	1	[b] $1,200	[b] $1,800	1	[b] $1,200	[b] $2,000	....	.....	[b] $2,000	.....	[b] $2,500	[b] $1,300	.....	.....
					1	1,800															
106	New Bedford, Mass.[a]	74,362	58	3,500	....	.....	1,500	....	.....	1,900	....	.....	.....	....	.....	.....	.....	1,600	700	.....	$700
107	New Britain, Conn.	30,178	153	2,800	....	.....	750	....	.....	1,250	....	.....	750	....	.....	[c] 1,400	.....	(d)	.....	.....	750
108	Newburgh, N. Y.	26,320	170	2,000	....	.....	850	....	.....	200	....	.....	.....	....	.....	.....	.....	1,300	600	.....	.....
109	New Castle, Pa.	35,429	134	1,800	....	.....	630	....	.....	810	....	.....	.....	....	.....	675	.....	.....	.....	.....	.....
110	New Haven, Conn.	119,027	33	3,800	1	2,100	1,700	....	.....	2,300	....	.....	.....	....	.....	1,500	.....	2,000	750	$1,000	600
111	New Orleans, La.	309,639	14	2,500	2	1,500	850	6	540 to 765	750	5	585 to 675	.....	....	.....	.....	.....	.....	.....	.....	.....
112	Newport, Ky.[e]	29,991	154	1,710	....	.....	[f] 750	1	540	800	....	.....	.....	....	.....	(f)	.....	.....	.....	.....	.....
113	Newport, R. I.[g]	25,039	187	3,000	....	.....	1,000	1	800	1,000	....	.....	850	....	.....	.....	.....	.....	.....	.....	.....
								1	300												
114	Newport News, Va.	27,230	164	1,500	....	.....	540	....	.....	.....	....	.....	.....	....	.....	.....	.....	360	.....	.....	.....
115	Newton, Mass.	36,827	130	3,500	....	.....	2,000	....	.....	1,800	....	.....	1,000	....	.....	(d)	.....	(d)	625	(d)	.....
116	New York, N. Y.	4,000,925	1	[h] 10,000	8	[e] 6,500	4,000	24	900 to 2,160	4,000	52	1,000 to 2,160	4,000	12	$900 to 1,400	.....	.....	4,000	2,500	2,533	2,500
					26	5,000															
117	Niagara Falls, N. Y.[g]	26,431	168	2,200	....	.....	800	....	.....	750	....	.....	.....	....	.....	1,050	.....	.....	500	.....	750
118	Norfolk, Va.	58,006	79	2,050	....	.....	750	....	.....	900	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
119	Oakland, Cal.	72,670	60	3,300	1	2,000	1,500	....	.....	1,200	....	.....	1,200	2	[i] 756	1,500	.....	1,500	1,100	.....	1,100
120	Omaha, Nebr.	120,565	32	3,600	1	1,235	1,235	....	.....	1,235	....	.....	(d)	....	.....	.....	.....	.....	.....	1,235	.....
121	Orange, N. J.	26,101	174	3,000	....	.....	.....	....	.....	1,300	....	.....	(d)	....	.....	.....	.....	1,000	(d)	.....	(d)
122	Oshkosh, Wis.	30,575	151	2,100	....	.....	750	....	.....	600	....	.....	.....	....	.....	(d)	.....	.....	450	.....	.....
123	Passaic, N. J.	37,837	123	3,000	....	.....	850	....	.....	800	....	.....	750	....	.....	.....	.....	.....	700	.....	850
124	Paterson, N. J.	111,529	37	3,600	....	.....	1,100	....	.....	1,500	....	.....	.....	....	.....	.....	.....	(d)	.....	1,500	.....
125	Pawtucket, R. I.	43,381	99	2,600	....	.....	1,400	1	700	1,200	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
126	Peoria, Ill.	65,026	66	3,500	....	.....	1,500	....	.....	1,500	....	.....	.....	....	.....	.....	.....	.....	.....	.....	900
127	Perth Amboy, N. J.	25,895	177	2,500	....	.....	.....	....	.....	.....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
128	Philadelphia, Pa.	1,417,062	3	[h] 7,500	6	3,000	3,000	8	1,000	3,000	16	1,000	.....	....	.....	.....	.....	.....	770	1,800	770
129	Pittsburg, Pa.	364,161	10	5,000	[j] 1	(d)	1,500	....	.....	1,500	....	.....	.....	....	.....	.....	.....	.....	.....	.....	900

130	Pittsfield, Mass.	25,001	188	2,300			1,000			1,000									i 360				
131	Portland, Me.a	54,330	83	(d)			f 1,400	1	1,000	800	1	700				(f)			1,500				800
								1	600															
132	Portland, Oreg.a	104,141	39	4,000			1,000	2	800	(d)			1,200						1,400				
133	Poughkeepsie, N. Y.	25,146	186	2,500	k 1	(d)	l 700			1,200							600		(l)				
134	Providence, R. I.a	198,635	21	h 5,000	1	2,000	2,000	2	1,000	b 2,000	2	1,000	1,600			1,200						1,200	
					1	1,700																	
135	Pueblo, Colo.	30,457	152	3,000			950			950									1,200	950			
136	Quincy, Ill.	38,632	118	2,000			(d)			(d)									(d)				(d)
137	Quincy, Mass.a	28,076	162	2,500			740			900										600			
138	Racine, Wis.	32,290	144	1,600			800			550													
139	Reading, Pa.	89,111	48	2,500			650			650	1	550											
140	Richmond, Va.	86,880	49	(d)						900													
141	Rochester, N. Y.	182,028	23	5,000	1	2,000	1,200	1	1,000	1,300									(d)	750	(d)		
142	Rockford, Ill.	34,621	137	2,200						900													
143	Sacramento, Cal.	30,732	150	2,250			1,000			1,000													
144	Saginaw, Mich. (east side)	47,676	92	2,200			1,000			1,000						i 500				550			
145	St. Joseph, Mo.	115,479	36	2,500	1	1,800	1,125			900			675			(d)							
146	St. Louis, Mo.g	636,973	4	5,500	2	4,000	b 2,048	2	720 to b 1,968	2	i 480 to i 896		i 640 to 724						b 1,200	b 632	b 2,048		b 896
					2	3,600																	
					bk 1	1,968			1,320		1,320												
147	St. Paul, Minn.m	197,023	22	4,000	1	1,800	1,500			1,600			1,400	1	750				1,000	800			
148	Salem, Mass.a	37,627	126	(d)			1,500			1,200													
149	Salt Lake City, Utah a	58,914	75	m 4,000	1	1,702	675			1,500									1,500	800			
150	San Antonio, Tex.a	61,146	72	2,700														$1,170	1,200	1,200			720
151	San Francisco, Cal.a	364,677	9	4,000	4	1,800	1,620	1	900	1,620	1	900	1,800	1	1,200				1,800				1,500
152	Savannah, Ga.	67,311	64	(d)	1	(d)							(d)										
153	Schenectady, N. Y.	58,195	78	2,500			800	1	750	650	1	500	650	1	250								
154	Scranton, Pa.	116,111	35	3,500			b 1,400	1	800	b 1,200													
155	Seattle, Wash.a	99,586	41	4,000			b 1,350			b 1,350										b 1,200			
156	Sioux City, Iowa.	40,952	111	2,400			900			900													
157	Somerville, Mass.a	69,272	62	3,000			1,000	n 1	1,000	1,700	1	900				1,500			o 1,700	650			
								n 1	600														
158	South Bend, Ind.	43,204	100	(d)			(d)			(d)			(d)			(d)							
159	South Omaha, Nebr.	31,971	136	2,200																			
160	Spokane, Wash.	45,313	97	3,000			(d)			810						810							
161	Springfield, Ill.	38,234	120	2,400			1,000			1,000													1,000
162	Springfield, Mass.	73,540	59	4,000	1	2,000	1,700	1	700	1,500	1	700	1,500			1,200			1,400	i 700	p 2,200		800
163	Springfield, Ohio q	41,433	109	2,500			1,200			1,200						1,000	1,000						
164	Superior, Wis.	36,551	131	2,500			900			850									1,500	750			
165	Syracuse, N. Y.	117,124	34	4,000	1	1,300	1,100			1,500	1	1,000	1,200						1,000	800	1,200		800
166	Tacoma, Wash.	51,962	85	2,600			850			q 1,000			(q)										
167	Taunton, Mass.a	30,967	149	2,400			1,000			1,600									750	650			

a Salary schedule for 1906.
b Maximum.
c Also bookkeeping.
d No datum as to salary.
e Salary schedule for 1901.
f Supervisor of drawing is also supervisor of writing.
g Salary schedule for 1905.
h For 1907.
i Half time.
j Director of high schools.
k Supervisor of primary.
l Supervisor of drawing is also supervisor of manual training.
m Salary schedule for 1907.
n Special teacher in high school.
o Submaster in charge of manual training department in high school.
p Supervisor of primary grades and kindergartens.
q Supervisor of music is also supervisor of physical training.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

I.—SALARIES OF OFFICERS AND SUPERVISORS AND TEACHERS OF SPECIAL SUBJECTS—Continued.

	City.	Population (Census Office estimate, 1905).	Rank in population.	Superintendent of schools.	Assistant superintendents and general supervisors.		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
					Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
168	Terre Haute, Ind	51,903	86	(a)	3	(a)	$950	....	.....	$350	....	.....	$900	....	.....	.....	.....	.....	.....	.....	.....
169	Toledo, Ohio	155,287	25	$4,000	....	.....	(a)	....	.....	(a)	1	(a)	(a)	....	.....	.....	.....	$713	.....	.....	.....
170	Topeka, Kans	37,641	125	(a)	....	.....	630	....	.....	.....	....	.....	.....	....	.....	.....	.....	540	.....	.....	.....
171	Trenton, N. J	84,180	51	2,800	....	.....	900	....	.....	1,100	....	.....	1,100	....	.....	.....	.....	.....	.....	$1,000	.....
172	Troy, N. Y	76,222	56	2,500	1	$750	1,200	1	$800	1,500	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
173	Utica, N. Y.b	63,648	68	3,300	....	.....	1,100	2	700	1,350	....	.....	.....	....	.....	$700	.....	(a)	(a)	1,000	$900
174	Waltham, Mass	26,282	172	2,200	....	.....	1,050	1	600	1,000	....	.....	1,000	1	$450	.....	.....	.....	$650	.....	300
175	Washington, D. C.c	302,883	15	5,000	{2 {1	3,000} d2,700}	e 2,000	(f)	{ 650 to 1,100 }	e 2,000	(f)	{ $650 to 1,100 }	e2,000	(f)	{ 650 to 1,100 }	.....	.....	d 2,700	e 1,750	e 1,750	e 1,750
176	Waterbury, Conn	60,109	74	3,000	1	(a)	850	....	.....	750	1	500	.....	....	.....	.....	.....	.....	.....	.....	550
177	Watertown, N. Y	25,276	182	2,400	....	.....	550	....	.....	700	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
178	West Hoboken, N. J	29,082	157	2,100	....	.....	.....	....	.....	.....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
179	Wheeling, W. Va.b	41,058	110	2,100	....	.....	.....	....	.....	1,000	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
180	Wichita, Kans	31,110	147	2,000	....	.....	(a)	....	.....	810	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
181	Wilkes-Barre, Pa	58,721	77	3,000	....	.....	.....	....	.....	1,050	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
182	Williamsport, Pa	29,572	155	2,200	....	.....	.....	....	.....	405	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
183	Wilmington, Del	83,860	52	2,200	1	(a)	1,000	....	.....	1,000	....	.....	.....	....	.....	.....	.....	1,000	900	.....	.....
184	Woonsocket, R. I	32,196	145	2,000	....	.....	750	....	.....	1,100	....	.....	.....	....	.....	300	.....	.....	.....	.....	.....
185	Worcester, Mass.g	128,135	29	4,000	....	.....	1,900	1	1,300	1,900	1	1,000	1,100	....	.....	.....	.....	1,850	625	1,150	650
								2	950		1	800									
186	Yonkers, N. Y.b	61,405	71	(a)	....	.....	1,450	1	850	1,800	1	800	900	1	900	.....	.....	1,100	775	850	800
								1	800		1	725		1	700						
187	York, Pa	38,258	119	2,000	....	.....	765	....	.....	225	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
188	Youngstown, Ohio	51,516	87	2,800	....	.....	1,200	....	.....	1,200	....	.....	.....	....	.....	1,200	.....	1,200	.....	.....	.....

a No datum as to salary.
b Salary schedule for 1905.
c Salary schedule for 1907.
d Maximum after five years' service; minimum $2,200.
e Maximum after five years' service; minimum $1,500.
f No data.
g Salary schedule for 1906.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

II.—SALARIES OF PRINCIPALS AND TEACHERS.

	City.	Normal or training schools.		High schools.		Elementary schools.			Kindergartens.	
		Principals.	Teachers.	Principals.	Teachers.	Supervising principals.	Principals.	Teachers.	Directors or principals.	Teachers.
	1	2	3	4	5	6	7	8	9	10
1	Akron, Ohio			$1,800	$750 to $1,200		$700 to $1,200	$300 to $625		$300 to $625
2	Albany, N. Y.[a]	$2,500	$400 to $900	3,000	750 to 2,500		1,200 to 1,900	400 to 700		400 to 650
3	Allegheny, Pa.[a]			2,500	750 to 1,400		850 to 2,100	500 to 900		550 to 750
4	Allentown, Pa			1,200	550 to 1,200		465 to 700	380 to 630		
5	Altoona, Pa			1,485	675 to 900		765 to 990	333 to 675		(b)
6	Atlanta, Ga			2,000	700 to 1,500		650 to 1,200	250 to 650		
7	Atlantic City, N. J			1,500	650 to 950		625 to 750	447 to 550		
8	Auburn, N. Y			2,500	550 to 2,000		600 to 1,500	300 to 750		(b)
9	Augusta, Ga			1,800	675		863 to 1,200	289 to 675		360 to 600
10	Aurora, Ill. (East side)			1,800	600 to 1,200		550 to 1,000	325 to 725		
	Aurora, Ill. (West side)			(c)	(b)		(b)	350 to 800		
11	Baltimore, Md	2,400	1,000 to 1,200	2,400	504 to 2,200		$1,800	700 to 1,500	348 to 1,008	200 to 504
12	Bay City, Mich.[a]			1,700	650 to 1,000		625 to 800	300 to 600		500
13	Bayonne, N. J			1,900	710 to 1,450			1,900	400 to 850	510 to 635
14	Binghamton, N. Y			2,500	500 to 1,500		700 to 1,200	360 to 500		360 to 500
15	Birmingham, Ala.[a]			$630 and 2,000	450 to 1,200		630 to 1,500	360 to 630		
16	Bloomington, Ill			1,600	450 to 1,100		590 to 810	360 to 585		
17	Boston, Mass.[d]	3,780	1,140 to 3,204	3,780 to 4,200	900 to 3,000		2,580 to 3,180	552 to 1,212	$624 to $792	432 to 624
18	Bridgeport, Conn			2,500	650 to 1,200		650 to 1,600	425 to 900		
19	Brockton, Mass			2,100	700 to 1,500		600 to 2,000	450 to 600		
20	Buffalo, N. Y.[a]	1,800	775	2,000 to 2,500	450 to 1,600		700 to 2,000	400 to 800		300 to 700
21	Burlington, Iowa			1,500	500 to 1,200		855 to 1,100	285 to 570	475 to 570	
22	Butte, Mont			2,200	1,000 to 1,250		1,000 to 1,300	560 to 900		285 to 380
23	Cambridge, Mass.[a]	2,800	250 to 1,000	3,000	500 to 2,000		770 to 2,300	450 to 1,400	700	450 to 700
24	Camden, N. J.[a]			1,400	800 to 900	$1,000 to 1,450	600 to 1,450	440 to 725		440 to 520
25	Canton, Ohio			1,520	713 to 1,140		808 to 950	523 to 618		428
26	Cedar Rapids, Iowa			1,550	450 to 900		720 to 1,125	225 to 630		270 to 473
27	Charleston, S. C			1,900	600		750 to 1,500	300 to 540		
28	Chattanooga, Tenn			1,200	585 to 765		585 to 900	270 to 504		
29	Chelsea, Mass			2,800	300 to 1,800		700 to 1,800	200 to 650		(b)
30	Chester, Pa.[a]	570	(b)	1,520	570 to 808		570 to 1,200	380 to 570		
31	Chicago, Ill	5,000	1,000 to 2,500	2,800 to 3,000	750 to 2,400		1,200 to 2,500	550 to 1,125		550 to 950
32	Cincinnati, Ohio[a]			2,100 to 2,600	800 to 2,100		1,400 to 2,100	450 to 850		100 to 650
33	Cleveland, Ohio[d]	3,000	1,000 to 2,000	2,500 to 3,500	1,000 to 2,200		900 to 1,700	500 to 900	675 to 800	500 to 650
34	Colorado Springs, Colo				1,900	780 to 1,150		780 to 1,600	540 to 780		(b)

[a] Salary schedule for 1905. [b] No data as to salaries. [c] No datum as to salary. [d] Salary schedule for 1907.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

II.—SALARIES OF PRINCIPALS AND TEACHERS—Continued.

	City.	Normal or training schools.		High schools.		Elementary schools.			Kindergartens.	
		Principals.	Teachers.	Principals.	Teachers.	Supervising principals.	Principals.	Teachers.	Directors or principals.	Teachers.
	1	2	3	4	5	6	7	8	9	10
35	Columbus, Ohio	$1,500	$750 to $1,000	$1,615 to $1,900	[a] $808 to $1,400		$855 to $1,250	$487 to $750		
36	Council Bluffs, Iowa			1,700	675 to [b]		630 to 900	495 to 585		$315 to $540
37	Covington, Ky			1,250 and 1,600	850 to 1,250		1,250	400 to 650	$500	400
38	Dallas, Tex			855 and 1,500	720 to 1,080		810 to 1,242	450 to 652		
39	Davenport, Iowa			1,800	900 to 1,100		1,000 to 1,300	400 to 650		
40	Dayton, Ohio [c]	1,425	550 to 810	2,000	855 to 1,425		1,425	315 to 720		380 to 665
41	Denver, Colo. [d]			2,300 to 3,200	760 to 1,900		950 to 2,000	635 to 1,010		325 to 550
42	Des Moines, Iowa (West side)			1,350 to 2,400	[e]		[e]	[e]		[e]
43	Detroit, Mich	[f]	850	2,600 to 3,500	850 to 1,800		850 to 1,800	400 to 725	$725	350 to 500
44	Dubuque, Iowa [d]			2,000	600 to 1,100		600 to 1,600	300 to 600	$350 to 450	250 to 300
45	Duluth, Minn			3,000	700 to 1,250		750 to 1,150	400 to 725		500 to 600
46	Easton, Pa			1,400	700 to 1,300		450 to 850	375 to 625		
47	East Orange, N. J			2,900	800 to 1,800		1,900 to 2,500	575 to 800		450 to 675
48	East St. Louis, Ill			1,600	750 to 1,200		750 to 1,200	400 to 700		
49	Elizabeth, N. J			2,700	675 to 1,000		1,000 to 1,800	400 to 1,000		
50	Elmira, N. Y			2,300	300 to 725		900 to 1,450	300 to 500		
51	Erie, Pa. [c]			2,500	693 to 1,860		570 to 807	332 to 570	380	332 to 352
52	Evansville, Ind			1,800	[e]		800 to 1,200	350 to 650		500 to 600
53	Everett, Mass. [c]			2,500	450 to 1,500		650 to 1,500	400 to 600		
54	Fall River, Mass			3,000	800 to 2,000		560 to 1,600	320 to 640		360 to 480
55	Fitchburg, Mass. [c]			2,000	600 to 1,350		625 to 1,200	450 to 625		
56	Fort Wayne, Ind			2,000	650 to 1,200		600 to 1,100	383 to 600		350 to 400
57	Fort Worth, Tex. [c]			1,500	720 to 900		810 to 1,125	360 to 675		
58	Galveston, Tex			2,000	680 to 1,300		680 to 1,572	452 to 723		
59	Gloucester, Mass			2,300	500 to 1,000		450 to 1,500	300 to 525		
60	Grand Rapids, Mich [c]			2,500	600 to 1,500		670 to 2,300	350 to 850		350 to 625
61	Hamilton, Ohio			1,700	570 to 903		665 to 1,140	380 to 713		
62	Harrisburg, Pa	900	[e]	1,560 and 2,000	850 to 1,100	$525 to $1,000	550 to 800	345 to 666		
63	Hartford, Conn			4,000	800 to 2,500			1,200 to 1,000		500 to 900
64	Haverhill, Mass. [c]			2,200	600 to 1,600		650 to 1,300	425 to 625		250 to 500
65	Hoboken, N. J			2,000	960 to 1,200		1,800	480 to 1,200		480 to 900
66	Holyoke, Mass. [c]			2,400	500 to 1,500		700 to 2,000	450 to 700	400 to 550	350 to 450
67	Houston, Tex. [d]			1,800	765 to 1,000		1,125 to 1,200	405 to 720		
68	Indianapolis, Ind	[f]	700 to 1,000	2,500 to 2,600	700 to 1,800	1,200 to 1,500	700 to 1,200	400 to 800		
69	Jackson, Mich			900 and 1,500	500 to 900		450 to 1,100	400 to 600		[e]
70	Jacksonville, Fla			1,200	640		320 to 720	240 to 600		

71	Jamestown, N. Y.				1,800	600 to 900		525 to 1,100	325 to 600		375 to 450					
72	Jersey City, N. J.[d]	2,800	408 to 1,500		2,900	800 to 2,400		1,200 to 2,500	408 to 1,190		552					
73	Johnstown, Pa.				1,300	720 to 1,000		675 to 945	360 to 630							
74	Joliet, Ill.			(f)		(e)		430 to 900	338 to 523							
75	Joplin, Mo.				1,080	540 to 630		540 to 810	270 to 473							
76	Kalamazoo, Mich.				1,300	350 to 1,125		600 to 950	340 to 525	625	320 to 460					
77	Kansas City, Kans.				1,500	360 to 1,100		540 to 1,080	360 to 513							
78	Kansas City, Mo.[c]			2,200 to	3,300	750 to 1,800		800 to 1,800	500 to 825		500 to 600					
79	Kingston, N. Y.[d]	700	(e)		2,500	600 to 1,100		900 to 1,900	450 to 600							
80	Knoxville, Tenn.				855	333 to 570		380 to 665	200 to 513							
81	La Crosse, Wis.				1,700	625 to 1,000		1,100 to 1,300	400 to 600							
82	Lancaster, Pa.			600 to	1,200	525 to 900		430 to 660	350 to 525		(e)					
83	Lawrence, Mass.	1,100	600 to 750		2,800	500 to 1,600		500 to 2,000	400 to 600							
84	Lexington, Ky.[d]			1,200 and	2,000	650		600 to 1,200	400 to 600	500	250 to 400					
85	Lima, Ohio				1,500	475 to 760		570 to 808	285 to 523							
86	Lincoln, Nebr.				2,000	540 to 855		630 to 819	369 to 617		594 to 617					
87	Little Rock, Ark.				1,500	(e)		(e)	(e)							
88	Los Angeles, Cal.[c]	(f)	750 to 750		3,000	1,050 to 1,750		850 to 2,150	600 to 800	560 to 640	460 to 540					
89	Louisville, Ky.	2,250	850 to 1,100	1,800 to	2,500	600 to 1,800		750 to 1,750	350 to 625		350 to 625					
90	Lowell, Mass.[c]	2,000	900 to 900		3,000	650 to 2,500		600 to 2,000	500 to 600	500	450 to 500					
91	Lynn, Mass.				2,500	700 to 1,800		625 to 1,800	450 to 625							
92	McKeesport, Pa.				1,450	720 to 1,050		1,000 to 1,500	405 to 540							
93	Macon, Ga.[c]	(f)	(e)		1,176	585 to 810		540 to 900	360 to 585							
94	Malden, Mass.[c]				2,400	500 to 1,500		700 to 1,800	450 to 700							
95	Manchester, N. H.				2,000	600 to 1,800		600 to 1,500	350 to 575		(e)					
96	Memphis, Tenn.				1,500	675 to 945		855 to 1,125	360 to 765							
97	Meriden, Conn.				2,000	500 to 1,200		600 to 1,650	350 to 700		(e)					
98	Milwaukee, Wis.[c]			2,000 to	2,500	700 to 1,700		700 to 1,700	400 to 900	400 to 600	400 to 500					
99	Minneapolis, Minn.[d]			2,300 to	2,700	600 to 1,500		800 to 1,575	450 to 800		300 to 700					
100	Mobile, Ala.			1,256 and	1,464	520 to 1,080		520 to 1,208	432 to 520		320 to 480					
101	Montgomery, Ala.			899 and	1,200	600 to 1,000		240 to 800	120 to 560							
102	Muncie, Ind.				1,260	450 to 720		540 to 675	410 to 495							
103	Nashua, N. H.				2,000	700 to 900		600 to 1,100	400 to 450	425	(e)					
104	Nashville, Tenn.			1,100 and	2,250	650 to 1,550		700 to 1,550	300 to 850							
105	Newark, N. J.[c]	3,300	900 to 1,800		4,000	900 to 2,500		1,000 to 2,500	520 to 1,000	520 to 900	520 to 850					
106	New Bedford, Mass.[c]	1,900	675 to 1,200		3,000	1,000 to 1,900		700 to 1,900	475 to 750		500 to 600					
107	New Britain, Conn.				2,700	650 to 1 350		500 to 1,600	380 to 625		380 to 480					
108	Newburgh, N. Y.				1,500	600 to 1,000		900 to 1,300	450 to 900							
109	Newcastle, Pa.				1,400	675 to 1 000		720 to 900	270 to 630							
110	New Haven, Conn.				3,200	400 to 2,000	1,200 to 2,300	500 to 850	300 to 900	600	300 to 500					
111	New Orleans, La.	1,260	765 to 900	1,260 to	1,800	585 to 1,350		585 to 990	315 to 585		315 to 540					
112	Newport, Ky.[g]				1,140	730		550 to 900	350 to 617							
113	Newport, R. I.[d]				3,000	900 to 2,000		520 to 1,500	400 to 800							
114	Newport News, Va.				900	585 to 675		405 to 675	360 to 450							
115	Newton, Mass.				3,250	600 to 2,600		1,000 to 2,000	350 to 750		300 to 625					
116	New York, N. Y.	5,000	1,000 to 3,000	1,900 to	5,000	700 to 3,500		1,440 to 3,500	600 to 2,400		600 to 1,240					
117	Niagara Falls, N. Y.[d]				1,800	500 to 1,100		600 to 1,450	300 to 500		400 to 550					
118	Norfolk, Va.				2,000	550 to 1,400		750 to 1,400	320 to 650							

[a] A college graduate of unusual promise may be given an initial salary of $1,200.
[b] No datum as to maximum.
[c] Salary schedule for 1906.
[d] Salary schedule for 1905.
[e] No data as to salaries.
[f] No datum as to salary.
[g] Salary schedule for 1900.

Salaries of school officers and teachers in cities of 25,000 inhabitants and upward—Continued.

II.—SALARIES OF PRINCIPALS AND TEACHERS—Continued.

	City.	Normal or training schools.		High schools.		Elementary schools.			Kindergartens.	
		Principals.	Teachers.	Principals.	Teachers.	Supervising principals.	Principals.	Teachers.	Directors or principals.	Teachers.
	1	2	3	4	5	6	7	8	9	10
119	Oakland, Cal.			$2,262 and $3,012	$1,092 to $1,617		$1,200 to $2,000	$660 to $912		$700 to $900
120	Omaha, Nebr.[a]			2,400	665 to 1,800		760 to 1,425	380 to 760	$475 to $665	380 to 475
121	Orange, N. J.[a]			(b)	700 to 1,650		700 to 1,650	450 to 650		(c)
122	Oshkosh, Wis.			1,500	500 to 1,100		650 to 1,200	375 to 600		150 to 400
123	Passaic, N. J.			1,900	700 to 1,200		750 to 1,000	425 to 700		
124	Paterson, N. J.[a]	$2,000	$450 to $1,500	2,300	900 to 1,500		900 to 1,800	410 to 725		425 to 575
125	Pawtucket, R. I.			2,200	600 to 1,600		500 to 1,300	360 to 600		400 to 560
126	Peoria, Ill.			2,500	600 to 1,700		1,200 to 1,800	350 to 600		
127	Perth Amboy, N. J.			1,100	700 to 1,000		700 to 900	420 to 700		
128	Philadelphia, Pa.	4,000	500 to 3,000	2,500 to 4,000	550 to 3,000	(d)	815 to 2,500	470 to 1,250		470 to 770
129	Pittsburg, Pa.			3,000	1,000 to 1,900		900 to 2,300	350 to 1,200		
130	Pittsfield, Mass.			2,000	600 to 1,400		680 to 1,500	320 to 460		315 to 428
131	Portland, Me.[e]	1,250	475 to 525	1,800 and 2,000	550 to 1,500		600 to 1,800	350 to 600		350 to 400
132	Portland, Oreg.[e]			2,400	900 to 1,200		800 to 1,800	550 to 850		
133	Poughkeepsie, N. Y.			2,000	700 to 1,100		525 to 1,200	425 to 700		100 to 650
134	Providence, R. I.[e]	(f)	900 to 1,100	2,500 to 3,000	700 to 2,000		1,800 to 2,200	500 to 900		500 to 700
135	Pueblo, Colo. (district No. 1)[g]			2,500	750 to [h] 950		713 to 1,350	550 to [h] 750		
136	Quincy, Ill.[e]									
137	Quincy, Mass.			2,200	600 to 1,100		1,400 to 1,400	400 to 600		
138	Racine, Wis.			1,800	600 to 1,200		1,000 to 1,400	325 to 650	550	300 to 450
139	Reading, Pa.			1,400 and 1,800	800 to 1,500		(i)	350 to 670		
140	Richmond, Va.	1,500	540	1,500 and 1,800	540 to 1,125		1,125 to 1,350	297 to 585		405
141	Rochester, N. Y.	2,000	1,000	2,600	600 to 2,000		650 to 1,800	300 to 600		300 to 600
142	Rockford, Ill.			2,000	500 to 1,100		450 to 1,300	300 to 500		
143	Sacramento, Cal.			2,500	1,000 to 1,500		900 to 1,750	700 to 1,000		500 to 650
144	Saginaw, Mich.			1,800	550 to 1,400		750 to 1,100	300 to 600		
145	St. Joseph, Mo.			990 and 1,998	405 to 1,485		585 to 878	315 to 540		
146	St. Louis, Mo.[a]	(f)	(c)	3,500 to 3,600	688 to 2,472		640 to 2,400	420 to 1,000	528 to 780	400 to 448
147	St. Paul, Minn.[g]	1,600	700 to 1,200	2,000 to 3,000	650 to 1,200		800 to 1,600	450 to 800	650 to 800	450 to 600
148	Salem, Mass.[e]	(f)	(c)	2,500	600 to 1,500		650 to 1,800	500 to 600	500	250 to 250
149	Salt Lake City, Utah[e]			1,565 and 2,500	628 to 1,092		678 to 1,580	360 to 720		
150	San Antonio, Tex.[e]			1,800	900 to 1,320		900 to 1,350	408 to 600		
151	San Francisco, Cal.[e]			2,160 to 3,000	1,200 to 1,800		1,260 to 2,160	720 to 840		
152	Savannah, Ga.			2,000	1,100 to 1,800		1,000 to 1,800	400 to 725		
153	Schenectady, N. Y.			2,000	600 to 1,200		650 to 1,500	375 to 600		375 to 600
154	Scranton, Pa.			2,500	750 to 1,700		700 to 950	400 to 650		450 to 500
155	Seattle, Wash.[e]			1,850	800 to 1,350		960 to 1,800	540 to 864		540 to 864

156	Sioux City, Iowa				1,800	540 to 720		630 to 1,200	360 to 540			
157	Somerville, Mass.[e]				3,000	900 to 2,000		725 to 1,900	200 to 725	600	275 to 600	
158	South Bend, Ind.[c]											
159	South Omaha, Nebr				1,200	675 to 810		675 to 765	540 to 630			
160	Spokane, Wash				1,500	720 to 1,150		774 to 1,206	300 to 720		540 to 720	
161	Springfield, Ill				1,800	500 to 1,650		650 to 1,500	300 to 600			
162	Springfield, Mass.[e]			3,000 and	3,500	600 to 2,200		700 to 2,000	375 to 850	550 to 600		400
163	Springfield, Ohio				1,400	800 to 1,100		700 to 1,300	300 to 600			
164	Superior, Wis			1,235 and	1,500	618 to 855		760 to 1,100	323 to 665		238 to 663	
165	Syracuse, N. Y	2,000	1,100 to 1,100	2,500 and	3,000	550 to 2,100		700 to 1,800	300 to 650		350 to 550	
166	Tacoma, Wash				1,800	600 to 1,050		800 to 1,400	500 to 750			
167	Taunton, Mass.[e]				2,000	700 to 1,400		575 to 1,600	300 to 600			
168	Terre Haute, Ind				1,700	650 to 1,000		600 to 1,100	410 to 650		(c)	
169	Toledo, Ohio	1,500	600 to 1,500	1,500 and	2,000	600 to 1,500		700 to 1,100	350 to 750		350 to 600	
170	Topeka, Kans.[c]											
171	Trenton, N. J.[a]	(f)	600 to 650		2,300	750 to 1,100		700 to 1,500	400 to 750		(c)	
172	Troy, N. Y	1,000	(c)		2,500	750 to 1,600		500 to 1,200	350 to 600	650	400 to 550	
173	Utica, N. Y.[a]				2,500	650 to 1,500		575 to 1,800	400 to 600	400 to 525	300 to 350	
174	Waltham, Mass				2,000	700 to 1,500		620 to 1,800	500 to 700			
175	Washington, D. C.[g]	j 2,500	1,000 to 1,800	2,000 to	2,500	1,000 to 2,200	$2,200 to $2,700	1,000 to 1,800	600 to 1,350	650 to 900	500 to 600	
176	Waterbury, Conn	(f)	(c)		2,300	750 to 1,400		700 to 1,900	400 to 700		(c)	
177	Watertown, N. Y				2,000	650 to 1,200		440 to 600	320 to 600		350 to 450	
178	West Hoboken, N. J			(f)		1,050		1,045 to 1,465	315 to 945		(c)	
179	Wheeling, W. Va.[a]				1,600	720 to 1 000		1,200 to 1,300	387 to 570			
180	Wichita, Kans.[c]											
181	Wilkes-Barre, Pa				1,900	750 to 1,200		650 to 1,250	360 to 600		500	
182	Williamsport, Pa				1,700	450 to 1,400		540 to 1,000	405 to 630			
183	Wilmington, Del	(f)	(c)	1,200 and	1,900	500 to 1,000		400 to 850	350 to 600			
184	Woonsocket, R. I				1,500	350 to 1,000		525 to 1,300	325 to 525		350 to 425	
185	Worcester, Mass.[e]				3,000	700 to 2,400	2,100 to 2,300	600 to 1,900	300 to 750		450 to 600	
186	Yonkers, N. Y.[a]				3,000	700 to 1,700		800 to 2,000	600 to 1,000		(c)	
187	York, Pa.[a]				1,500	495 to 900		450 to 585	312 to 405			
188	Youngstown, Ohio				2,200	1,000 to 1,400		600 to 1,200	300 to 650		400 to 750	

[a] Salary schedule for 1905.
[b] Superintendent is principal of high school.
[c] No data as to salaries.
[d] Supervising principals receive from $200 to $600 above sum they would be entitled to as regular principals.
[e] Salary schedule for 1906.
[f] No datum as to salary.
[g] Salary schedule for 1907.
[h] Minimum after five successive promotions.
[i] Principals receive 25 cents per month for each room in addition to salary to which they would be entitled as teachers.
[j] Maximum; minimum, $2,000.

CHAPTER X.

REPORT ON EDUCATION IN ALASKA AND THE INTRODUCTION OF REINDEER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1906.

SIR: I have the honor to submit my twenty-first annual report as United States general agent of education in Alaska for the fiscal year ending June 30, 1906.

The Fifty-eighth Congress in its second session passed an act "To provide for the construction and maintenance of roads, the establishment and maintenance of schools, and the care and support of insane persons in the district of Alaska, and for other purposes," approved January 27, 1905, by the provisions of which the governor of Alaska, as ex officio superintendent of education, was placed in charge of schools for white children and children of mixed blood who lead a civilized life throughout Alaska.

In accordance with this law the following schools for white children and half breeds in Alaska, which had been in charge of the Bureau of Education, passed from under its control at the close of the fiscal year June 30, 1905: Afognak, Chignik, Ellamar, Haines, Hope, Kenai, Kodiak, Seldovia, Seward, Sitka (for white children), Teller City, Unalaska, Unga, and Wood Island.

Section VII of the act mentioned above requires that the education of the Eskimos and Indians in the district of Alaska shall remain under the direction and control of the Secretary of the Interior, and that schools for the Eskimos and Indians of Alaska shall be provided for by an annual appropriation.

In accordance with this legislation Congress appropriated $50,000 to enable the Secretary of the Interior to maintain schools for the natives of Alaska during the fiscal year ending June 30, 1906.

With this sum the Bureau of Education has conducted during the year 35 public schools, with 41 teachers and an enrollment of 2,136, and an average attendance of 981.

These schools are distributed throughout Alaska as follows: In southeast Alaska, 14 schools, with an enrollment of 697; in western Alaska, 4 schools, with an enrollment of 206; in northern Alaska, 17 schools, with an enrollment of 1,233. The following table shows in detail the location and enrollment of the United States public schools in Alaska from the establishment of the Alaska school service in 1885 to 1906, inclusive, together with the average daily attendance for the last year of that period.

Historical table—Statistics of public schools in Alaska, from the establishment of the Alaska school service in 1884 to 1906.

Schools.	Length of school term and enrollment of pupils.																			
	1885–86.		1886–87.		1887–88.		1888–89.		1889–90.		1890–91.		1891–92.		1892–93.		1893–94.		1894–95.	
	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.	Months taught.	Enrollment.
SOUTHEAST ALASKA.																				
Sitka:																				
No. 1 (whites)	9	43	9	60	9	60	9	67	9	58	9	54	9	59	9	50	7	43	9	57
No. 2 (natives)	6	77	9	138	9	60	9	51	9	83	8	55	9	54	9	48	9	110	9	180
Industrial																				
Juneau:																				
No. 1 (whites)	9	96	9	236	9	25	9	36	9	31	9	33	9	26	9	23	9	25	9	54
No. 2 (natives)					9	67	9	58	9	51	9	51	9	75	9	61	9	65	9	50
Douglas:																				
No. 1 (whites)					9	67	9	94	5	50	9	23	9	25	8	13	9	30	9	42
No. 2 (whites)									8	92	9	68	9	24						
Douglas (natives)															9	108	9	87	7	26
Skagway (whites), 4 schools																				
Wrangell (whites and natives)															9	49	9	54	8	61
Whites																				
Natives	9	50	9	106	9	106	9	90	9	83	9	93	9	49						
Jackson (natives)	9	87	9	123	9	110	9	105	9	87	9	100	9	100	9	82	8	90	7	80
Haines:																				
No. 1 (natives)	9	84	6	43	8	144	8	128					9	89	9	54	9	41	9	64
No. 2 (whites)																				
Hoonah (natives)																				
Metlakahtla (natives)																			6	105
Saxman (natives)																				
Killisnoo (natives)	5	50	9	125	9	44	9	90	9	32	9	68	2	33	9	137	5	75		
Klawock (natives)			6	184	9	81	9	75	2	68	7	50	2	38					2	50
Gravina natives)																				
Dyea (whites)																				
Kake (natives)													3	60						
Kasaan																				
Klinquan																				
Yakutat																				
Klukwan																				
Shakan (natives)																				
Petersburg (whites and natives)																				
Tee Harbor (natives)																				

WESTERN ALASKA.																				
Kodiak (whites and natives)			9	59	9	81	9	68	9	67	9	80	9	69	9	74	9	59	9	56
Afognak (natives)			9	35	9	24	9	55	8	38	9	37	7	35	8	40	9	38	9	38
Wood Island (natives)																				
Copper Center																				
Unga (whites and natives)			9	35	9	26			9	24			8	33	8	35	9	36	9	40
Unalaska (whites and natives)																	9	24	9	39
Karluk (natives)											9	33	9	29						
Carmel																				
Belkofski																				
Kenai																				
Ellamar																				
Chignik (whites)																				
Seldovia (whites)																				
Hope (whites)																				
Seward (whites)																				
Nushagak																				
ARCTIC AND NORTHERN ALASKA.																				
Kotzebue																				
Koserefsky:																				
No. 1																				
No. 2																				
Nome																				
Port Clarence (natives)															5	20	7	30	8	56
Gambell																			7	52
Cape Prince of Wales																				
Point Barrow																				
Circle																				
Eaton Station																				
Teller																				
Golofnin																				
St. Michael																				
Unalakleet																				
Quartz Creek																				
Council																				
Bethel																				
Quinhagak																				
Bettles (natives)																				
Deering (natives)																				
Ikogmute (natives)																				
Nulato (natives)																				
Rampart (whites and natives)																				
Wainwright (natives)																				
Yukon (natives)																				
Eagle																				
Kivalina																				
Total																				

Historical table—Statistics of public schools in Alaska, from the establishment of the Alaska school service in 1884 to 1906—Continued.

Schools.	Length of school term and enrollment of pupils.																							
	1895-96.		1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-2.		1902-3.		1903-4.		1904-5.		1905-6.			
	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.	Months taught.	Enrollment.	Months taught.	Enrollment.	Average attendance.
SOUTHEAST ALASKA.																							
Sitka:																							
No. 1 (whites)	9	40	9	39	9	42	9	31	9	47	8	48	9	56	9	68	9	69	9	89	...	...	...
No. 2 (natives)	9	156	9	154	8	170	9	175	9	184	8	131	9	135	9	127	5	110	9	60	3	64	29
Industrial	...	...	...	...	...	...	...	...	...	...	...	...	9	131	...	...	...	...	...	...	...	...	...
Juneau:																							
No. 1 (whites)	9	70	9	86	9	72	9	74	9	96	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 2 (natives)	9	67	9	70	9	40	9	71	9	70	9	75	...	...	...	...	...	...	...	...	...	...	...
Douglas:																							
No. 1 (whites)	9	57	7	75	9	46	9	70	8	100	8	95	7	62	...	...	...	...	...	...	...	...	...
No. 2 (whites)	...	...	8	32	9	25	9	28	9	37	8	37	...	...	...	...	...	...	...	...	...	...	...
Douglas (natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Skagway (whites), 4 schools	...	...	...	...	...	...	7	109	9	214	...	...	...	...	...	...	...	...	...	...	...	...	...
Wrangell (whites and natives)	9	82	9	64	9	71	9	80	9	114	9	148	...	...	...	...	...	...	...	...	...	...	...
Whites	...	...	...	...	...	...	...	...	...	...	...	...	9	77	9	54	...	...	...	...	...	...	...
Natives	...	...	...	...	...	...	...	...	...	...	...	...	9	44	9	50	...	...	...	...	7	32	9
Jackson (natives)	8	64	9	84	9	121	9	67	9	51	8	88	8	62	9	56	9	53	9	53	8	42	13
Haines:																							
No. 1 (natives)	8	60	9	68	7	46	...	...	8	64	7	46	9	51	9	53	9	53	9	44	8	43	16
No. 2 (whites)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	28	...	...	...
Hoonah (natives)	8	144	5	120	9	141	9	126	9	125	8	121	9	190	9	108	8	100	9	174	...	...	...
Metlakahtla (natives)	...	...	...	...	...	...	9	144	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saxman (natives)	7	31	8	75	8	63	9	62	9	76	7	66	9	17	6	56	9	55	7	63	6	35	8
Killisnoo (natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	103	9	100	9	94	8	98	16
Klawoek (natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	48	9	48	9	70	8	59	14
Gravina (natives)	...	...	...	...	...	...	...	...	8	61	7	69	7	40	9	61	5	50	...	...	...	...	...
Dyea (whites)	...	...	...	...	...	...	...	...	5	23	...	...	...	...	...	...	...	...	...	...	...	...	...
Kake (natives)	...	...	...	...	...	...	...	...	4	87	3	88	4	83	9	96	6	95	9	95	6	91	27
Kasaan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	48	9	39	9	49	7	36	19
Klinquan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	46	9	38	9	36	9	52	29
Yakutat	...	...	*	...	...	...	...	...	...	...	...	...	...	...	9	120	9	120	9	52	6	47	10
Klukwan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	45	8	36	8	42	21
Shakan (natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	44	7	33	10
Petersburg (whites and natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	54	...	...	...
Tee Harbor (natives)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	15	2	23	9

WESTERN ALASKA.																								
Kodiak (whites and natives)	8	49	9	52	9	72	9	44	8	68	8	107	9	71	9	77	9	75	6	72				
Afognak (natives)	9	39			9	59	9	36			8	43	9	32	9	35	8	34	9	102	9	87	57	
Wood Island (natives)					2	56	7	56	9	61	8	63	10	56	9	47	9	43	9	50				
Copper Center																	9	40	4	25	8	51	5	
Unga (whites and natives)	9	44	9	40	9	40	7	36	9	47	9	39	11	27	9	18	9	22	9	31				
Unalaska (whites and natives)	9	39	9	48	9	68	8	31	9	76	9	95	10	74	9	90	9	90	9	51				
Karluk (natives)	9	27	9	28																				
Carmel											5	41	6	38	9	23	9	23	9	35	6	31	13	
Belkofski													2	39	2	39								
Kenai															2	33			9	15				
Ellamar																	8	15	9	20				
Chignik (whites)																			6	20				
Seldovia (whites)																			8	15				
Hope (whites)																			9	15				
Seward (whites)																			9	37				
Nushagak																					4	37	31	
ARCTIC AND NORTHERN ALASKA.																								
Kotzebue													9	59	9	77	8	130	9	164	9	145	33	
Koserefsky:																								
No. 1														75	9	78	9	29	9	39	9	41	39	
No. 2														75	9	29	9	81	9	65	9	58	56	
Nome											8	63												
Port Clarence (natives)	9	56	9	53	7	50					8	18	9	19	9	19	9	20	9	23	9	31	23	
Gambell	9	68	9	66			8	70	8	72		72	9	82	9	59		65	9	75	9	74	54	
Cape Prince of Wales	9	104	7	132								50	6	50	9	143	9	121	9	108	9	117	48	
Point Barrow			6	66	6	68		48		50		50	9	80			9	100	9	76	9	75	32	
Circle			8	43																				
Eaton Station								11				30												
Teller													7	16	9	25			6	23				
Golofnin															9	55	9	61	9	84	9	76	46	
St. Michael															9	47	9	55	7	74	7	70	43	
Unalaklect															9	90	9	134	9	261	9	163	85	
Quartz Creek																	7	51	6	30				
Council																	7	40	7	55				
Bethel																	9	30	9	80	9	65	43	
Quinhagak																	9	23	8	28	6	25	15	
Bettles (natives)																			9	68				
Deering (natives)																			9	88	9	62	21	
Ikogmute (natives)																			8	31				
Nulato (natives)																			9	40	8	33	14	
Rampart (whites and natives)																			9	38				
Wainwright (natives)																			9	65	7	47	27	
Yukon (natives)																			9	24	9	52	22	
Eagle																					5	28	14	
Kivalina																					9	71	30	
Total																2,108		2,257		3,083		2,136	981	

Expenditures for Education of Natives in Alaska, 1906.

Amount appropriated	$50,000.00
Salaries of 5 officials and clerk	7,330.84
Salaries of 50 employees in Alaska	25,454.13
Supplies for 30 schools	2,177.50
Repairs to 8 schools	391.06
Fuel and light for 25 schools	1,951.78
Rent of 2 buildings for school purposes	55.75
Freight on school supplies	437.46
Traveling expenses of 14 officials and employees	2,638.91
Expenses of special inspection (F. C. Churchill)	6,849.65
Office supplies	118.04
Industrial supplies	301.21
Reserved for unforeseen contingencies	2,293.67
Total	50,000.00

The following table shows the history of Congressional appropriations for education in Alaska from the establishment of the Alaska school service until 1907:

First grant to establish schools, 1884	$25,000
Annual grants, school year—	
1886–87	15,000
1887–88	25,000
1888–89	40,000
1889–90	50,000
1890–91	50,000
1891–92	50,000
1892–93	40,000
1893–94	30,000
Annual grants, school year—Continued.	
1894–95	$30,000
1895–96	30,000
1896–97	30,000
1897–98	30,000
1898–99	30,000
1899–1900	30,000
1900–1901	30,000
1905–6	50,000

Amounts received from one-half of license fees collected outside of incorporated towns in Alaska:

From—	
March 3, 1901, to June 30, 1902 (16 months)	$35,882.41
July 1, 1902, to June 30, 1903	19,742.62
July 1, 1903, to June 30, 1904	103,377.30
July 1, 1904, to June 30, 1905	145,153.65
July 1, 1905, to June 30, 1906	30,282.48

Public schools in Alaska—Enrollment and attendance of pupils during 1905–6.

School.	1905.								1906.										Daily average for year.	Enrollment for year.
	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		Mar.		Apr.		May.			
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.		
Afognak	71	62	79	69	77	61	73	63	79	55	79	59	65	56	60	48	51	44	57	87
Barrow	37	26	39	26	50	34	51	40	46	35	46	35	60	39	58	36	32	17	32	75
Bethel	53	36	58	42	59	44	59	45	62	51	62	39	60	45	13	12	13	12	43	65
Carmel	.....	.....	22	15	24	14	19	12	24	13	19	13	18	13	.....	.....	.....	.....	13	31
Copper Center	17	4	22	5	19	7	22	6	21	3	36	6	a 22	a 4	b 22	b 3	.....	.....	5	51
Decring	35	26	b 41	b 21	33	25	37	25	36	21	31	19	28	15	39	22	13	11	21	62
Eagle	.....	.....	.....	.....	.....	.....	.....	.....	19	12	21	14	23	15	25	15	25	13	14	28
Gambell	55	48	65	54	66	56	65	59	63	58	65	55	60	56	63	52	55	48	54	74
Golofnin	31	24	51	35	57	55	59	52	65	63	57	54	53	50	55	51	33	29	46	76
Haines	22	11	25	10	32	16	31	21	36	21	29	19	31	16	26	16	.....	.....	16	43
Jackson	14	6	25	12	38	22	42	25	37	18	20	11	9	5	1	1	.....	.....	13	42
Kake	20	12	32	14	61	30	87	58	87	40	19	10	.....	.....	.....	.....	.....	.....	27	91
Kasaan	.....	.....	24	18	27	21	30	23	24	21	22	16	19	17	26	18	.....	.....	19	36
Killisnoo	54	16	59	19	62	20	56	23	60	14	33	9	34	9	36	14	.....	.....	16	98
Kivalina	34	30	48	42	46	43	65	45	65	44	35	27	26	20	15	10	10	9	30	71
Klawock	45	16	51	22	37	18	29	18	27	13	15	10	16	8	20	10	.....	.....	14	59
Klinquan	29	15	42	33	45	39	49	41	49	42	41	29	33	26	17	14	35	21	29	52
Klukwan	27	15	35	16	38	21	39	35	40	25	42	24	42	13	42	15	.....	.....	21	42
Koserefsky	95	86	96	94	99	97	99	95	99	98	98	96	97	95	99	99	99	95	95	99
Kotzebue	39	20	43	25	63	41	65	36	56	34	53	29	52	28	a 86	a 46	b 73	b 38	33	145
Nulato	.....	.....	b 25	b 11	16	9	30	20	32	22	32	12	14	12	18	13	20	15	14	33
Nushagak	.....	.....	35	31	35	33	35	33	37	29	.....	.....	.....	.....	.....	.....	.....	.....	31	37
Quinhagak	.....	.....	14	11	20	13	19	16	23	18	20	16	17	16	.....	.....	.....	.....	15	25
Saxman	.....	.....	.....	.....	21	11	26	14	26	13	21	7	7	3	2	1	.....	.....	8	35
Shakan	25	11	21	10	23	16	17	10	16	11	11	7	13	5	.....	.....	.....	.....	10	33
Sitka	.....	.....	58	24	58	23	64	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	64
St. Michael	35	34	35	33	56	52	53	49	55	42	55	45	52	47	.....	.....	.....	.....	43	70
Tee Harbor	16	9	23	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	23
Teller	24	24	27	18	25	21	28	27	28	27	26	25	26	24	23	22	23	22	23	31
Unalaklcet	128	80	71	67	134	121	140	127	139	124	79	68	72	67	72	64	56	46	85	163
Wainwright	.....	.....	.....	.....	43	32	44	39	36	28	38	32	36	31	32	17	14	7	27	47
Wales	26	16	63	47	75	48	75	50	90	51	117	73	117	72	70	40	50	34	48	117
Wrangell	15	10	21	12	18	10	22	12	22	14	10	5	5	2	.....	.....	.....	.....	9	32
Yakutat	24	6	27	6	27	14	35	13	38	12	47	8	.....	.....	.....	.....	.....	.....	10	47
Yukon	c 33	c 22	44	34	50	29	51	26	51	26	30	19	21	17	21	14	22	17	22	52
Total	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	981	2,136

a July, 1905. b August, 1905. c June, 1906.

Average cost per pupil, on basis of total enrollment $23.41
Average cost per pupil, on basis of average daily attendance 50.97

List of persons in the Alaska School Service.

Sheldon Jackson, general agent of education in Alaska, Alaska.
William Hamilton, assistant agent, Pennsylvania.
Walter Shields, clerk to general agent, Pennsylvania.
Mrs. L. E. Condron, stenographer, District of Columbia.
William A. Kelly, superintendent, southeastern Alaska, Pennsylvania.
A. E. Karlson, superintendent, central Alaska, Alaska.
William T. Lopp, superintendent, northern Alaska, Washington.

Teachers, 1905–6.

Name.	School.	Appointed from—
Bonham, L. E.	Carmel	Alaska.
Boulter, Geo. E.	Eagle	Do.
Breece, Miss H. E.	Afognak	Pennsylvania.
Brevig, T. L.	Teller	Minnesota.
Campbell, E. O.	Gambell	California.
Chase, Fred	Shakan	Missouri.
Clevenger, Mrs. G. S.	Copper Center	Washington.
Cox, Miss Bertha	Deering	Oregon.
Derby, V. L.	Barrow	Do.
Easter, Miss L.	Wrangell	Missouri.
Edgar, Miss Nell G.	Klawock	Kansas.
Evans, A. N.	Wales	Pennsylvania.
Gambell, Mrs. S. L.	Sitka	Alaska.
Gillespie, Miss E.	Tee Harbor	Illinois.
Hagberg, Miss Anna	Golofnin	Do.
Helmick, B. K.	Bethel	Wisconsin.
Illayok, Thomas	Wales	Alaska.
Ivanoff, Misha	Unalakleet	Do.
Kilborn, Mrs. C.	Killisnoo	Pennsylvania
Kilbuck, J. H.	Wainwright	Kansas.
Law, Arch R.	Kasaan	Missouri.
Mackintosh, Miss M.	Haines	Alaska.
MacLean, Miss M.	Jackson	Illinois.
Markham, A. J.	Koserefsky	District of Columbia.
McCaleb, Miss R.	Sitka	Missouri.
McCullough, Mrs. J. V.	Klinquan	Minnesota.
McLean, A. E.	Nushagak	Alaska.
Moon, Mrs. Anna R.	Kake	Indiana.
Moses, Franklin	St. Michael	Alaska.
Oakes, Miss Laura	Saxman	Missouri.
Olson, Miss Hannah E.	Unalakleet	Illinois.
Peterson, Miss S. U.	Klukwan	Do.
Rasmusson, E. A.	Yakutat	Wisconsin.
Schoechert, Mrs. L. A.	Quinhagak	Pennsylvania.
Stephen, Miss Mary	Nulato	Canada.
Thomas, Mrs. Otha	Kotzebue	California.
Walton, Mrs. A.	Kivalina	Do.
Weinlick, John	Bethel	Wisconsin.
Weinlick, Mrs. Anna	do	Do.
Winifred, Miss Mary	Koserefsky	Canada.
Woods, Miss L.	Yukon	Alaska.

The Fifty-seventh Congress in its second session passed an act, approved March 2, 1903, by which 50 per cent of license fees collected from unincorporated towns in Alaska was paid into the United States Treasury for the use of the Secretary of the Interior in carrying on schools in the unincorporated sections of Alaska.

The income received from this source enabled the Secretary of the Interior to pay the current expenses of said schools, and in addition to authorize the erection of school buildings at Barrow, Copper Center, Deering, Golofnin, Haines, Icy Cape, Iliamna, Jackson, Kake, Killisnoo, Kivalina, Klawock, Klukwan, Kotzebue, Point Hope, Shakan, Shishmaref, St. Michael, Tanana, Tee Harbor, Teller, Wainwright, Wales, and Wrangell, and to purchase buildings for school purposes at Bettles and Klinquan, making a total of 26 buildings.

For the support of schools for the natives of Alaska during the fiscal year ending June 30, 1907, Congress has appropriated the sum of $100,000. With the additional means provided it is proposed to reopen the following schools, which were closed during the fiscal year 1906, on account of lack of funds: In northern Alaska—Bettles, Council, and

Ikogmute; in southern Alaska—Unalaska, Unga, Hoonah, Douglas, Tee Harbor, Petersburg, and Juneau. It is also proposed to establish new schools at the following places: In northern Alaska—Icy Cape, Ogavik, Point Hope, Shishmaref, and Sinuk; in the Yukon River Valley—Anvik, Circle, and Tanana; in southern Alaska—Iliamna and Tatitlek.

On May 28, 1906, Dr. William Hamilton, the assistant agent of education in Alaska, under instructions from the Commissioner of Education, left Washington for the annual inspection of the schools and reindeer stations in northern Alaska. During the summer he visited the schools at Barrow, Wainwright, Icy Cape, Kivalina, Kotzebue, Deering, Shishmaref, Wales, Teller, Golofnin, Unalakleet, St. Michael, Gambell, and Unalaska, and the reindeer stations at Barrow, Kivalina, Kotzebue, Deering, Wales, Teller, Golofnin, Unalakleet, and Gambell. At the above places he examined into the condition of the public school buildings and Government property, and held conferences with teachers, superintendents of reindeer stations, herders, apprentices, and all other persons interested in educational matters in Alaska.

It is proposed to continue Mr. W. T. Lopp as resident local superintendent of schools and reindeer stations for northwestern Alaska, and Mr. W. A. Kelly as resident local superintendent of schools for southern Alaska. Mr. Lopp's duties are to supervise the schools and reindeer stations at Barrow, Wainwright, Icy Cape, Point Hope, Kivalina, Kotzebue, Deering, Shishmaref, Wales, Teller, Gambell, and Sinuk, making as frequent visits of inspection throughout the year as weather and distance will permit, together with such other duties as may be assigned to him from time to time. This district includes more than 1,000 miles of the coast region bordering the Arctic Ocean and Bering Sea.

The superintendent of schools and reindeer stations in western central Alaska is Mr. Axel E. Karlson, whose supervision extends over the schools and reindeer stations at Unalakleet, Golofnin, and Koserefsky. Mr. Karlson's duties in western central Alaska are similar to those of Mr. Lopp in northern Alaska.

Mr. William A. Kelly's district embraces the schools in southern Alaska. The distance between the most eastern and the most western school in his district is more than 2,000 miles. He is expected to visit the more remote schools to the west of Sitka once a year, and the schools to the south of Sitka at least once a quarter. On these visits Mr. Kelly examines into the condition of the school buildings and other school property and arranges for the making of necessary repairs to the school buildings. Mr. Kelly, Mr. Lopp, and Mr. Karlson are in constant correspondence with this Bureau regarding the progress and needs of the schools, the efficiency of the teachers, and measures to be adopted to promote the interests of the schools.

RECOMMENDATIONS.

Increase of appropriations for the education of natives in Alaska.—Increased appropriations are required in order to strengthen and equip with industrial apparatus the existing schools and to extend the Alaska school service into regions not hitherto reached.

The United States day schools throughout Alaska aim principally at training the Alaskan natives in the use of the English language, in order to enable them to communicate with the white population and obtain a living thereby. It is desirable that to this instruction in English there should be added systematic training in the various industries, in order that the more intelligent of the natives may become better enabled to support themselves. In northern Alaska the industries that could be introduced into the school curriculum are boat making, sled making, fish curing, use of carpenter's tools, and the making of fur clothing and shoes. In southern Alaska the forms of industrial training adapted to the needs of the native population are fish curing, boat making, the management and care of sawmills, the building of houses, the raising of domestic animals, and the cultivation of vegetables.

New day schools are required in many of the outlying districts. Even with the extension of the Alaska school service during the fiscal year 1906–7 there are still in the vast interior, scattered in villages along the great rivers, many settlements of natives still in their primitive conditions and beyond the pale of Government assistance in the way of schools and teachers. New mining camps are constantly being formed in the remote regions. Wherever these new camps are opened schools for the natives in the vicinity should be established in order that they may be prepared by acquiring the rudiments of the English language and arithmetic to be of assistance to the white man and become a factor in the development of the country.

Orphanage.—Epidemics of measles, small pox, and diphtheria are frequent, but still there are many orphans in the Alaskan villages. It would seem but just for the National Government to protect these destitute children by placing them in an orphanage, where instruction and medical treatment could be given them. This institution could be a center for industrial education.

Citizenship.—The question of the legal status of the natives of Alaska presses for decision. In southern Alaska especially, where schools have been in operation for twenty years, the natives have abandoned their ancient customs, discarded their tribal relations, and have adopted civilized modes of living. Many of them are industrious, law-abiding, and self-respecting. They make excellent carpenters and mechanics. Many of them engage successfully in business as traders, storekeepers, managers of sawmills and fisheries, as pilots and engineers. They accumulate property and pay taxes; but, except in a few instances, the privilege of citizenship has been denied them. Legislation granting citizenship to such Alaskan natives as are qualified to receive it would seem to be extremely desirable.

EXTRACTS FROM REPORTS OF TEACHERS IN ALASKA.

In order to convey an idea of the details of the work of teaching in Alaska, a few extracts from the annual reports of the teachers are submitted. The first of these is taken from the report of Mr. J. H. Kilbuck, and describes the opening of a school in the primitive Eskimo village of Wainwright, in north latitude 70° 35′, but a short distance from Point Barrow, the northwesternmost cape of the continent.

Wainwright.—On the morning of Tuesday, November 7, the school was opened for the first time, the room being well filled with 25 pupils. Of these, 3 were "out of town" scholars, coming from Point Franklin and Point Belcher, who took up quarters with friends and relatives in the village. The parents of these children cheerfully did all they could to encourage their offspring's desire for knowledge by providing them with coffee, sugar, and flour. This is a new departure from the usual habit of the Eskimo of my acquaintance. It is true that a mistaken notion was entertained by many parents that the school children would be furnished food for the body as well as the mind. This notion was created by reports brought from other schools and by the great amount of provisions landed here marked "Wainwright School." The notion was quickly dispelled, and, I am happy to say, without diminishing the attendance or the interest of the pupils. In the third week 14 Icy Cape children invaded the school and remained throughout the greater portion of the school year.

The school population of Wainwright is 19, so there were 28 attendants from other localities. The entire school bubbled over with enthusiasm, everyone seeming possessed with the idea that now was the time to gain access to the source of the white man's knowledge—the book or paper that was all marked up with queer signs and symbols. The attendance was very good and prompt. After Christmas the people began to move hither and thither on bartering trips or on hunting and trapping expeditions. This had its effect on our school roll, some scholars being taken out of school and others would drop in. With the return of the sun the daily attendance fluctuated still more, as the older pupils had to go foraging either for the entire day or for half a day. It was evident that these absences were necessary, for whenever the absentees returned home before the session was over they came directly to the schoolroom, even if it was only for an hour. * * *

As to deportment, even the most critical would have only praise to mete out to these Eskimo boys and girls. The application of these pupils was also good, although there were a few who could not altogether lay aside the Eskimo habit of sitting still

and "just do nothing," as they express it. As the majority of the scholars were beginners, the first task was to get them started. After several weeks of concert work, the pupils began to string out, the brighter ones being in the lead. Then the pupils were grouped into seven classes. The branches taught were reading, writing, spelling, English lessons, and arithmetic. At first, simple English sentences were put on the blackboard and the school drilled on these until they could read them. The names of objects in the room were learned in this way. At first this work, of course, was mechanical, or like leading a blind man repeatedly over a short walk until repetition gives him confidence to take the walk unaided, with the gait of a seeing man. It took time before words were separated into letters, but in this way the alphabet was gradually mastered. To hasten the progress, I at first allowed the pupils to get help from each other by looking at each other's work while at the blackboard. When I thought the pupils had been drilled enough for all to make independent use of their knowledge, I would send them to the board and ask them to write the alphabet or the figures with their eyes shut. This exercise might be termed an "eye opener," for many found out that the letters or figures would not form themselves. The success of others was a spur to those who had been contented with being led. In this way the need of individual effort was made very plain to all, for it was very embarrassing to stand, with chalk in hand, and not be doing anything, while the one alongside was busy. Special effort has been made to teach the English language, but the visible results seem small indeed, and, when one considers the time and work expended, it is almost discouraging. In their Eskimo language the children have already a medium of expression well defined and thoroughly instilled. The thoughts which they try to express in English are first molded in the forms out of which the Eskimo language comes forth clear and clothed in its right mind. But the English comes out misshapen and confused, and it takes an expert mind reader to grasp the meaning of the sentence. In time this difficulty will undoubtedly disappear. There are already prospects of ultimate success. * * *

One of the daily tasks was the writing of English sentences. For the advanced classes, only words were put on the board, and a sentence was required in the use of each word. Such a word as *sweet* is not easily comprehended. One pupil wrote, "I will be sweet in school to-day," which was hardly appropriate after eating walrus meat that was going through nature's process of being cured. For the intermediate classes sentences are written out, with blanks for words to be filled in by the pupils. One scholar, after studying over "My father is ———," evolved the sentence, "My father is a bird," which was not meant for slang.

In arithmetic there is not the same amount of trouble experienced as in the language lessons. Anything that is mechanical and by rule is readily taken up. For example, when some of the scholars took up the study of the multiplication table, some one discovered that the tables of 9's were the easiest to recite, for all that was necessary was to learn that $9\times2=18$, and then in sequence to 9×10 the figure in the tens column increased by one, while the one in the units place decreased by one. In the mental and oral drill of combinations of numbers, the pupils became very apt and quick. In calling off the numbers I repeated them rapidly after the manner of an auctioneer. This was distracting at first, but in time it did not stop their mental computation. Sometimes one of the scholars was called upon to give out the numbers.

In writing the children do fairly well; quite a number give promise of becoming good penmen. I find myself very much handicapped for teaching this branch by reason of my left hand being awkward. Printed copy is so cold in its severe perfection that it becomes the despair of all beginners.

With the help of Mrs. Kilbuck the children were drilled every day in singing. This was a great treat to them as well as to the parents, who often came in during the singing hour. During the dark period, when outdoor recreation was out of the question, I gave half-hour drills in calisthenics and marching after the last session of the day. There are some in the school that do not know yet which is their right hand and which their left.

In the winter the school gave two exhibitions of their school work for the entertainment of the parents. I find these public exhibitions are very good spurs to increased interest and application in the school work on the part of the scholars, and the parents are more than pleased with the work done. To help along an evident desire on the part of a number of scholars to study in the evenings, we put a long table in our sitting room with homemade benches for seats. Every evening the table was surrounded by boys and girls, who, with book, pencil, and slate, would either review the day's work or go over the next lessons. It was a pleasure to see how eager the children were to learn, and we never begrudged them the room or our time. The parents are all in hearty sympathy with the work of the school; the only fault they find is, that the school closes for three months. They would like to see school in session for twelve months in the year.

Miss Bertha Cox submits the following annual report of the Eskimo school at Deering, within the Arctic Circle:

There is no doubt in my mind that the Eskimo child can be taught to speak English and to acquire habits of cleanliness, industry, and morality. Though the advancement is necessarily slow, the Eskimo is a susceptible pupil. During the two years that a Government school has been held at Deering improvement has been made in these important lines. This year the progress has been greater, on account of the conveniences afforded by the new school building. Nearly every child that has attended regularly has completed two books. The children who are between the ages of 6 and 9 can count to 100 and spell 50 common words. Most of them are also able to add, subtract, and write neatly. The lessons for the older pupils have been made practical as far as possible, in arithmetic and language especially. It is very necessary that their education should help them in their everyday life in their contact with the white immigrants.

Perhaps no better synopsis of the work accomplished during the past year could be given than that in an examination of 10 questions in language and arithmetic, and spelling of 50 words. No pupil received less than 70 per cent and the majority were between 85 and 100. In language the question was asked, "What did you do yesterday?" Nearly all answered, "I went to school yesterday." One boy of 14 answered, "I helped the girls wash the windows." The most enjoyable part of the language lesson to the timid Eskimo is to learn to write letters. During the latter part of the year special attention has been given to the writing of business letters. A half hour each day was devoted to music, the learning of quotations, or conversational lessons. One day after the story of "George Washington and his hatchet" had been told, one thoughtful little boy said that he thought that George Washington was great because "he tell no lie." Especial attention has also been given to lessons in hygiene and physiology. These subjects are of special interest to these people. The abstaining from alcoholic drinks is remarkable among these natives.

Toward the end of the year an hour each day was spent making curios. The girls made straw and skin baskets. The boys made a few picture frames, match safes, and little sleds. One hour was given each week to sewing and bread making. The principles of industry, cleanliness, and morality have been taught. The girls and boys have attended to the janitor work of their schoolroom. Every child was made responsible for his share of the work for a month. It was surprising how much pleasure they took in this work. Many of the tents are comparatively clean. It is not unusual to see a boy with rake in hand cleaning around his tent. At present there are two of the school children who have permanent salaried positions for the summer in the homes of the whites. One schoolboy has a laundry and bath house of his own. Another boy has been mining with a white man. Some of the people work by the day. One of the most discouraging features of the work is the lack of employment and support during the winter months. I believe that this can be overcome, however, by teaching them to use the material around them. The morality of these natives is encouraging. At present most of them are trying to live moral lives. I believe, however, that there will be far greater improvement in a few more years in the vital things of life, as the Government schools become industrial.

Quinhagak.—As evidence of the good work done by this school in preparing its pupils for future usefulness, Mrs. Schoechert, the teacher, writes as follows:

A former pupil of Carmel and this school is now cook for a trader on the Nushagak and does his work well; another assists in school work here, while several others moved to the Nushagak and find employment at the canneries or are used by the superintendents as interpreters. We meet again and again white people who tell us of meeting our native boys who spoke good English.

Copper Center.—This school is in the midst of a constantly shifting population of Indians who are poorly clad and who find it a constant struggle to win a bare existence from their hard surroundings. All this tends to keep the attendance very low and irregular. Mrs. Clevenger, the teacher, reports:

Notwithstanding these discouraging features they have made commendable progress in the school work. Many of them have a natural talent for drawing, and would draw pictures of their cabins on the blackboard with chalk which I would be surprised to find correct on visiting their camps. Some of the young men can draw very good maps of the part of Alaska with which they are familiar. In using the chart and primary readers I have some difficulty explaining the illustrations. Notwithstanding my difficulties, if I could have them as regularly as white children are supposed to go to school they would improve just as rapidly.

Yukon.—Space will permit only a few extracts from the report of Miss Woods, in charge of this school on Alaska's great river where it bends within the Arctic Circle.

One day our senior class was reading about two little girls who were playing on the seashore. One of the little girls said, "We are going for a sail this afternoon to the light-house." The class was asked if they knew what a light-house was. They discussed the matter in Indian, and then Peter (our chief's son) turned with a beaming face and said, "Yes; not heavy." * * * The parents make the children bring all the wood and water and cut the wood when brought. They have to go to the woods and cut down trees. The children also do their own washing and help cook for the family. As soon as the days begin to lengthen and the long twilight sets in the children are up nearly all night and then sleep until late in the morning. By and by, when the summer night is almost perfect day, many of them are playing when the school bell rings at 9 o'clock in the morning and come to school without having slept at all. I have tried very hard to stop this, but with little success. The parents are up all night, too. They have supper at midnight. Many nights I have gone to the village between 11 and 12, visited every cabin, made the children go home, and had their parents promise to see that they slept. Next morning I would have a better attendance.

Miss Woods is a trained nurse, and in that capacity did some very heroic and self-sacrificing work among the natives in the village during an epidemic of diphtheria.

Unalakleet.—Miss Hannah E. Olson and Mr. Misha Ivanoff, the teachers, have done a great deal of good work outside of their school hours. Sewing classes have been held, and for several months evening classes were taught to enable the older people to learn English. Two of the children are able to play the organ for the opening exercises every morning. The children have been carrying on quite a correspondence with the pupils at St. Michael and Golofnin. Miss Olson writes about a school opened at the camp near the reindeer herd:

Some of the schoolbooks were sent up there, and Mrs. Ruth Koktosk, an Eskimo girl, the wife of one of the herders, undertook to teach those who wished to join the class. Mrs. Koktosk has been educated at the school and is a bright young woman. She taught for two hours, five evenings a week, for about six weeks. Nine of the Eskimo men who are reindeer herders joined this class and were very happy to have the opportunity to study.

Golofnin.—This school furnishes a good example of what can be accomplished by combining the reindeer industrial education with regular school work. Concerning this, Miss Hagberg, the teacher, writes:

Quite a few boys from our school are employed in the herding of reindeer, and they are doing well, behaving nicely, and enjoying their work. We supplied them this winter with a few text-books, slates, and pencils. So in the evening, whenever they were free from duty, they have come together to study. They also taught the older herders to read and write; even arithmetic was taught. The boys take turns in attending school and serving at the herd. The boys enjoyed this greatly, but the parents not quite so much. The mother of one of our boys came and said that she liked very much for her son to be a herder and to serve at the herd, but not during school hours when she wanted him to learn.

This shows how ambitious the parents are becoming for their children to acquire an education. Evening school was held for two hours, five evenings a week, from November to February. This was principally for the older people, who could not attend during the day.

Gambell (St. Lawrence Island).—This term closed the fifth year of Doctor and Mrs. Campbell's residence on St. Lawrence Island. They are now taking a year's vacation in the States. The past term was the most successful in the history of the school. Five consecutive years under the same teachers have partially broken the shell of conservatism that has hitherto been so hard to penetrate. At last the children are beginning to take an interest in the school, aside from curiosity. During the winter several children came to Doctor Campbell for special instruction or for books.

Often they would ask in someone else's name, being too bashful to ask for themselves. For example, Doctor Campbell writes:

Yesterday two little girls came to me after school, hanging their heads and giggling for a long time, afraid to venture to speak English until, after some urging, one of them said, "Omomingo like slate take home." I asked her if she wanted one, too, and she quickly replied, "Yes." Pictures cut from magazines have been used successfully as rewards for good work in classes. They are very fond of turning their backs while the teacher writes some exercise on the board, and, at a signal, turning and trying who can give the correct answer first. In arithmetic they are given some exercise that requires only answers for completion. At the signal the entire class begins to fill in the answer, and so eager have they become that I have observed the little hands to tremble with excitement. Spelling has become a favorite study, and a head mark is a coveted prize. I believe many of them would give their white friends a good sharp contest in spelling from the first and second readers.

Bethel.—Since the opening of the school at Bethel there is only one boy who has not turned out to be a credit to the school. All the other graduates have settled down along the Kuskokwim River and are supporting their families by reindeer herding or trapping. The industrial school, in charge of Mr. Helmick, has been very successful. As a result of its training stands a church, erected almost entirely by the schoolboys. They have also learned to make sleighs, storage boxes, and nets. The neat dwellings of the schoolboys stand in marked contrast to those of the older people. The girls have been taught sewing, baking, washing, and other domestic arts. The school children gave an entertainment at Thanksgiving, which was pronounced a success by the white men who attended. The following quotation from Mr. Weinlick's report will be of interest:

If the pupils were more familiar with the English language, it would be easier for them, but since the teacher has some knowledge of the Eskimo language he has translated some of their lessons, thus making it easier for them to learn to use English. * * * The boys as a rule are more intelligent than the girls, and it is useless to send them to school before they are 12 years of age. * * * In writing and drawing the Eskimo children surpass the whites, but in arithmetic they are very slow of comprehension. They are able to multiply, add, and subtract, but division is a thing they can not grasp. I have tried to teach it in different ways, but without any result.

THE INTRODUCTION OF REINDEER INTO ALASKA.

The year 1906 completes fifteen years of the enterprise of introducing domestic reindeer from Siberia into Alaska.

Fifteen reindeer stations are centers of this industry. Each station is under the care of a resident superintendent, and the whole region has been divided between two district superintendents, who travel from place to place inspecting the stations in their districts and striving to maintain uniformity of methods throughout. All superintendents are in correspondence with the Bureau of Education and must submit detailed annual reports.

Early in the history of the enterprise the Bureau of Education adopted the following plan for the distribution of the reindeer among the Eskimos: Small herds of reindeer (usually 100) were loaned to mission stations as an equipment for the industrial training of the Eskimos, the loan to be repaid to the Government at the end of a specified period (usually five years) by an equal number of young deer in the same proportion of males and females as the original loan (25 males and 75 females), the mission retaining the increase that had accumulated during the term of said loan. On its part the mission receiving the loan trained a corps of Eskimo apprentices and supported them during their term of apprenticeship. At the three stations—Barrow, Gambell, and Iliamna—the Government itself supports the Eskimo boys during their apprenticeship.

At each station the resident superintendent selects promising and ambitious young Eskimo men, who become apprentices in the reindeer industry for a period of five

years. At the end of every year of faithful service each apprentice receives two deer. At the close of his five years' apprenticeship each apprentice who has proved himself reliable and industrious has earned a sufficient number of deer to enable him to start out for himself as an independent herder.

However, he must remain under the supervision of the superintendent of his station. With the approval of the superintendent, he is allowed to kill his surplus male deer and sell the meat for food and the skin for clothing. He is encouraged to use his sled deer and earn all the money he can by the carrying of United States mails, passengers, and freight. In this way many enterprising Eskimo young men have become self-supporting.

During the past three winters the Eskimo herders at Wales and Shishmaref have been accustomed to drive part of their herd over the frozen tundra, a distance of about 150 miles to Nome, and there kill and sell to the butchers several of their surplus male deer. In this way they earned $3,229.35 during the winter of 1905–6.

Under no circumstances is an Eskimo allowed to sell female deer, except to the Bureau of Education. This measure has been adopted in order to insure the reindeer industry remaining in the hands of the natives until there is a sufficient number of deer in Arctic Alaska to furnish a permanent means of support to the native population of that region.

The records of the superintendents show that 99 Eskimos own 5,153 reindeer. A large number of these Eskimos have families and relatives who are interested in the work and live at the reindeer camps. It may be estimated that the total number of Eskimos devoting their time to the management and care of the herds is about 400.

The following tables give detailed information regarding the distribution, ownership, and increase of the reindeer at the 15 stations in Alaska:

TABLE 1.—*Total number of deer in Alaska, 1906.*

Station.	Adults.			Fawns.			Total.
	Male.	Female.	Total.	Male.	Female.	Total.	
Barrow	187	361	548	121	128	249	797
Kivalina	48	146	194	43	42	85	279
Kotzebue	233	420	653	164	163	327	980
Deering	139	294	433	103	111	214	647
Shishmaref	146	268	414	84	101	185	599
Wales	359	555	914	170	194	364	1,278
Gambell	61	117	178	39	36	75	253
Teller	295	539	834	172	163	335	1,169
Golofnin	319	656	975	222	237	459	1,434
Unalakleet	372	473	845	194	148	342	1,187
Eaton	476	571	1,047	161	186	347	1,394
Bethel	419	756	1,175	201	194	395	1,570
Iliamna	164	237	401	66	68	134	535
Koserefsky	60	118	178	40	40	80	258
Tanana	108	214	322	69	57	126	448
Total	3,386	5,725	9,111	1,849	1,868	3,717	12,828

TABLE 2.—*Annual increase of fawns from the establishment of the enterprise in 1892 to 1906.*

Year.	Balance from previous year.	Fawns surviving.	Per cent of increase of herds by fawns.	Year.	Balance from previous year.	Fawns surviving.	Per cent of increase of herds by fawns.
1893	143	79	55	1900	2,394	756	32
1894	323	145	44	1901	2,692	1,110	41
1895	492	276	56	1902	3,464	1,654	48
1896	743	357	49	1903	4,795	1,877	40
1897	1,000	466	46	1904	6,282	2,284	36
1898	1,132	625	55	1905	7,263	2,978	41
1899	1,733	638	37	1906	9,111	3,717	41

Average annual increase of herds by fawns, 1893–1906=44 per cent.

TABLE 3.—*Number of reindeer sold, butchered, or died, 1892 to 1906.*

1892	28	1900	487
1893	23	1901	538
1894	96	1902	353
1895	148	1903	290
1896	100	1904	377
1897	[a] 334	1905	926
1898	185	1906	1,130
1899	299		

[a] Two hundred and forty-six of these deer were killed in the relief expedition to the whalers at Point Barrow.

TABLE 4.—*Increase from 1892 to 1906.*

Year.	Imported from Siberia.	Total in herd.	Per cent of net increase since importation ceased.
1892	171	143	.....
1893	124	323	.....
1894	120	492	.....
1895	123	743	.....
1896	.....	1,000	.....
1897	.....	1,132	.....
1898	161	1,733	.....
1899	322	2,394	.....
1900	29	2,692	.....
1901	200	3,464	.....
1902	30	4,795	.....
1903	.....	6,282	31
1904	.....	8,189	30
1905	.....	10,241	25
1906	.....	12,828	25
Total	1,280	.....	[a] 28

[a] Average annual per cent of net increase from 1902 to 1906.

TABLE 5.—*Number of trained sled deer, 1906.*

Station.	Number trained.	Being trained.	Total.
Barrow	23	3	26
Kivalina	16	4	20
Kotzebue	37	.....	37
Deering	21	4	25
Shishmaref	23	.....	23
Wales	29	35	64
Gambell	17	10	27
Teller	45	.....	45
Golofnin	64	19	83
Unalakleet	38	17	55
Eaton	42	20	62
Bethel	77	10	87
Iliamna	49	.....	49
Koserefsky	4	3	7
Tanana	18	.....	18
Total	503	125	628

TABLE 6.—*Reindeer belonging to the Government, 1906.*

Station.	Loaned by Government (see Table 10).	Under direct control of Government.	Total.
Barrow		[a] 79	79
Kivalina			
Kotzebue		[b] 194	194
Deering	100		100
Shishmaref		[b] 6	6
Wales		[b] 282	282
Gambell		[a] 154	154
Teller		[b] 349	349
Golofnin	100	[b] 55	155
Unalakleet	100	[b] 391	491
Eaton	300		300
Bethel		[b] 376	376
Iliamna		[a] 535	535
Koserefsky		[b] 100	100
Tanana	200		200
Total	800	2,521	3,321

[a] Government herds. [b] Government deer temporarily kept with other herds.

TABLE 7.—*Reindeer owned by Eskimos through apprenticeship, 1906.*

Station.	Established.	Total deer 1906.	Eskimos owning deer.	Deer owned by Eskimos.
Teller	1892	1,169	5	495
Wales	1894	1,278	11	675
Golofnin	1896	1,434	14	480
Unalakleet	1897	1,187	8	396
Barrow	1898	797	12	718
Gambell	1900	253	4	99
Bethel	1901	1,570	8	178
Kotzebue	1901	980	6	52
Koserefsky	1901	258	[a]	
Eaton	1902	1,394	10	747
Kivalina	1905	279	6	279
Deering	1905	647	5	461
Iliamna	1905	535	[a]	
Tanana	1905	448	3	204
Shishmaref	1905	599	7	369
Total		12,828	99	5,153

[a] No apprentices owning deer.

TABLE 8.—*Natives in Alaska reindeer service.*

Station.	Number of natives owning deer.	Number of natives under training.	Apprentices supported by missions.	Apprentices supported by Government.	Apprentices supported by Eskimos.	Apprentices supported by Laplanders.
Barrow	9	9		9		
Icy Cape	3	2			2	
Kivalina	6	4			4	
Kotzebue	6	5	5			
Deering	5	4	4			
Shishmaref	7	2	1		1	
Wales	11	7	2		5	
Gambell	4	2		2		
Teller	5	3	1		2	
Golofnin	14	7	4		2	1
Unalakleet	8	5			3	2
Eaton	10	5	3		2	
Koserefsky						
Bethel	8	8	8			
Iliamna		3		3		
Tanana	3	3	3			
Total	99	69	31	14	21	3

SUMMARY.

Total number of natives owning deer	99
Total number of deer owned by natives	5,153
Total number of natives under training:	
Supported by missions	31
Supported by Government	14
Supported by Eskimos	21
Supported by Laplanders	3
Apprentices who do not as yet own deer	14
Apprentices who own deer	55
	69

TABLE 9.—*Ownership of reindeer in Alaska, 1906.*

Station.	Government.	Missions.	Laplanders.	Eskimos.	Sled deer owned by white men.	Total.
Barrow	79	.....	.....	718	.....	797
Kivalina	.....	.....	.....	279	.....	279
Kotzebue	194	307	411	52	16	980
Deering	100	86	.....	461	.....	647
Shishmaref	6	224	.....	369	.....	599
Wales	282	321	.....	675	.....	1,278
Gambell	154	.....	.....	99	.....	253
Teller	349	325	.....	495	.....	1,169
Golofnin	155	535	263	480	1	1,434
Unalakleet	491	.....	300	396	.....	1,187
Eaton	300	266	80	747	1	1,394
Bethel	376	324	692	178	.....	1,570
Iliamna	535	.....	.....	.....	.....	535
Koserefsky	100	158	.....	.....	.....	258
Tanana	200	3	41	204	.....	448
Total	3,321	2,549	1,787	5,153	18	12,828

TABLE 10.—*Reindeer loaned.*

Station.	Number loaned.	When loaned.	Expiration of loan.
Wales (Congregational)	118	Aug., 1894	Gift.
Golofnin Bay (Swedish Lutheran)	50	Jan. 16, 1896	Jan., 1899
Nils Klemetsen (Golofnin)	100	July 1, 1902	July 30, 1907
Teller (Norwegian Lutheran)	100	Sept. 1, 1900	Sept., 1905
Nulato (Roman Catholic)	100	Mar., 1901	Mar., 1906
Bethel (Moravian)	88	Feb. 26, 1901	Feb., 1906
Nils Persen Sara (Bethel)	100	July, 1901	June 30, 1906
Carmel (Moravian)	88	Feb. 26, 1901	Feb., 1906
Per M. Spein (Bethel)	100	July, 1901	June, 1906
Kotzebue (Friends)	95	Sept. 2, 1901	Sept., 1906
Alfred S. Nilima (Kotzebue)	99	July, 1901	June 30, 1906
Unalakleet (Swedish Lutheran)	100	July 1, 1903	June 30, 1908
Ole O. Bahr (Unalakleet)	100	July 1, 1901	June 30, 1906
Deering (Friends)	100	Jan. 18, 1905	Jan. 18, 1910
Tanana (Episcopal)	100	Mar., 1906	Mar., 1911
Isak Bango (Tanana)	100	.....do.....	Do.
P. N. Bals (Eaton)	100	.....do.....	Do.
N. P. Bals (Eaton)	100	.....do.....	Do.

TABLE 11.—*Congressional appropriations for the introduction of domestic reindeer into Alaska from Siberia from the inception of the enterprise until 1907.*[a]

Year.	Amount.	Year.	Amount.
1894	$6,000	1902	$25,000
1895	7,500	1903	25,000
1896	7,500	1904	25,000
1897	12,000	1905	25,000
1898	12,000	1906	15,000
1899	12,500	1907	9,000
1900	25,000		
1901	25,000	Total	231,500

[a] With funds contributed by private individuals, 16 reindeer were purchased in Siberia in 1891 as an experiment and placed on Amaknak Island, near Unalaska.

Expenditure of reindeer fund, 1906.

Amount appropriated	$15,000.00
Salaries	2,582.87
Supplies	8,702.74
Freight	1,791.54
Traveling expenses	887.40
Rations (3 Lapp families, two months)	114.00
Outstanding liabilities	662.30
Reserved for unforeseen contingencies	259.15
Total	15,000.00

TABLE 12.—*Receipts for sale of male deer to butchers and others, 1906.*

Station.	By mission.	By Laplanders.	By Eskimos.	Total.
Wales	$529.35	.....	$1,427.00	$1,956.35
Shishmaref	.....	.....	1,802.35	1,802.35
Unalakleet	.....	$400.00	280.00	680.00
Kivalina	.....	.....	704.00	704.00
Deering	42.55	.....	[a] 70.00	112.55
Teller	681.00	.....	755.00	1,436.00
Golofnin	686.00	675.00	622.00	1,983.00
Kotzebue	[b] 950.00	[b] 950.00	.....	[b] 1,900.00
Total	2,888.90	2,025.00	5,660.35	10,574.25

[a] Estimated. [b] Estimated (52 deer reported sold).

All of which is respectfully submitted.

SHELDON JACKSON,
General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

CHAPTER XI.

EDUCATIONAL PERIODICALS.

I.—LIST OF EDUCATIONAL PERIODICALS IN THE UNITED STATES IN 1906 ON FILE IN THE BUREAU OF EDUCATION.

(The number of the volume stated in the following list is the current one beginning with the calendar year 1906. In cases where the number of the volume is not stated the library of the Bureau of Education has not received the publication during 1906.)

Alabama.

Birmingham, Educational Exchange, M., vol. 22.
Carrolton, Rural School Exponent, M., vol. 1.
Huntsville, Educator, M., vol. 10.

Arkansas.

Little Rock, Arkansas School Journal, M., vol. 10.

California.

San Francisco, Sierra Educational News, M., vol. 2.
San Francisco, Western Journal of Education, M., vol. 11.
San Jose, California Education, M., vol. 1.

Colorado.

Denver, Colorado School Journal, M., vol. 22.
Denver, Rocky Mountain Educator, M., vol. 13.

District of Columbia.

Washington, American Annals of the Deaf, Bi-m., vol. 51.

Florida.

Gainesville, Florida School Exponent, M., vol. 14.
Inverness, School Review, M.

Georgia.

Abbeville, Southern Student, Qu.
Atlanta, Southern Educational Journal, M.

Illinois.

Bloomington, School and Home Education, M., vol. 26.
Chicago, Bulletin of Chicago Board of Education, Occasional, series 1.
Chicago, Chicago Teachers' Federation Bulletin, W., vol. 6.
Chicago, Classical Journal, M., vol. 2.
Chicago, Educational Bi-Monthly, Bi-m., vol. 1.
Chicago, Elementary School Teacher, M., vol. 7.
Chicago, Kindergarten Magazine, M., vol. 18.
Chicago, School Review, M., vol. 14.

Illinois—Continued.

Chicago, School Science, M., vol. 6.
Chicago, Teacher and School Board Journal, M.
Chicago, Religious Education, Bi-m., vol. 1.
Chicago, Western College Magazine, M.
Danville, Inter-State School Review, M.
Evanston, Correct English, M., vol. 7.
Oak Park, School Century, M., vol. 2.
Oak Park, School Weekly, W.
Oak Park, School Monthly, M.
Peoria, Education in Business, M.
Peoria, Manual Training Magazine, Qu., vol. 8.
Salem, Marion County Schools, M.
Taylorville, School News and Practical Educator, M., vol. 20.

Indiana.

Greenfield, Home and School Visitor, M.
Indianapolis, Educator-Journal, M., vol. 7.
Marion, Teachers' Journal, M.

Iowa.

Charles City, Iowa Teacher, M., vol. 20.
Des Moines, Midland Schools, M., vol. 22.
Keokuk, School Music Monthly, M., vol. 6.

Kansas.

Hutchinson, Kansas Educator, M., vol. 4.
Manhattan, Industrialist, W., vol. 33.
New Albany, Country School Champion, M., vol. 10.
Topeka, Western School Journal, M., vol. 22.

Kentucky.

Lexington, Southern School Journal, M., vol. 17.

Louisiana.

New Iberia, Colored Teacher, M., vol. 1.
New Orleans, Louisiana School Review, M., vol. 13.
New Orleans, Teachers' Outlook, M., vol. 7.

Maine.

Farmington, Normal, M., vol. 5.

I.—LIST OF EDUCATIONAL PERIODICALS IN THE UNITED STATES IN 1906 ON FILE IN THE BUREAU OF EDUCATION—Continued.

Maryland.

Baltimore, Maryland Educational Journal, continued as Atlantic Educational Journal, M., vol. 2.
Baltimore, American Journal of Philology, Qu.

Massachusetts.

Boston, American Primary Teacher, M., vol. 25.
Boston, Cooking School Magazine, M., vol. 11.
Boston, Education, M., vol. 27.
Boston, Educational Work, M., vol. 1.
Boston, Home Science Magazine, M.
Boston, Journal of Abnormal Psychology, Bi-m., vol. 1.
Boston, Journal of Education, W., vol. 64.
Boston, New England Conservatory Magazine, M., vol. 12.
Boston, Physical Education Review, Qu., vol. 11.
Boston, Popular Educator, M., vol. 24.
Boston, Posse Gymnasium Journal, M., vol. 14.
Boston, School Physiology Journal, M., vol. 16.
Cambridge, The People, Qu., vol. 9.
Salem, Little Folks, M., vol. 10.
Springfield, Kindergarten Review, M., vol. 17.
Worcester, American Journal of Psychology, Qu., vol. 17.
Worcester, American Journal of Religious Psychology and Education, Qu., vol. 2.
Worcester, Pedagogical Seminary, Qu., vol. 13.
Worcester, School Arts Book, M., vol. 6.

Michigan.

Detroit, Business World, Bi-m.
Lansing, Moderator-Topics, Semi-m., vol. 27.
Standish, School Advocate, M.

Minnesota.

Minneapolis, Minnesota School Journal, M., vol. 6.
Minneapolis, School Education, M., vol. 25.

Missouri.

Independence, School News, M.
Jefferson City, Missouri School Journal, M., vol. 23.
St. Louis, Evangelisch-Lutherisches Schulblatt, M., vol. 41.

Nebraska.

Auburn, Nehama County Teacher, M., vol. 3.
Lincoln, Nebraska Teacher, M., vol. 9.
Omaha, Nebraska Mute Journal, M., vol. 35.
Santee-Agency, Word Carrier, M., vol. 35.

New Hampshire.

Manchester, Notes and Queries, M., vol. 24.

New Jersey.

Elizabeth, Teachers' Magazine, M., vol. 29.
Ringoes, Journal of Orthoepi and Orthografi, M., vol. 23.

New York.

Albany, American Education, M., vol. 10.
Buffalo, Educator, M.
Chautauqua, Chautauquan, M., vol. 31.
Dansville, Normal Instructor, M., vol. 16.
Dansville, Teachers' World, M., vol. 1.

New York—Continued.

Malone, Mentor, M., vol. 12.
New York, American Geographical Bulletin, M., vol. 38.
New York, American School Board Journal, M., vol. 23.
New York, Mosher's Magazine, M., vol. 25.
New York, Charities and the Commons, W., vol. 17.
New York, Educational Foundations, M., vol. 18.
New York, Educational Review, M., vol. 32.
New York, Ethical Record, Bi-m.
New York, Journal of Mental Pathology, M., vol. 8.
New York, Nature Study Review, M.
New York, New Education, M., vol. 19.
New York, Penmans Art Journal, M., vol. 31.
New York, Pitman's Phonetic Journal, M.
New York, Pitman's Shorthand Weekly, M., vol. 30.
New York, Psychological Review, M., vol. 13.
New York, School, W., vol. 18.
New York, School Journal, W., vol. 73.
New York, School Work, Qu., vol. 5.
New York, School World, M., vol. 1.
New York, Teachers' College Record, M., vol. 7.
New York, Teachers' College Contributions, Qu., vol. 1.
Syracuse, Craftsman, M., vol. 9.
Syracuse, Journal of Pedagogy, Qu., vol. 19.
Syracuse, School Bulletin, M., vol. 33.

North Dakota.

Lisbon, Westland Educator, M.

Ohio.

Cincinnati, Our Companion, M., vol. 27.
Cincinnati, Phonographic Magazine, M., vol. 20.
Cincinnati, Public School Journal, M., vol. 46.
Cleveland, School Topics, M., vol. 2.
Columbus, Ohio Chronicle, W., vol. 39.
Columbus, Ohio Educational Monthly, M., vol. 55.
Columbus, Ohio Teacher, M., vol. 27.
Springfield, Chautauquan, M.

Oklahoma.

Oklahoma City, School Herald, M., vol. 13.
Weatherford, Teachers' Bulletin, M., vol. 1.

Oregon.

Salem, Oregon Teachers' Monthly, M., vol. 11.

Pennsylvania.

Lancaster, Pennsylvania School Journal, M., vol. 55.
Lancaster, Psychological Bulletin, M., vol. 3.
Millersville, Normal Journal, Qu., vol. 19.
Mount Airy, Association Review, Bi-m., vol. 8.
Philadelphia, Stenographer, M., vol. 21.
Philadelphia, Teacher, M., vol. 10.
Williamsport, National Educator, M., vol. 47.

South Dakota.

Madison, South Dakota State Journal of Education, M., vol. 7.
Mitchell, South Dakota, Educator, M., vol. 18.

I.—LIST OF EDUCATIONAL PERIODICALS IN THE UNITED STATES IN 1906 ON FILE IN THE BUREAU OF EDUCATION—Continued.

Tennessee.

Chattanooga, Southern Educational Review, M., vol. 3.
Nashville, Progressive Teacher, M., vol. 12.
Sewanee, Sewanee Review, Qu., vol. 14.

Texas.

Dallas, Texas School Journal, M., vol. 24.
Dallas, Texas School Magazine, M., vol. 9.

Utah.

Salt Lake City, Truth, M.

Virginia.

Hampton, Southern Workman, M., vol. 35.
Richmond, Virginia School Journal, M.

Washington.

Seattle, Northwest Journal of Education, M., vol. 18.
Vancouver, Washingtonian, W., vol. 15.

West Virginia.

Charleston, West Virginia School Journal, M., vol. 35.

Wisconsin.

Madison, Wisconsin Journal of Education, M., vol. 38.
Milwaukee, Catholic School Journal, M., vol. 7.
Milwaukee, Lutherische Schulzeitung, Bi-m., vol. 30.
Milwaukee, Mind and Body, M., vol. 13.
Milwaukee, Monatshefte für deutsche Sprache und Pädagogik, M., vol. 8.
Milwaukee, Western Teacher, M., vol. 13.

Wyoming.

Laramie, Wyoming School Journal, M., vol. 3.

Philippine Islands.

Manila, Philippine Educator, M., vol. 3

Porto Rico.

San Juan, Porto Rico School Record, M.

II.—LIST OF SCHOOL, COLLEGE, AND UNIVERSITY PUBLICATIONS IN 1906.

[Publications starred are not on file in the Bureau of Education.]

Alabama.

*Tuskegee, Tuskegee Student, W.

California.

*Berkeley, Californian, D.
*Berkeley, Occident, W.
*Berkeley, Magazine, M.
Berkeley, University Chronicle, Qu., vol. 8.
Ione, Preston School Outlook, M., vol. 5.
*Santa Clara, Redwood, M.
*Stanford University, Palo Alto Daily, D.
*Stanford University, Chaparral, Semi-m.
*Stanford University, Alumnus, M.

Connecticut.

*Hartford, Hartford Seminary Record, Qu.
Hartford, Trinity Tablet, M., vol. 39.
*Middletown, Wesleyan Argus, W.
*Middletown, Wesleyan Literary Monthly, M.
*New Haven, Yale Daily News, D.
New Haven, Yale Alumni Weekly, W., vol. 16.
*New Haven, Yale Courant, Bi-w.
*New Haven, Yale Record, Bi-w.
*New Haven, Yale Literary Magazine, M.
*New Haven, Yale Medical Journal, M.
New Haven, Yale Psychological Studies, M., vol. 1.
*New Haven, Yale Scientific Monthly, M.
*New Haven, Yale Divinity Quarterly, Qu.
New Haven, Yale Review, Qu., vol. 15.

District of Columbia.

*Washington, Georgetown College Journal, M.
Washington, Buff and Blue, M., vol. 15.
Washington, Catholic University Bulletin, Qu., vol. 12.
Washington, University Hatchet, M., vol. 1.
Washington, University Courier, Qu., vol. 13.

Georgia.

*Oxford, Emory Phoenix, M.

Idaho.

*Albion, Normal Mirror, M.

Illinois.

*Bloomington, Wesleyan Argus, W.
Chicago, Lewis Institute Bulletin, M., vol. 5.
Chicago, University Record, Qu., vol. 10.
*Chicago, Western College Magazine, M.
*Evanston, Northwestern, Tri-w.
*Evanston, Bulletin of School of Music, Qu.
*Galesburg, Lombard Review, M.
*Jacksonville, College Rambler, Semi-m.
*Normal, Normal School Quarterly, Qu.
*Springfield, Sangamon School Interests, M.

Indiana.

*Crawfordsville, Wabash, M.
*Crawfordsville, Wabash College Record, Qu.
*Greencastle, De Pauw Palladium, Bi-m.
*Notre Dame, Scholastic, W.
*Richmond, Earlhamite, Bi-m.

Indian Territory.

*Muskogee, Baptist College Searchlight, W.

Iowa.

*Ames, I. S. C. Student, Semi-w.
*Cedar Rapids, Coe College Cosmos, Semi-m.
*Cedar Rapids, Courier, M.
*Fayette, Collegian, Semi-m.
*Grinnel, Unit, M.
*Indianola, Simpsonian, M.
*Iowa City, Iowan, D.
*Le Mars, Western Union Journal, M.
*Pella, Central Ray, M.

II.—LIST OF SCHOOL, COLLEGE, AND UNIVERSITY PUBLICATIONS IN 1906—Continued.

Kansas.

Atchison, Abbey Student, M., vol. 16.
*Baldwin, Baker Orange, W.

Kentucky.

Barbourville, Collegial Journal, M., vol. 1.

Maine.

*Brunswick, Bowdoin Orient, W.
*Orono, Campus, Semi-m.

Maryland.

*Annapolis, Proceedings of U. S. Naval Institute, Qu.
Baltimore, Bulletin of the Woman's College, M., vol. 1.
*Baltimore, Johns Hopkins University Studies, M.
Port Deposit, Tome, M., vol. 4.

Massachusetts.

*Amherst, Student, W.
*Amherst, College Signal, Bi-w.
*Amherst, Literary Monthly, M.
Boston, Harvard Graduate's Magazine, Qu., vol. 15.
*Cambridge, Harvard Crimson, D.
*Cambridge, Harvard Advocate, Bi-w.
*Cambridge, Harvard Lampoon, Bi-w.
Cambridge, Harvard Illustrated Mag., M., vol. 20.
Boston, Technology Quarterly and Proceedings of Society of Arts, Qu., vol. 19.
*Cambridge, Harvard Monthly, M.
*Mount Hermon, Hermonite, Tri-w.
*Mount Hermon, Alumni Quarterly, Qu.
South Hadley, Mt. Holyoke, M., vol. 16.
*Wellesley, College News, W.
*Wellesley, Wellesley Magazine, M.
Williamstown, Williams Record, Semi-w., vol. 20.
*Williamstown, Williams Literary Monthly, M.

Michigan.

*Ann Arbor, Michigan Daily News, D.
*Ann Arbor, Inlander, Bi-w.
*Ann Arbor, Michigan Alumnus, M.

Minnesota.

*Collegeville, St. Johns University Record, M.
*Hamline, Oracle, Semi-m.
*Minneapolis, Minnesota Daily, D.
*Minneapolis, Minnesota Alumni Weekly, W.
*Northfield, Carletonia, Semi-m.
*Northfield, Manitou Messenger, M.

Missouri.

*Columbia, Independent of the University of Mo., W.
Parkville, Park College Record, W., vol. 28.
*Parkville, Park Review, Qu.
*St. Louis, Student Life, M.

New Hampshire.

*Hanover, The Dartmouth.
Hanover, Dartmouth Magazine, M., vol. 21.

New Jersey.

*Hoboken, Stevens Institute Indicator, Qu.
*Princeton, Princetonian, D.
*Princeton, Alumni Weekly, W.
*Princeton, Tiger, Bi-w.
*Princeton, Nassau Literary Magazine, M.

New York.

*Canton, Laurentian, M.
*Clinton, Hamilton Literary Magazine, M.
*Clinton, Houghton Record, Qu.
*Geneva, Hobart Herald, M.
*Hamilton, Madisonensis, Bi-w.
*Hartwick Seminary, Monthly and Eastern Lutheran, M.
*Ithaca, Cornell Sun, D.
*Ithaca, Cornell Alumni News, W.
*Ithaca, Cornell Era, W.
*Ithaca, Widow, Bi-w.
*Ithaca, Sibley Journal of Engineering, M.
*New York, Columbia Spectator, W.
*New York, Triangle, W.
*New York, Columbia Literary Monthly, M.
*New York, Intercollegiate News, M.
New York, Columbia University Quarterly, Qu. vol. 9.
*New York, School of Mines Quarterly, Qu.
*Brooklyn, Polytechnic, M.
*Brooklyn, Pratt Institute Monthly, M., vol. 15.
Niagara University, Niagara Index, Semi-m., vol. 39.
*Rochester, Campus, Bi-w.
*Rochester, Industrial School Advocate, M.
*Syracuse, Orange, D.
*Syracuse, University Weekly, W.
*Troy, Polytechnic, M.

North Carolina.

*Durham, South Atlantic Quarterly, Qu.
*Guilford College, Guilford Collegian, M.
Raleigh, Workers, M., vol, 2.

North Dakota.

*University, Student, M.

Ohio.

*Ada, University Herald, W.
*Akron, Buchtelite, M.
*Ashland, Purple and Gold, M.
*Delaware, Ohio Wesleyan Transcript, W.
*Gambier, Kenyon Collegian, M.
*Hiram, Hiram College Advance, Semi-m.
*Westerville, Otterbein Aegis, M.

Pennsylvania.

*Allegheny, Western University Courant, M.
Altoona, Penn School News, M., vol. 1.
*Beaver Falls, Geneva Cabinet, M.
*Carlisle, Forum, M.
Carlisle, Arrow, W., vol. 3.
*Easton, Lafayette, W.
*Easton, Touchstone, M.
*Edgewood Park, Western Pennsylvanian Semi-m.
*Huntingdon, Juniata Echo, M.

II.—LIST OF SCHOOL, COLLEGE, AND UNIVERSITY PUBLICATIONS IN 1906—Continued.

Pennsylvania—Continued.

*New Wilmington, Holcad, M.
Philadelphia, Drexel Institute Bulletin, M., vol. 2.
*Philadelphia, Pennsylvanian, D.
*Philadelphia, Old Penn, W.
*Philadelphia, Mt. Airy World, Bi-w.
*Philadelphia, Alumni Register, M.
Philadelphia, Journal of Franklin Institute, M., vol. 162.
*Philadelphia, Univ. of Pennsylvania Medical Bulletin, M.
*Selinsgrove, Susquehanna, M.
*South Bethlehem, Brown and White, W.

Rhode Island.

*Providence, Brown Herald, D.
*Providence, Brown Alumni, M.

South Dakota.

*Rapid City, Aurum, M.
*Vermilion, Volante, W.

Texas.

*Waco, Paul Quinn Weekly, W.

Utah.

*Salt Lake City, University Chronicle, W.

Virginia.

*Charlottesville, Univ. of Va. Magazine, M.
*Charlottesville, Alumni Bulletin, Qu.
*Hampden-Sidney, Hampden-Sidney Mag., M.
Williamsburg, William and Mary College Quarterly, vol. 15.

Wisconsin.

*Madison, Cardinal, D.
*Madison, Wisconsin Engineer, Qu.
*Milwaukee, Mercury, M.

Wyoming.

Laramie, Wyoming Student, M., vol. 8.

CHAPTER XII.

EDUCATIONAL DIRECTORY.[a]

I.—Chief State School Officers.

Name.	Address.	Official designation.
H. C. Gunnells	Montgomery, Ala	State superintendent of education.
R. L. Long	Phoenix, Ariz	Territorial superintendent of public instruction.
J. J. Doyne	Little Rock, Ark	State superintendent of public instruction.
Edward Hyatt	Sacramento, Cal	Do.
Miss Katherine L. Craig	Denver, Colo	Do.
Charles D. Hine	Hartford, Conn	Secretary of State board of education.
Thomas C. Roe	Dover, Del	Do.
William E. Chancellor	Washington, D. C	Superintendent of District schools.
W. M. Holloway	Tallahassee, Fla	State superintendent of public instruction.
W. B. Merritt	Atlanta, Ga	State school commissioner.
S. Belle Chamberlain	Boise, Idaho	State superintendent of public instruction.
Frank G. Blair	Springfield, Ill	Do.
John D. Benedict	Muskogee, Ind. T	Territorial superintendent of schools.
F. A. Cotton	Indianapolis, Ind	State superintendent of public instruction.
John F. Riggs	Des Moines, Iowa	Do.
E. T. Fairchild	Topeka, Kans	Do.
J. H. Fuqua, sr	Frankfort, Ky	Do.
J. B. Aswell	Baton Rouge, La	State superintendent of public education.
Payson Smith	Augusta, Me	State superintendent of public schools.
M. Bates Stephens	Annapolis, Md	State superintendent of public education.
George H. Martin	Boston, Mass	Secretary of State board of education.
Luther L. Wright	Lansing, Mich	State superintendent of public instruction.
J. W. Olsen	St. Paul, Minn	Do.
Henry L. Whitfield	Jackson, Miss	State superintendent of public education.
Howard A. Gass	Jefferson City, Mo	State superintendent of public schools.
W. C. Harmon	Helena, Mont	State superintendent of public instruction.
J. L. McBrien	Lincoln, Nebr	Do.
Orvis Ring	Carson, Nev	Do.
H. C. Morrison	Concord, N. H	Do.
Chas. J. Baxter	Trenton, N. J	Do.
J. F. Clark	Santa Fe, N. Mex	Territorial superintendent of public instruction.
Andrew S. Draper	Albany, N. Y	State commissioner of education.
J. Y. Joyner	Raleigh, N. C	State superintendent of public instruction.
W. L. Stockwell	Bismarck, N. Dak	Do.
E. A. Jones	Columbus, Ohio	State commissioner of common schools.
J. E. Dyche	Guthrie, Okla	Territorial superintendent of public instruction.
J. H. Ackerman	Salem, Oreg	State superintendent of public instruction.
Nathan C. Schaeffer	Harrisburg, Pa	Do.
Walter E. Ranger	Providence, R. I	Commissioner of public schools.
O. B. Martin	Columbia, S. C	State superintendent of education.
H. A. Ustrud	Pierre, S. Dak	State superintendent of public instruction.
R. L. Jones	Nashville, Tenn	Do.
R. B. Cousins	Austin, Tex	Do.
A. C. Nelson	Salt Lake City, Utah	Do.
Mason S. Stone	Montpelier, Vt	State superintendent of education.
J. D. Eggleston, jr	Richmond, Va	State superintendent of public instruction.
R. B. Bryan	Olympia, Wash	Do.
Thomas C. Miller	Charleston, W. Va	State superintendent of free schools.
C. P. Cary	Madison, Wis	State superintendent of public schools.
A. D. Cook	Cheyenne, Wyo	State superintendent of public instruction.
Sheldon Jackson	Sitka, Alaska	General agent of education.
W. H. Babbitt	Honolulu, Hawaii	Superintendent of public instruction.
D. P. Barrows	Manila, P. I	General superintendent of public instruction.
Roland P. Falkner	San Juan, P. R	Commissioner of education.

[a] Corrected to August, 1907, in so far as changes have been reported to the Bureau.

II.—City Superintendents.

ALABAMA.

Anniston, D. R. Murphy.
Bessemer, Joseph M. Dill.
Birmingham, J. H. Phillips.
Eufaula, F. L. McCoy.
Florence, J. B. Lockhart
Gadsden, W. E. Striplin.
Girard, H. E. Hutcheson.
Huntsville, S. R. Butler.
Mobile, S. S. Murphy.
Montgomery, Charles L. Floyd.
New Decatur, A. F. Harman.
Opelika, I. W. Hill.
Phoenix, W. O. Smith.
Pratt City, P. M. McNeil.
Selma, R. E. Hardaway.
Talladega, D. A. McNeil.
Troy, John P. Selman.
Tuscaloosa, James H. Foster.
Woodlawn, George D. Godard.

ARIZONA.

Phoenix, J. F. Stilwell.
Tucson, W. M. Rutherauf.

ARKANSAS.

Fayetteville, F. S. Root.
Fort Smith, J. W. Kuykendall.
Helena, S. H. Spragins.
Hot Springs, George B. Cook.
Jonesboro, D. T. Rogers.
Little Rock, B. W. Torreyson.
Paragould, William E. Skaggs.
Pine Bluff, Junius Jordan.
Texarkana, F. W. Miller.

CALIFORNIA.

Alameda, Fred T. Moore.
Bakersfield, David W. Nelson.
Berkeley, S. D. Waterman.
Eureka, D. L. Thornburg.
Fresno, C. L. McLane.
Grass Valley, J. S. Hennessy.
Los Angeles, Ernest Carroll Moore.
Napa City, John L. Shearer.
Oakland, John W. McClymonds.
Pasadena, Arthur L. Hamilton.
Petaluma, ——— ———.
Pomona, P. W. Kauffman.
Redlands, Lewis B. Avery.
Riverside, A. N. Wheelock.
Sacramento, O. W. Erlewine.
San Bernardino, F. W. Conrad.
San Diego, Duncan MacKinnon.
San Francisco, A. Roncovieri.
San Jose, Alexander Sherriffs.
San Rafael, John S. Drew (supervising principal).
Santa Ana, J. A. Cranston.
Santa Barbara, H. A. Adrian.
Santa Clara, W. J. Hayward.
Santa Cruz, John W. Linscott.
Santa Rosa, E. M. Cox (principal).
Stockton, James A. Barr.
Vallejo, Howard Ford (supervising principal).
Watsonville, Irving Townsend.

COLORADO.

Aspen, E. A. Lanning.
Boulder, William V. Casey.
Canyon City, F. F. Thompson.
Colorado Springs, John Dietrich.
Cripple Creek, Wilson M. Shafer.
Denver, Lewis C. Greenlee.
Florence, E. A. Kenyon.
Grand Junction, J. H. Allen.
Leadville, Frederick P. Austin.
Pueblo:
District No. 1, George W. Loomis.
District No. 20, John F. Keating.
Salida, Edgar Kesner.
Trinidad, J. P. Treat.
Victor, W. M. Shafer.

CONNECTICUT.

Ansonia, Edwin C. Andrews.
Branford, H. S. Lovejoy.
Bridgeport, Charles W. Deane.
Bristol, Charles L. Wooding.
Danbury, George H. Tracy.
Derby, J. W. Peck.
East Hartford, Thomas H. De Coudres.
Enfield, George T. Finch (acting visitor).
Glastonbury, Chas. G. Rankin.
Greenwich, Newton B. Hobart (principal); Thomas F. Howley (secretary board of school visitors).
Hamden, Charles F. Clarke (secretary school committee).
Hartford, Thomas S. Weaver.
Huntington, W. D. Hood.
Killingly, James M. Paine.
Manchester:
Town schools, Edward D. McCollum.
Ninth district (south), Fred. A. Verplanck.
Meriden, William P. Kelly.
Middletown, C. H. Woolsey.
Naugatuck, Frank W. Eaton.
New Britain, Giles A. Stuart.
New Haven, Frank Herbert Beede.
New London, Charles B. Jennings.
New Milford, John Pettibone.
Norwalk, Abiathar Blanchard (secretary board of school visitors).
Norwich:
Nathan Lee Bishop (superintendent Central district).
John B. Stanton (superintendent West Chelsea district).
Putnam:
W. R. Barber (secretary board of school visitors).
E. H. Johnson (acting school visitor).
Shelton, W. D. Hood.
Southington, Charles M. Morse.
South Norwalk, W. C. Foote.
Stafford, Alvaredo Howard (chairman).
Stamford, Everett C. Willard.
Stonington, James H. Weeks, jr. (secretary board of school visitors).
Torrington, Edwin H. Forbes.
Vernon, W. B. Foster.
East district, Isaac M. Agard.

II.—City Superintendents—Continued.

CONNECTICUT—Continued.

Wallingford, Clinton S. Marsh.
Waterbury, B. W. Tinker.
West Haven, Edgar C. Stiles.
Westport, George H. Tracy.
Windham, George K. Anderson (secretary board of school visitors).
Winsted, Wm. H. Millington.

DELAWARE.

Wilmington, George W. Twitmyer.

DISTRICT OF COLUMBIA.

Washington, William E. Chancellor.

FLORIDA.

Fernandina, H. L. Mattair.
Jacksonville, H. H. Palmer.
Key West, J. V. Harris (county superintendent).
Lake City, T. H. Owens (county superintendent).
Palatka, L. K. Tucker.
Pensacola, N. B. Cook (county superintendent).
St. Augustine, R. B. Ruthersford.
Tampa, W. B. Dickinson.

GEORGIA.

Albany, S. R. de Jarnette.
Americus, A. G. Miller.
Athens, G. G. Bond.
Atlanta, W. M. Slaton.
Augusta, Lawton B. Evans.
Brunswick, N. H. Ballard.
Columbus, Carleton B. Gibson.
Dalton, J. M. Weatherby.
Dublin, Kyle Terry Alfriend.
Elberton, Wilber Colvin.
Gainesville, E. J. Robeson.
Griffin, Charles B. Matthews.
Lagrange, C. L. Smith.
Macon, C. B. Chapman.
Marietta, W. T. Dumas.
Milledgeville, W. E. Reynolds.
Newnan, J. W. Gaines.
Rome, James C. Harris.
Savannah, Otis Ashmore.
Thomasville, W. G. Davis.
Valdosta, R. B. Daniel.
Waycross, E. A. Pound.

IDAHO.

Boise, J. E. Williamson.
Pocatello, Walter R. Siders.

ILLINOIS.

Alton, Robert A. Haight.
Aurora:
  District No. 4 (west side), A. V. Greenman.
  District No. 5 (east side), C. M. Bardwell.
Batavia, L. F. Wentzel.
Beardstown, J. Gladden Hutton.
Belleville, George H. Busiek.
Belvidere:
  North side, E. D. Merriman.
  South side, C. H. Le Vitt.
Bloomington, J. K. Stableton.

ILLINOIS—Continued.

Blue Island, J. E. Lemon.
Cairo, Taylor C. Clendenen.
Canton, G. W. L. Meeker.
Centralia, S. H. Bohn.
Champaign, Frank D. Haddock.
Charleston, De Witt Elwood.
Chicago, Edwin G. Cooley.
Chicago Heights, F. M. Richardson.
Clinton, H. H. Edmunds.
Collinsville, Samuel J. Curlee.
Danville, L. H. Griffith.
Decatur, Enoch A. Gastman.
Dekalb, L. A. Hatch.
Dixon:
  North side, H. V. Baldwin.
  South side, Vernon G. Mays.
Duquoin, Charles W. Houk.
East St. Louis, John E. Miller.
Edwardsville, T. M. Birney.
Effingham, C. W. Yerkes.
Elgin, M. A. Whitney.
Evanston:
  District No. 75, Homer H. Kingsley.
  District No. 76, South Evanston, Fred W. Nichols.
Freeport, S. E. Raines.
Galena, B. F. Birkbeck.
Galesburg, William L. Steele.
Harlem, Asa P. Goddard.
Harvey, F. L. Miller.
Hoopeston, Arthur Verner.
Jacksonville, W. A. Furr.
Jerseyville, J. Pike.
Joliet, John A. Long.
Kankakee, F. N. Tracy.
Kewanee, J. N. Adee.
Lagrange, F. E. Sanford.
La Salle, J. B. McManus.
Lincoln, L. D. Ellis.
Litchfield, C. E. Richmond.
Macomb, W. W. Earnest.
Maywood, J. Porter Adams.
Mattoon, G. P. Randle.
Mendota (east side), G. B. Coffman.
Metropolis, F. C. Prowdley.
Moline, T. E. Willard.
Monmouth, W. R. Snyder.
Morris, Rupert Simpkins.
Mount Carmel, W. S. Booth.
Mount Vernon, E. E. Van Cleve.
Murphysboro, E. E. McLaughlin.
Normal, Herbert Bassett.
Olney, J. O. Marberry.
Ottawa, C. J. Byrne.
Pana, Wm. Miner.
Paris, E. B. Brooks.
Pekin, James J. Crosby.
Peoria, Gerard T. Smith.
Peru, Ira M. Ong.
Pontiac, C. E. De Butts.
Princeton, E. G. Bridgham.
Quincy, D. B. Rawlins.
Rockford, P. R. Walker.
Rock Island, Herbert B. Hayden.

II.—City Superintendents—Continued.

ILLINOIS—Continued.

Springfield, J. H. Collins.
Spring Valley, C. P. Hulce.
Sterling:
District No. 10 (the Sterling schools), H. L. Chaplin.
District No. 11 (the Wallace schools), Miss A. Laurie Hill.
Streator, M. G. Clark.
Sycamore, H. A. Bone.
Taylorville:
East side, Henry L. Fowkes.
West side, H. N. Foltz.
Urbana, A. P. Johnson.
Waukegan, W. J. Stebbins.

INDIANA.

Alexandria, O. M. Pittenger.
Anderson, J. B. Pearcy.
Bedford, J. B. Fagan.
Bloomington, W. H. Sanders.
Bluffton, P. A. Allen.
Brazil, C. C. Coleman.
Columbus, T. F. Fitzgibbon.
Connersville, Edwin A. Turner.
Crawfordsville, William A. Millis.
Decatur, William Beachler.
East Chicago, Edwin N. Canine.
Elkhart, Ellis H. Drake.
Evansville, Frank W. Cooley.
Fort Wayne, Justin N. Study.
Frankfort, Edwin S. Monroe.
Franklin, A. O. Neal.
Garrett, Francis M. Merica.
Gas City, J. H. Jeffrey.
Goshen, Lillian E. Michael.
Greenfield, W. C. Goble.
Greensburg, Elmer C. Jerman.
Hammond, C. M. McDaniell.
Hartford City, Linnaeus N. Hines.
Huntington, W. P. Hart.
Indianapolis, Calvin N. Kendall.
Jeffersonville, C. M. Marble.
Kokomo, Robert A. Ogg.
Lafayette, R. F. Hight.
Laporte, John A. Wood.
Lawrenceburg, Jesse W. Riddle.
Lebanon, H. G. Brown.
Linton, Joseph H. Haseman.
Logansport, Albert H. Douglass.
Madison, W. A. Jessup.
Marion, Benjamin F. Moore.
Martinsville, J. E. Robinson.
Michigan City, L. W. Keeler.
Mishawaka, J. F. Nuner.
Montpelier, L. E. Kelley.
Mount Vernon, Edward G. Bauman.
Muncie, George L. Roberts.
New Albany, C. A. Prosser.
Noblesville, Edwin L. Holton.
Peru, A. A. Campbell.
Plymouth, R. A. Randall.
Portland, Grant E. Derbyshire.
Princeton, Harold Barnes.

INDIANA—Continued.

Richmond, Thomas A. Mott.
Rushville, J. H. Scholl.
Seymour, H. C. Montgomery.
Shelbyville, James H. Tomlin.
South Bend, Calvin Moon.
Terre Haute, P. W. Morgan.
Tipton, C. F. Patterson.
Valparaiso, Arthur A. Hughart.
Vincennes, R. I. Hamilton.
Wabash, Adelaide S. Baylor.
Warsaw, J. J. Early.
Washington, William F. Axtell.
Whiting, John C. Hall.

INDIAN TERRITORY.

Ardmore, Charles Evans.
Chickasha, W. S. Staley.
Durant, J. C. Adamson.
McAlester, William Gay.
Muskogee, Charles W. Briles.

IOWA.

Albia, F. E. George.
Atlantic, Carlos M. Cole.
Boone, J. C. King.
Burlington, Francis M. Fultz.
Cedar Falls, D. M. Kelly.
Cedar Rapids, J. J. McConnell.
Centerville, E. N. Gibson.
Chariton, C. J. Johnson.
Charles City, C. A. Kent.
Cherokee, L. H. Maus.
Clarinda, W. E. Salisbury.
Clinton, O. P. Bostwick.
Council Bluffs, W. N. Clifford.
Creston, O. E. French.
Davenport, Frank L. Smart.
Decorah, Henry C. Johnson.
Des Moines:
East side, R. J. Hartung.
West side, W. O. Riddell.
Capital Park, J. R. McComb.
Dubuque, F. T. Oldt.
Fairfield, S. A. Power.
Fort Dodge, George H. Mullin.
Fort Madison, C. W. Cruikshank.
Grinnell, Eugene Henely.
Iowa City, A. V. Storm.
Keokuk, William Aldrich.
Lemars, Thomas B. Hutton.
Marion, G. E. Finch.
Marshalltown, Aaron Palmer.
Mason City, W. A. Brandenburg.
Missouri Valley, J. H. Beveridge.
Mount Pleasant, Bruce Francis.
Muscatine, W. F. Chevalier.
Newton, E. J. H. Beard.
Oelwein, O. W. Herr.
Oskaloosa, F. W. Else.
Ottumwa, A. W. Stuart.
Perry, W. B. Thornburgh.
Red Oak, George S. Dick.
Sioux City, W. M. Stevens.
Washington, R. B. Crone.

II.—City Superintendents—Continued.

IOWA—Continued.

Waterloo:
East side, Fred D. Merritt.
West side, A. T. Hukill.
Webster City, L. H. Ford.

KANSAS.

Argentine, H. P. Butcher.
Arkansas City, J. F. Bender.
Atchison, Nathan T. Veatch.
Chanute, J. H. Adams.
Cherryvale, A. J. Lovett.
Coffeyville, William M. Sinclair.
Concordia, A. F. Senter.
Emporia, L. A. Lowther.
Fort Scott, David M. Bowen.
Galena, Leslie T. Huffman.
Horton, W. W. Wood.
Hutchinson, R. R. Price.
Independence, C. S. Risdon.
Iola, L. W. Mayberry.
Junction City, William S. Heusner.
Kansas City, M. E. Pearson.
Lawrence, Frank P. Smith.
Leavenworth, George W. Kendrick.
Newton, David F. Shirk.
Osawatomie, C. L. Williams.
Ottawa, A. L. Bell.
Parsons, J. A. Higdon.
Pittsburg, A. H. Bushey.
Rosedale, G. E. Rose.
Salina, George R. Crissman.
Topeka, L. D. Whittemore.
Wellington, W. M. Massey.
Wichita, R. F. Knight.
Winfield, J. W. Spindler.

KENTUCKY.

Ashland, John Grant Crabbe.
Bellevue, H. L. Eby.
Bowling Green, T. C. Cherry.
Covington, K. J. Morris.
Danville, John W. Rawlings.
Dayton, James McGinnis.
Frankfort, H. C. McKee.
Georgetown, R. L. Garrison.
Henderson, Livingstone McCartney.
Hopkinsville, Barksdale Hamlett.
Lexington, M. A. Cassidy.
Louisville, Edgar H. Mark.
Madisonville, Ralph B. Rubins.
Maysville, D. S. Clinger (principal of high school).
Middlesboro, M. O. Winfrey.
Newport, Ellsworth Regenstein.
Owensboro, W. A. Barnes.
Paducah, C. M. Lieb.
Paris, George W. Chapman.
Richmond, H. H. Brock.
Somerset, J. B. W. Brouse.
Winchester, R. M. Shiff.

LOUISIANA.

Alexandria, H. H. Harper (principal of high school).
Baton Rouge, T. H. Harris.

LOUISIANA—Continued.

Crowley, E. B. Stover.
Donaldsonville, D. B. Showalter (parish superintendent).
Houma, William P. Tucker.
Lake Charles, B. F. Dudley.
Monroe, George W. Reid.
New Iberia, J. C. Ellis.
New Orleans, Warren Easton.
Shreveport, J. C. Moncure (parish superintendent).

MAINE.

Auburn, Henry H. Randall.
Augusta:
Mrs. A. H. D. Hanks (superintendent suburban and high schools).
Weston Lewis (principal Williams district).
Bangor, Charles E. Tilton.
Bath, Frederick W. Freeman.
Belfast, Alonzo J. Knowlton.
Biddeford, Royal E. Gould.
Brewer, Charles N. Perkins.
Brunswick, Charles M. Pennell.
Calais, Ashley St. Clair.
Eastport, John W. Foster.
Ellsworth, R. E. Mason.
Gardiner, Charles O. Turner.
Houlton, F. L. Putnam.
Lewiston, I. C. Phillips.
Oldtown, D. L. Wormwood.
Portland, W. H. Brownson.
Rockland, H. H. Randall.
Saco, Joseph H. Hefflon.
Sanford, Austin R. Paull.
Skowhegan, D. W. Colby.
South Portland, James Otis Kaler.
Waterville, Dennis E. Bowman.
Westbrook, Fred. Benson.

MARYLAND.

Annapolis, Harry R. Wallis (superintendent of Anne Arundel County schools).
Baltimore, J. H. Van Sickle.
Cambridge, W. P. Beckwith (superintendent of Dorchester County schools).
Cumberland, A. C. Willison (superintendent of Allegany County schools).
Frederick, Ephraim L. Boblitz (superintendent of Frederick County schools).
Frostburg, Olin R. Rice (principal of high school).
Hagerstown, John P. Fockler ((superintendent of Washington County schools).
Salisbury, H. C. Bounds (superintendent of Wicomico County schools).

MASSACHUSETTS.

Abington, C. A. Record.
Adams, Francis A. Bagnall.
Amesbury, Charles E. Fish.
Amherst, Audubon L. Hardy.
Andover, Corwin F. Palmer.
Arlington, Frank S. Sutcliffe.
Athol, W. Scott Ward.
Attleboro, Lewis A. Fales.
Barnstable, G. H. Galger.

II.—City Superintendents—Continued.

MASSACHUSETTS—Continued.

Belmont, George P. Armstrong.
Beverly, Adelbert Leon Safford.
Blackstone, Ambrose Kennedy.
Boston, Stratton D. Brooks.
Braintree, John C. Anthony.
Bridgewater, C. A. Record.
Brockton, Don C. Bliss.
Brookline, George I. Aldrich.
Cambridge, William C. Bates.
Canton, James S. Perkins.
Chelmsford, Frederick L. Kendall.
Chelsea, B. C. Gregory.
Chicopee, John C. Gray.
Clinton, Charles L. Hunt.
Concord, William L. Eaton.
Danvers, Arthur J. Collins.
Dartmouth, Charles E. Soule (secretary of school committee).
Dedham, Roderick Whittlesey Hine.
Easthampton, W. D. Miller.
Easton, Frederic L. Pope, jr.
Everett, U. G. Wheeler.
Fairhaven, Frank M. Marsh.
Fall River, Everett B. Durfee.
Fitchburg, Joseph G. Edgerly.
Framingham, Samuel F. Blodgett.
Franklin, Irving H. Gamwell.
Gardner, Judson I. Wood.
Gloucester, Freeman Putney.
Grafton, Robert O. Small.
Great Barrington, ——— ———.
Greenfield, Herbert E. Richardson.
Haverhill, George E. Gay.
Hingham, Nelson G. Howard.
Holyoke, J. J. O'Donnell.
Hudson, C. S. Lyman.
Hyde Park, George E. Johnson.
Ipswich, Robert M. Martin.
Lawrence, B. M. Sheridan.
Lee, Preston Barr.
Leominster, Thomas E. Thompson.
Lexington, George P. Armstrong.
Lowell, Arthur K. Whitcomb.
Lynn, Frank J. Peaslee.
Malden, Henry D. Hervey.
Manchester, Charles E. Fish.
Mansfield, Edward P. Fitts.
Marblehead, John B. Gifford.
Marlboro, O. A. Morton.
Maynard, John C. Maekin.
Medford, Charles H. Morss.
Melrose, Fred H. Nickerson.
Merrimac, George E. Chickering.
Methuen, Charles A. Breck.
Middleboro, Charles H. Bates.
Milford, Charles W. Haley.
Millbury, Watson C. Lea (post-office, Oxford).
Milton, Asher J. Jacoby (post-office, East Milton).
Monson, Frederic A. Wheeler.
Montague, Frank P. Davison (post-office, Turners Falls).
Natick, Albert L. Barbour.
Needham, Walter K. Putney.
New Bedford, William E. Hatch.
Newburyport, Edgar L. Millard.
Newton, Frank E. Spaulding.
North Adams, Isaac Freeman Hall.
Northampton, Fayette K. Congdon.
North Andover, Wallace E. Mason.
North Attleboro, James W. Brehaut.
Northbridge, S. A. Melcher.
North Brookfield, B. G. Merriam.
Norwood, William C. Hobbs.
Orange, Edward Dixon.
Palmer, Robert J. Fuller.
Peabody, Albert Robinson.
Pittsfield, Charles A. Byram.
Plymouth, Francis J. Heavens.
Provincetown, Alvan R. Lewis.
Quincy, Frank Edson Parlin.
Randolph, Watson C. Lea.
Reading, Melville A. Stone.
Revere, Wm. H. Winslow.
Rockland, William L. Coggins.
Rockport, William F. Eldredge.
Salem, John Wright Perkins.
Saugus, Charles E. Stevens.
Somerville, Gordon A. Southworth.
Southbridge, Fred E. Corbin.
South Hadley, Frederick E. Whittemore.
Spencer, Charles F. Adams.
Springfield, Wilbur F. Gordy.
Stoneham, Charles E. Stevens.
Stoughton, Edward P. Fitts.
Swampscott, Robert M. Martin.
Taunton, H. W. Harrub.
Tewksbury, S. Howard Chace.
Upton, R. O. Small.
Wakefield, Jacob H. Carfrey.
Waltham, William D. Parkinson.
Ware, George W. Cox.
Warren, Parker T. Pearson.
Watertown, Frank R. Page.
Webster, E. W. Robinson.
Wellesley, Marshall Livingston Perrin.
Westboro, H. C. Waldron.
Westfield, Charles L. Simmons.
West Springfield, C. E. Brockway.
Weymouth, Abner A. Badger.
Whitman, Henry M. Walradt.
Williamstown, Walter G. Mitchell.
Winchendon, Wilbur B. Sprague.
Winchester, Schuyler F. Herron.
Winthrop, Frank A. Douglas.
Woburn, George I. Clapp.
Worcester, Homer P. Lewis.

MICHIGAN.

Adrian, Charles W. Miekens.
Albion, W. J. McKone.
Alpena, George A. Hunt.
Ann Arbor, H. M. Slauson.
Battle Creek, William G. Coburn.
Bay City, John A. Stewart.
Benton Harbor, William R. Wright.
Bessemer, Miss A. F. Olcott.
Big Rapids, Arthur S. Hudson.
Cadillac, G. A. McGee.

II.—City Superintendents—Continued.

MICHIGAN—Continued.

Calumet, H. E. Kratz.
Charlotte, C. H. Carrick.
Cheboygan, Allen F. Wood.
Coldwater, Robert I. White.
Detroit, Wales C. Martindale.
Dowagiac, Warren E. Conklin.
Escanaba, F. D. Davis.
Flint, A. N. Cody.
Gladstone, E. J. Willman.
Grand Haven, Edward P. Cummings.
Grand Rapids, W. A. Greeson.
Hancock, Eugene La Rowe.
Hillsdale, S. J. Gier.
Holland, W. T. Bishop.
Houghton, John A. Doelle.
Ionia, C. L. Bemis.
Iron Mountain, L. E. Amidon.
Ironwood, L. L. Wright.
Ishpeming, E. E. Scribner.
Jackson, L. S. Norton.
Kalamazoo, S. O. Hartwell.
Lansing, E. P. Cummings.
Ludington, Guy D. Smith.
Manistee, Samuel W. Baker.
Manistique, W. E. Hanson.
Marine City, W. D. Riggs.
Marquette, Kendall P. Brooks.
Marshall, Ralph S. Garwood.
Menominee, R. H. Kirtland.
Monroe, F. J. S. Tooze.
Mount Clemens, John P. Everett.
Mount Pleasant, A. F. Wood.
Muskegon, Joseph M. Frost.
Negaunee, Orr Schurtz.
Niles, J. D. Schiller.
Norway, Charles E. Cullen.
Owosso, J. W. Simmons.
Petoskey, H. M. Eliot.
Pontiac, James H. Harris.
Port Huron, W. F. Lewis.
Saginaw:
East Side, E. C. Warriner.
West Side, Phil. Huber.
St. Joseph, Ernest P. Clarke.
Sault Ste. Marie, E. E. Ferguson.
South Haven, A. D. Prentice.
Three Rivers, Edward M. McElroy.
Traverse City, I. B. Gilbert.
Wyandotte, F. H. Sooy.
Ypsilanti, Wm. B. Arbaugh.

MINNESOTA.

Albert Lea, E. M. Phillips.
Anoka, T. J. Sperry.
Austin, George A. Franklin.
Brainerd, T. B. Hartley.
Crookston, E. E. McIntire.
Duluth, Robert E. Denfeld.
Ely, C. L. Newberry.
Eveleth, Burton O. Greening.
Faribault, Virgil A. Jones.
Fergus Falls, F. E. Lurton.
Hastings, Edgar L. Porter.
Little Falls, M. E. Barnes.

MINNESOTA—Continued.

Mankato, James M. McConnell.
Minneapolis, Charles M. Jordan.
Moorhead, F. E. Lurton.
New Ulm, E. T. Critchett.
Owatonna, P. J. Kuntz.
Red Wing, John L. Silvernale.
Rochester, Lester S. Overholt.
St. Cloud, A. N. Warner.
St. Paul, S. L. Heeter.
St. Peter, P. P. Kennedy.
Stillwater, Darius Steward.
Virginia, Lafayette Bliss.
Willmar, P. C. Towning.
Winona, Charles R. Frazier.

MISSISSIPPI.

Biloxi, J. H. Owings.
Columbus, Joe Cook.
Corinth, W. P. Dobbins.
Greenville, E. E. Bass.
Hattiesburg, F. B. Woodley.
Jackson, Edward L. Bailey.
Laurel, W. L. Abbott.
McComb, Henry P. Hughes.
Meridian, J. C. Fant.
Natchez, J. Reese Lin.
Vicksburg, J. P. Carr.
Water Valley, Leonard L. Vann.
Yazoo City, M. Rose.

MISSOURI.

Aurora, M. F. Butler.
Boonville, M. A. O'Rear.
Brookfield, J. U. White.
Cape Girardeau, A. W. Lawson.
Carterville, O. N. Waltz.
Carthage, J. M. White.
Chillicothe, Frank L. Wiley.
Clinton, Arthur Lee.
Columbia, W. H. Hays.
Desoto, W. C. Ogier.
Fulton, J. C. Humphreys.
Hannibal, R. B. D. Simonson.
Independence, W. J. Johnson.
Jefferson City, J. N. Tankersley.
Joplin, L. J. Hall.
Kansas City, James M. Greenwood.
Kirksville, Harry H. Laughlin.
Lexington, M. J. Patterson.
Louisiana, Miss Elizabeth Whitaker.
Macon, William A. Annin.
Marshall, E. J. Scott.
Maryville, C. A. Hawkins.
Mexico, D. A. McMillan.
Moberly, J. C. Lilly.
Nevada, J. W. Storms.
Poplar Bluff, W. L. Barrett.
Richhill, L. F. Robinson.
St. Charles, Joseph Herring.
St. Joseph, J. A. Whiteford.
St. Louis, F. Louis Soldan.
Sedalia, G. V. Buchanan.
Springfield, Jonathan Fairbanks.

II.—City Superintendents—Continued.

MISSOURI—Continued.

Trenton, C. A. Greene.
Warrensburg, W. E. Morrow.
Webb City, R. S. Nichols.

MONTANA.

Anaconda, William K. Dwyer.
Bozeman, Risdon J. Cunningham.
Butte, R. G. Young.
Great Falls, S. D. Largent.
Helena, Randall J. Condon.
Missoula, J. Ulysses Williams.

NEBRASKA.

Beatrice, C. A. Fulmer.
Fremont, W. H. Gardner.
Grand Island, Robert J. Barr.
Hastings, J. D. French.
Kearney, George Burgert.
Lincoln, W. L. Stephens.
Nebraska City, N. Sinclair.
Norfolk, E. J. Bodwell.
North Platte, Paul Goss.
Omaha, W. M. Davidson.
Plattsmouth, J. W. Gamble.
South Omaha, J. Arnott McLean.
York, Charles O. Stewart.

NEVADA.

Reno, E. E. Winfrey.

NEW HAMPSHIRE.

Berlin, G. H. Whitcher.
Claremont, W. H. Cummings.
Concord (Union district), Louis J. Rundlett; (Penacook district No. 20), H. C. Sanborn.
Dover, A. H. Keyes.
Exeter, John A. Brown (chairman school board).
Franklin, H. C. Sanborn.
Keene (Union district), George A. Keith.
Laconia, J. H. Blaisdell.
Littleton, M. C. Smart.
Manchester, Charles W. Bickford.
Nashua, James H. Fassett.
Portsmouth, Ernest L. Silver.
Rochester, William H. Slayton.
Somersworth, C. C. Ferguson.

NEW JERSEY.

Asbury Park, Fred S. Shepherd.
Atlantic City, Charles B. Boyer.
Bayonne, James H. Christie.
Bloomfield, George Morris.
Boonton, M. P. Reagle (principal).
Bordentown, William Macfarland.
Bridgeton, E. J. Hitchner.
Burlington, Wilbur Watts (principal).
Camden, James E. Bryan.
Dover, J. Howard Hulsart (supervising principal).
East Orange, Vernon L. Davey.
Elizabeth, Richard E. Clement.
Englewood, Elmer C. Sherman.
Garfield, Thomas Colby.
Gloucester, William C. Sullivan.

NEW JERSEY—Continued.

Hackensack, Isaac A. Demarest.
Harrison, James F. Prendergast.
Hoboken, A. J. Demarest.
Irvington, F. H. Morrell.
Jersey City, Henry Snyder.
Kearney, Herman Dressel., jr. (post-office, Arlington).
Lambertville, Alex. P. Kerr (supervising principal).
Long Branch, Christopher Gregory.
Madison, Marcellus Oakey.
Millville, H. F. Stauffer.
Montclair, Randall Spaulding.
Morristown, W. L. R. Haven.
Newark, Addison B. Poland.
New Brunswick, William Clinton Armstrong.
Newton, Charles J. Majory (supervising principal).
North Plainfield, Henry C. Krebs (supervising principal).
Orange, James G. Riggs.
Passaic, O. J. Woodley.
Paterson, John R. Wilson.
Perth Amboy, S. E. Shull.
Phillipsburg, L. O. Beers.
Plainfield, Henry M. Maxson.
Princeton, J. M. Arnold.
Rahway, William J. Bickett.
Redbank, S. V. Arrowsmith.
Ridgewood, W. T. Whitney.
Rutherford, Stephen B. Gilhuly.
Salem, Morris H. Stratton.
Somerville, William A. Ackerman.
South Amboy, R. M. Fitch (supervising principal).
South Orange, H. W. Foster.
Summit, Miss Louise Connolly (supervising principal).
Town of Union, Otto Ortel (post-office, Weehawken).
Trenton, Ebenezer Mackey.
Vineland, J. J. Unger.
Westfield, J. J. Savitz.
West Hoboken, Robert Waters.
West New York, Wm. M. Van Sickle.
West Orange, A. H. Sherman.
Woodbury, H. C. Dixon (supervising principal).

NEW MEXICO.

Albuquerque, W. D. Sterling.
Raton, A. D. Hoenshel.
Santa Fe, J. A. Wood.

NEW YORK.

Albany, Charles W. Cole.
Albion, Willis G. Carmer.
Amsterdam, Harrison T. Morrow.
Auburn, Alfred C. Thompson.
Ballston Spa, A. A. Lavery (supervising principal).
Batavia, John Kennedy.
Bath, J. Schuyler Fox.
Binghamton, J. Edward Banta.
Buffalo, Henry P. Emerson.
Canandaigua, J. Carlton Norris.

II.—City Superintendents—Continued.

NEW YORK—Continued.

Catskill, J. T. P. Calkins.
Cohoes, Edward Hayward.
Corning:
District No. 9, Leigh R. Hunt.
District No. 13, A. M. Blodgett (principal).
Cortland, Ferdinand E. Smith.
Dansville, E. J. Bonner.
Dunkirk, George M. Wiley.
Elmira, W. J. Deans.
Fishkill, W. J. Millar.
Fredonia, William B. Blaisdell.
Fulton, J. R. Fairgrieve.
Geneva, William H. Truesdale.
Glens Falls, E. W. Griffith.
Gloversville, James A. Estee.
Gouverneur, J. B. Laidlaw.
Granville, Raymond E. Brown.
Green Island, James Heatly.
Haverstraw, L. O. Markham.
Hempstead, H. H. Chapman.
Herkimer, C. L. Mosher.
Hoosick Falls, Clyde L. Harvey.
Hornell, Elmer S. Redman.
Hudson, Charles S. Williams.
Ilion, Frank D. Warren.
Ithaca, F. D. Boynton.
Jamestown, Rovillus R. Rogers.
Johnstown, Frank W. Jennings.
Kingston, S. R. Shear.
Lancaster, W. J. Barr (principal).
Lansingburg, George F. Sawyer.
Lestershire, Frank M. Smith.
Little Falls, A. J. Merrell.
Lockport, Emmet Belknap.
Lyons, W. H. Kinney.
Malone, Miss Sarah L. Perry.
Mamaroneck, George J. McAndrew.
Matteawan, Earlman Fenner (principal).
Mechanicsville, L. B. Blakeman.
Medina, James C. Van Etten.
Middletown, James F. Tuthill.
Mount Vernon, Charles E. Nichols.
Newark, Charles A. Hamilton (principal).
Newburgh, James M. Crane.
New Rochelle, Albert Leonard.
New York, William H. Maxwell.
Niagara Falls, R. A. Taylor.
North Tarrytown, L. W. Craig (principal).
North Tonawanda, R. A. Searing.
Norwich, Stanford J. Gibson.
Nyack, Ira H. Lawton.
Ogdensburg, H. H. Southwick.
Olean, Samuel J. Slawson.
Oneida, Avery Warner Skinner.
Oneonta, H. W. Rockwell.
Ossining, W. H. Ryan.
Oswego, George E. Bullis.
Owego, Francis C. Byrn.
Peekskill:
District No. 7 (Drumhill), Wilbur L. Ellis.
District No. 8 (Oakside), A. D. Dunbar.
Penn Yan, N. Winton Palmer.
Plattsburg, Frank K. Watson.
Port Chester, E. G. Lantman.

NEW YORK—Continued.

Port Jervis, John M. Dolph.
Potsdam, Lewis E. Roberts (principal).
Poughkeepsie, Wm. Alexander Smith.
Rensselaer, A. R. Coulson.
Rochester, Clarence F. Carroll.
Rome, Lewis N. Crane.
Rye, Forrest T. Shults.
Salamanca, Thomas Stone Bell.
Sandy Hill, Frances A. Tefft (principal).
Saratoga Springs, Thomas R. Kneil.
Schenectady, J. T. Freeman.
Seneca Falls, E. K. Van Allen.
Solway, C. O. Richards.
Syracuse, A. B. Blodgett.
Tarrytown, L. N. Case (principal).
Tonawanda, Frank K. Sutley.
Troy, Edwin S. Harris.
Utica, Martin G. Benedict.
Waterloo, H. B. Smith.
Watertown, Frank S. Tisdale.
Watervliet, Russell H. Bellows.
Waverly, E. B. Robbins.
Whitehall, Wilber W. Howe.
White Plains, Guy Halsey Baskerville.
Yonkers, Charles E. Gorton.

NORTH CAROLINA.

Asheville, R. J. Tighe.
Burlington, Frank H. Curtis.
Charlotte, Alexander Graham.
Concord, Walter Thompson.
Durham, W. D. Carmichael.
Elizabeth City, S. L. Sheep.
Fayetteville, J. A. Jones.
Gastonia, Joe S. Wray.
Goldsboro, Eugene C. Brooks.
Greensboro, W. H. Swift.
Henderson, J. T. Alderman.
High Point, George H. Crowell.
Kinston, L. C. Brogden.
Newbern, H. B. Craven.
Raleigh, Edward P. Moses.
Salisbury, I. C. Griffin.
Washington, Harry Howell.
Wilmington, John J. Blair.
Wilson, Gray R. King.
Winston-Salem, W. S. Snipes.

NORTH DAKOTA.

Bismarck, William Moore.
Fargo, W. E. Hoover.
Grand Forks, ——— ———.
Jamestown, C. C. Schmidt.
Minot, S. Henry Wolfe.
Valley City, G. W. Hanna.

OHIO.

Akron, Henry V. Hotchkiss.
Alliance, John E. Morris.
Ashland, E. P. Dean.
Ashtabula, R. P. Clark.
Barberton, James M. Carr.
Barnesville, Lewis Edwin York.
Bellaire, J. R. Anderson.

II.—City Superintendents—Continued.

OHIO—Continued.

Bellefontaine, John W. Mackinnon.
Bellevue, E. F. Warner.
Bowling Green, N. D. O. Wilson.
Bridgeport, S. A. Gillett.
Bucyrus, J. J. Bliss.
Cambridge, H. Z. Hobson.
Canal Dover, Franklin P. Geiger.
Canton, John K. Baxter.
Chillicothe, M. E. Hard.
Cincinnati, F. B. Dyer.
Circleville, C. L. Boyer.
Cleveland, W. H. Elson.
Collinwood, Frank P. Whitney.
Columbus, Jacob A. Shawan.
Conneaut, C. T. Northrop.
Coshocton, H. S. Piatt.
Dayton, John W. Carr.
Defiance, F. E. Reynolds.
Delaware, W. McK. Vance.
Delphos, T. W. Shimp.
Dennison, W. H. Angel.
East Liverpool, Robert E. Rayman.
Elyria, W. R. Comings.
Findlay, J. W. Zellar.
Fostoria, S. H. Layton.
Fremont, J. E. Collins.
Galion, I. C. Guinther.
Gallipolis, H. E. Conard.
Greenfield, E. W. Patterson.
Greenville, W. S. Rowe.
Hamilton, Darrell Joyce.
Hillsboro, F. H. Warren.
Ironton, S. P. Humphrey.
Jackson, J. E. Kinnison.
Kent, A. B. Stutzman.
Kenton, N. E. Hutchinson.
Lancaster, H. A. Cassidy.
Lima, John Davison.
Lorain, A. C. Eldredge.
Mansfield, C. L. Van Cleve.
Marietta, J. V. McMillan.
Marion, H. L. Frank.
Martins Ferry, F. W. Wenner.
Massillon, C. L. Cronebaugh.
Miamisburg, W. T. Trump.
Middletown, Arthur Powell.
Mount Vernon, John S. Alan.
Nelsonville, Aaron Grady.
Newark, J. D. Simkins.
Newburg, B. F. Stevenson.
New Philadelphia, G. C. Maurer.
Niles, Frank J. Roller.
North Baltimore, B. O. Martin.
Norwalk, A. D. Beechy.
Norwood, W. S. Cadman.
Oberlin, Ward H. Nye.
Painesville, F. H. Kendall.
Piqua, J. R. Beachler.
Pomeroy, C. T. Coates.
Portsmouth, J. I. Hudson.
Ravenna, E. O. Trescott.
St. Bernard, U. L. Monce.
St. Marys, C. C. McBroom.
Salem, Jesse L. Johnson.

OHIO—Continued.

Sandusky, H. B. Williams.
Shelby, S. H. Maharry.
Sidney, H. R. McVay.
Springfield, Carey Boggess.
Steubenville, Edward M. Van Cleve.
Tiffin, Charles A. Krout.
Toledo, C. L. Van Cleve.
Toronto, S. K. Mardis.
Troy, C. W. Cookson.
Uhrichsville, L. E. Everett.
Urbana, I. N. Keyser.
Vanwert, J. P. Sharkey.
Wapakoneta, H. H. Helter.
Warren, C. E. Carey.
Washington C. H., James T. Tuttle.
Wellston, E. S. McCall.
Wellsville, James L. MacDonald.
Wilmington, E. P. West.
Wooster, E. L. Thompson.
Xenia, Edwin B. Cox.
Youngstown, N. H. Chancy.
Zanesville, W. D. Lash.

OKLAHOMA.

El Reno, F. N. Howell.
Enid, T. W. Everhart.
Guthrie, Frank E. Buck.
Oklahoma City, J. B. Taylor.
Perry, William Z. Smith.
Ponca City, Richard E. Tope.

OREGON.

Astoria, A. L. Clark.
Baker City, J. A. Churchill.
Eugene, Mott H. Arnold.
Pendleton, J. S. Landers.
Portland, Frank Rigler.
Salem, J. M. Powers.
The Dalles, A. C. Strange.

PENNSYLVANIA.

Allegheny, John Morrow.
Allentown, Francis D. Raub.
Altoona, H. J. Wightman.
Archbald, W. A. Kelly.
Ashland, William C. Estler.
Ashley, E. D. Bovard.
Athens, George E. Rogers.
Bangor, John W. Gruver (principal).
Beaver Falls, Edward Maguire.
Bellefonte, John D. Meyer (supervising principal).
Bellevue, C. C. Williamson.
Berwick, James Sigman (supervising principal).
Bethlehem, Fred W. Robbins.
Blakely, H. B. Anthony (supervising principal; post-office, Peckville).
Bloomsburg, L. P. Sterner (supervising principal).
Braddock, Grant Norris.
Bradford, E. E. Miller.
Bristol, Louise D. Baggs.
Butler, John A. Gibson.
Carbondale, Elmer E. Garr.
Carlisle, John C. Wagner.

II.—City Superintendents—Continued.

PENNSYLVANIA—Continued.

Carnegie, W. S. Bryan (principal).
Catasauqua, H. J. Reinhard (principal).
Chambersburg, Samuel Gelwix.
Charleroi, W. D. Wright.
Chester, Thomas S. Cole.
Clearfield, H. E. Trout.
Coatesville, W. T. Gordon.
Columbia, Daniel Fleisher.
Connellsville, W. S. Deffenbaugh.
Conshohocken, E. B. Ziegler.
Corry, Virgil G. Curtis.
Danville, U. L. Gordy.
Darby, Charles P. Sweeny.
Dickson City, John E. Williams.
Donora, J. D. Boydston.
Dubois, J. H. Alleman.
Dunmore, C. F. Hoban.
Duquesne, C. H. Wolford.
Duryea, F. J. Regan.
Easton, William W. Cottingham.
Edwardsdale, J. O. Herman.
Erie, H. C. Missimer.
Etna, J. Q. A. Irvine (principal).
Forest City, F. D. Van Arsdale.
Franklin, Charles E. Lord.
Freeland, E. F. Hanlon.
Gilberton, Michael J. Shore (principal).
Greensburg, Thomas S. March.
Greenville, James J. Palmer.
Hanover, J. C. Carey.
Harrisburg, F. E. Downes.
Hazelton, David A. Harman.
Homestead, James M. Norris.
Huntingdon, E. R. Barclay.
Indiana, James F. Chapman (principal).
Jeannette, Theo. B. Shank.
Jersey Shore, H. H. Weber.
Johnsonburg, G. B. Gerberich (supervising principal).
Johnstown, James N. Muir.
Kane, T. E. Lytle.
Kingston, George Evans (principal).
Kittanning, F. W. Goodwin.
Knoxville, Milo B. Miller (principal).
Lancaster, R. K. Buehrle.
Lansford, Elmer E. Kuntz.
Latrobe, Arthur C. Klock.
Lebanon, R. T. Adams.
Lehighton, F. A. Ebert.
Lewistown, W. F. Kennedy (supervising principal).
Lockhaven, Ira N. McCloskey.
Luzerne, Theron G. Osborne.
McKeesport, J. Burdette Richey.
McKees Rocks, F. H. Powers (principal).
Mahanoy City, William N. Ehrhart.
Mauch Chunk, Halliday R. Jackson.
Meadville, Ulysses G. Smith.
Middletown, H. J. Wickey.
Millvale, J. C. R. Johnston (principal).
Milton, W. A. Wilson.
Minersville, H. H. Spayd (supervising principal).
Monessen, Robert W. Himelick.

PENNSYLVANIA—Continued.

Monongahela City, R. G. Dean (principal).
Mount Carmel, Samuel Halsey Dean.
Mount Pleasant, H. D. Hoffman.
Nanticoke, John William Griffith.
New Brighton, Clyde C. Green.
Newcastle, Robert G. Allen.
New Kensington, A. D. Horton (principal).
Norristown, A. S. Martin.
Oil City, C. A. Babcock.
Olyphant, M. W. Cummings.
Philadelphia, Martin G. Brumbaugh.
Phoenixville, Robert E. Laramy.
Pittsburg, Samuel Andrews.
Pittston, Robert Shiel (supervising principal).
Plymouth, E. H. Scott.
Pottstown, Wm. W. Rupert.
Pottsville, S. A. Thurston.
Punxsutawney, A. M. Hammers.
Rankin, M. E. Thompson.
Reading, Charles S. Foos.
Renovo, Oden C. Gortner (supervising principal).
Ridgeway, W. M. Peirce.
Rochester, O. C. Lester.
St. Clair, Thomas G. Jones.
St. Marys, J. J. Lynch (supervising principal).
Sayre, I. F. Stetler (supervising principal).
Scottdale, Edgar Reed (supervising principal).
Scranton, Geo. W. Phillips.
Sewickley, F. E. Fickinger.
Shamokin, Jos. Howerth.
Sharon, S. H. Hadley.
Sharpsburg, C. C. Kelso (supervising principal).
Shenandoah, J. W. Cooper.
Slatington, J. W. Snyder.
South Bethlehem, Owen R. Wilt.
South Sharon, C. G. Canon.
Steelton, L. E. McGinnes.
Sunbury, Ira Shipman.
Tamaqua, Robert F. Ditchburn.
Tarentum, A. D. Endsley (principal).
Taylor, M. J. Lloyd.
Titusville, Henry Pease.
Towanda, J. H. Humphries (supervising principal).
Turtle Creek, David R. Sumstine.
Tyrone, I. C. M. Ellenberger.
Uniontown, E. P. Johnston (principal).
Warren, W. L. MacGowan.
Washington, William Krichbaum.
Waynesboro, J. Hassler Reber.
Westchester, Addison L. Jones.
West Pittston, L. P. Bierly (principal).
Wilkes-Barre, James M. Coughlin.
Wilkinsburg, James L. Allison.
Williamsport, Charles Lose.
Wilmerding, W. G. Gans (principal).
Windber, D. M. Hetrick.
York, Atreus Wanner.

RHODE ISLAND.

Bristol, John Post Reynolds.
Burrillville, Leroy G. Staples (post-office, Pascoag).

II.—City Superintendents—Continued.

RHODE ISLAND—Continued.

Central Falls, Wendell A. Mowry.
Coventry, John Matteson (post-office, Anthony).
Cranston, Valentine Almy (post-office, Auburn).
Cumberland, C. C. Richardson.
East Providence, F. E. Whittemore.
Johnston, William H. Starr (post-office, Thornton).
Lincoln, Emerson L. Adams.
Newport, Herbert Warren Lull.
North Kingstown, F. D. Blake (post-office, Wickford).
Pawtucket, Frank O. Draper.
Providence, Walter H. Small.
South Kingstown, B. E. Helme (post-office, Kingston).
Warren, Clair G. Persons.
Warwick, Elwood T. Wyman.
Westerly, W. H. Holmes, jr.
Woonsocket, Frank E. McFee.

SOUTH CAROLINA.

Abbeville, Leonard W. Dick.
Aiken, W. L. Brookes.
Anderson, E. C. McCants.
Beaufort, Lueco Gunter.
Charleston, Henry P. Archer.
Chester, W. H. McNairy.
Columbia, E. S. Dreher.
Florence, J. L. Mann.
Gaffney, W. C. McArthur.
Georgetown, O. L. Shewmake.
Greenville, E. L. Hughes.
Greenwood, Edward C. Coker.
Laurens, R. A. Dobson.
Newberry, W. A. Stuckey.
Orangeburg, A. J. Thackston.
Rock Hill, J. C. Cork.
Spartanburg, Frank Evans.
Sumter, S. H. Edmunds.
Union, Davis Jeffries.

SOUTH DAKOTA.

Aberdeen, W. L. Cochrane.
Deadwood, Alexander Strachan.
Lead, Anson H. Bigelow.
Mitchell, F. H. Hoff.
Sioux Falls, A. A. McDonald.
Watertown, R. L. Kemple.
Yankton, R. C. Shellenbarger.

TENNESSEE.

Bristol, Richard Henry Watkins.
Chattanooga, Sidney G. Gilbreath.
Clarksville, P. L. Harned.
Cleveland, D. C. Arnold.
Columbia, W. E. Bostick (principal) and J. H. Kelly (principal).
Dyersburg, Ralph E. Rice.
Harriman, J. V. Rymer.
Jackson, G. R. McGee.
Johnson City, J. E. Crouch.
Knoxville, Albert Ruth.
Memphis, I. C. McNeill.
Murfreesboro, J. W. W. Daniels.
Nashville, H. C. Weber.

TEXAS.

Austin, A. N. McCallum.
Beaumont, H. F. Triplett.
Belton, John B. Hubbard.
Bonham, I. W. Evans.
Brenham, Edward W. Tarrant.
Brownsville, Thomas P. Barbour (principal).
Brownwood, George H. Carpenter.
Cleburne, R. G. Hall.
Corpus Christi, Charles W. Crossley.
Corsicana, J. W. Cantwell.
Dallas, J. L. Long.
Denison, F. B. Hughes.
Denton, J. S. Carlisle.
El Paso, G. P. Putnam.
Ennis, W. E. Edelen.
Fort Worth, W. D. Williams.
Gainesville, E. F. Comegys.
Galveston, John W. Hopkins.
Gonzales, Miss Rozelle Nicholson.
Greenville, L. C. Gee.
Hillsboro, T. D. Brooks.
Houston, P. W. Horn.
Laredo, L. J. Christen.
McKinney, J. H. Hill.
Marshall, W. H. Attebery.
Navasota, W. B. Bizzell.
Orange, S. B. Foster.
Palestine, Walker King.
Paris, J. G. Wooten.
San Antonio, L. E. Wolfe.
Sherman, J. C. Pyle.
Taylor, W. M. Williams.
Temple, James E. Binkley.
Terrell, S. M. N. Marrs.
Texarkana, E. E. Bramlette.
Tyler, J. L. Henderson.
Victoria, Arthur Lefevre.
Waco, J. C. Lattimore.
Waxahatchie, Walter L. Acker.
Weatherford, T. W. Stanley.

UTAH.

Logan, Ariel F. Cardon.
Ogden, William Allison.
Park City, J. M. Martin.
Provo, William S. Rawlings.
Salt Lake City, D. H. Christensen.

VERMONT.

Barre, O. D. Mathewson.
Bellows Falls, B. E. Merriam.
Bennington, Albert W. Varney.
Brattleboro, Miss Marguerite Tucker (supervisor).
Burlington, Henry O. Wheeler.
Montpelier, F. J. Brownscombe.
Rutland, David B. Locke.
St. Albans, James A. Ayers.
St. Johnsbury, Clarence H. Dempsey.

VIRGINIA.

Alexandria, Kosciusko Kemper.
Bristol, S. R. McChesney.
Charlottesville, James W. Lane.
Danville, William Holmes Davis.

II.—City Superintendents—Continued.

VIRGINIA—Continued.

Fredericksburg, Benjamin P. Willis.
Lynchburg, E. C. Glass.
Manchester, David L. Pulliam.
Newport News, W. C. Morton.
Norfolk, Richard A. Dobie.
Petersburg, D. M. Brown.
Portsmouth, Joseph H. Saunders.
Radford, L. W. Irwin.
Richmond, William F. Fox.
Roanoke, Bushrod Rust.
Staunton, Francis H. Smith, jr.
Suffolk, Lee Britt (county superintendent).
Winchester, Maurice M. Lynch.

WASHINGTON.

Aberdeen, H. M. Cook.
Ballard, J. C. Dickson.
Bellingham, W. J. Hughes.
Everett, D. A. Thornburg.
North Yakima, David C. Reed.
Olympia, Frank Kreager.
Seattle, Frank B. Cooper.
Spokane, J. A. Tormey.
Tacoma, A. H. Yoder.
Vancouver, C. W. Shumway.
Walla Walla, O. S. Jones.

WEST VIRGINIA.

Benwood, George E. Hubbs.
Bluefield, George M. Ford.
Charleston, George S. Laidley.
Clarksburg, F. L. Burdette.
Fairmont, Joseph Rosier.
Grafton, W. R. Gorby.
Hinton, I. B. Bush.
Huntington, W. M. Foulk.
Martinsburg, George W. Brindle.
Moundsville, W. M. Henderson.
Parkersburg, J. W. Swartz.
Wheeling, H. B. Work.

WISCONSIN.

Antigo, W. H. Hickok.
Appleton, Carrie E. Morgan.
Ashland, J. T. Hooper.
Baraboo, G. W. Gehrand.

WISCONSIN—Continued.

Beaverdam, Homer B. Hubbell.
Beloit, Franklin E. Converse.
Berlin, E. T. O'Brien.
Chippewa Falls, E. D. Martin.
Depere:
East Side, J. W. Steenis.
West Side, Thomas J. Berto.
Eau Claire, W. H. Schulz.
Fond du Lac, William Wilson.
Grand Rapids, H. S. Yonker.
Greenbay, A. W. Burton.
Janesville, H. C. Buell.
Kaukauna, L. E. Sargent.
Kenosha, P. J. Zimmers.
La Crosse, John P. Bird.
Madison, R. B. Dudgeon.
Manitowoc, Paul G. W. Keller.
Marinette, G. H. Landgraf.
Marshfield, Durant C. Giles.
Menasha, John Callahan.
Menomonie, L. D. Harvey.
Merrill, G. J. Roberts.
Milwaukee, C. G. Pearse.
Monroe, G. W. Swartz.
Neenah, E. M. Beeman.
Oconto, G. F. Loomis.
Oshkosh, M. N. McIver.
Platteville, O. E. Gray.
Portage, W. G. Clough (principal).
Racine, Burton E. Nelson.
Rhinelander, W. B. Collins.
Sheboygan, H. F. Leverenz.
South Milwaukee, J. H. Stauff.
Stevens Point, John N. Davis.
Stoughton, A. W. Webber.
Sturgeon Bay, G. O. Banting.
Superior, W. E. Maddock.
Washburn, S. A. Oscar.
Watertown, W. P. Roseman.
Waukesha, A. W. Chamberlain.
Wausau, S. B. Tobey.

WYOMING.

Cheyenne, S. S. Stockwell.
Laramie, Paul S. Files.
Rock Springs, O. J. Blakesley.
Sheridan, C. R. Atkinson.

III.—College Presidents.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology.*

Name of president.	University or college.	Address.
Charles C. Thach, A. M	Alabama Polytechnic Institute	Auburn, Ala.
A. P. Montague, LL. D	Howard College	Eastlake, Ala.
Rev. S. M. Hosmer, D. D	Southern University	Greensboro, Ala.
Rev. Benedict Menges, O. S. B	St. Bernard College	St. Bernard, Ala.
Rev. William Tyrrell, S. J	Spring Hill College	Spring Hill, Ala.
John W. Abercrombie, LL. D	University of Alabama	University, Ala.
Kendric C. Babcock, Ph. D	University of Arizona	Tucson, Ariz.
John H. Hinemon, A. M	Henderson College	Arkadelphia, Ark.
John W. Conger, LL. D	Ouachita College	Do.
Eugene R. Long, Ph. D	Arkansas College	Batesville, Ark.
J. T. Baker, Ph. M	Arkansas Cumberland College	Clarksville, Ark.
Rev. S. Anderson, A. B	Hendrix College	Conway, Ark.
John N. Tillman, LL. B	University of Arkansas	Fayetteville, Ark.
Rev. J. M. Cox, D. D	Philander Smith College	Little Rock, Ark.
B. I. Wheeler, LL. D	University of California	Berkeley, Cal.
Rev. George A. Gates, LL. D	Pomona College	Claremont, Cal.
John W. Baer, LL. D	Occidental College	Los Angeles, Cal.
Rev. J. S. Glass, C. M., D. D	St. Vincent's College	Do.
Rev. George F. Bovard, D. D	University of Southern California	Do.
Rev. T. G. Brownson, D. D	California College	Oakland, Cal.
Rev. Brother Vellesian, F. S. C	St. Mary's College	Do.
Walter A. Edwards, LL. D	Throop Polytechnic Institute	Pasadena, Cal.
Rev. John P. Frieden, S. J	St. Ignatius College	San Francisco, Cal.
Rev. Eli McClish, D. D	University of the Pacific	San Jose, Cal.
Rev. Richard A. Gleeson, S. J	Santa Clara College	Santa Clara, Cal.
D. S. Jordan, LL. D	Leland Stanford Junior University	Stanford University, Cal.
James H. Baker, LL. D	University of Colorado	Boulder, Colo.
Rev. W. F. Slocum, LL. D	Colorado College	Colorado Springs, Colo.
Rev. A. J. Schuler, S. J	College of the Sacred Heart	Denver, Colo.
Barton O. Aylesworth, LL. D	Colorado Agricultural College	Fort Collins, Colo.
Victor C. Alderson, Sc. D	State School of Mines	Golden, Colo.
Rev. Henry A. Buchtel, LL. D., chancellor.	University of Denver	University Park, Colo.
Flavel S. Luther, LL. D	Trinity College	Hartford, Conn.
Rev. Bradford P. Raymond, D. D.	Wesleyan University	Middletown, Conn.
Arthur T. Hadley, LL. D	Yale University	New Haven, Conn.
Rev. R. W. Stimson, A. M	Connecticut Agricultural College	Storrs, Conn.
Rev. W. C. Jason, A. M	State College for Colored Students	Dover, Del.
Geo. A. Harter, Ph. D	Delaware College	Newark, Del.
Rev. Dennis J. O'Connell, S. T. D., rector.	Catholic University of America	Washington, D. C.
E. M. Gallaudet, LL. D	Gallaudet College	Do.
Rev. David H. Buel, S. J	Georgetown University	Do.
Charles W. Needham, LL. D	George Washington University	Do.
Rev. Edward X. Fink, S. J	Gonzaga College	Do.
Rev. Wilbur P. Thirkield, D. D	Howard University	Do.
Rev. Brother Germanus, F. S. C	St. John's College	Do.
Lincoln Hulley, Ph. D	John B. Stetson University	Deland, Fla.
Andrew Sledd, Ph. D	University of Florida	Gainesville, Fla.
Rev. Charles H. Mohr, Ph. D	St. Leo College	St. Leo, Fla.
Rev. Wm. F. Blackman, Ph. D	Rollins College	Winter Park, Fla.
David C. Barrow, M. E., chancellor.	University of Georgia	Athens, Ga.
Rev. George Sale, A. M	Atlanta Baptist College	Atlanta, Ga.
Rev. Horace Bumstead, D. D	Atlanta University	Do.
Rev. J. S. Flipper, D. D	Morris Brown College	Do.
Kenneth G. Matheson, A. M., LL. D.	State School of Technology	Do.
W. P. Lunsford, A. B	Bowdon College	Bowdon, Ga.
G. R. Glenn	North Georgia Agricultural College	Dahlonega, Ga.
Charles L. Smith, LL. D	Mercer University	Macon, Ga.
Rev. J. E. Dickey, D. D	Emory College	Oxford, Ga.
W. H. Crogman, Litt. D	Clark University	South Atlanta, Ga.
William F. Quillian, jr., A. B	Nannie Lou Warthen Institute	Wrightsville, Ga.
Rev. Joseph A. Sharp, A. B	Young Harris College	Young Harris, Ga.
James A. MacLean, Ph. D	University of Idaho	Moscow, Idaho.
Rev. Harry B. Gough, A. B	Hedding College	Abingdon, Ill.
Rev. Francis G. Barnes, D. D	Illinois Wesleyan University	Bloomington, Ill.
Rev. M. J. Marsile, C. S. V	St. Viateur's College	Bourbonnais, Ill.
Thomas W. Lingle, Ph. D	Blackburn College	Carlinville, Ill.
Rev. Fred L. Sigmund, D. D	Carthage College	Carthage, Ill.
Rev. Frank W. Gunsaulus, D. D	Armour Institute of Technology	Chicago, Ill.
George N. Carman, A. M., director.	Lewis Institute	Do.
Rev. Henry J. Dumbach, S. J	St. Ignatius College	Do.
Rev. John J. Kosiuski, C. R	St. Stanislaus College	Do.
Harry Pratt Judson, LL. D	University of Chicago	Do.
A. R. Taylor, Ph. D	James Millikin University	Decatur, Ill.
Rev. Daniel Irion	Evangelical Proseminary	Elmhurst, Ill.
Robert E. Hieronymus, A. M	Eureka College	Eureka, Ill.
Abram W. Harris, LL. D	Northwestern University	Evanston, Ill.
Rev. J. A. Leavitt, D. D	Ewing College	Ewing, Ill.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
Rev. Thomas McClelland, D. D.	Knox College	Galesburg, Ill.
Rev. Lewis B. Fisher, D. D.	Lombard College	Do.
Rev. Augustin L. Whitcomb, M. S.	Greenville College	Greenville, Ill.
Charles H. Rammelkamp, Ph. D.	Illinois College	Jacksonville, Ill.
John J. Halsey, LL. D., acting	Lake Forest College	Lake Forest, Ill.
M. H. Chamberlin, LL. D.	McKendree College	Lebanon, Ill.
J. H. McMurray, A. M.	Lincoln College	Lincoln, Ill.
Rev. Thos. H. McMichael, D. D.	Monmouth College	Monmouth, Ill.
Rev. H. J. Kiekhoefer, Ph. D.	Northwestern College	Naperville, Ill.
Rt. Rev. Leander Schnerr.	St. Bede College	Peru, Ill.
Rev. Anselm Mueller, O. S. F.	St. Francis Solanus College	Quincy, Ill.
Gustav A. Andreen, Ph. D.	Augustana College	Rock Island, Ill.
Rev. P. Hugoline Storff, O. F. M., rector.	St. Joseph's College	Teutopolis, Ill.
John D. S. Riggs, L. H. D.	Shurtleff College	Upper Alton, Ill.
Edmund J. James, LL. D.	University of Illinois	Urbana, Ill.
Rev. Benjamin F. Daugherty, A. M.	Westfield College	Westfield, Ill.
Rev. C. A. Blanchard, D. D.	Wheaton College	Wheaton, Ill.
William L. Bryan, Ph. D., LL. D.	Indiana University	Bloomington, Ind.
Rev. Augustine Seifert, C. PP. S.	St. Joseph's College	Collegeville, Ind.
George Lewes Mackintosh, D. D.	Wabash College	Crawfordsville, Ind.
Rev. Martin Luecke	Concordia College	Fort Wayne, Ind.
Elmer B. Bryan, LL. D.	Franklin College	Franklin, Ind.
Rev. E. H. Hughes, S. T. D.	DePauw University	Greencastle, Ind.
Rev. D. W. Fisher, LL. D.	Hanover College	Hanover, Ind.
W. E. Garrison, Ph. D.	Butler College	Irvington, Ind.
W. E. Stone, Ph. D.	Purdue University	Lafayette, Ind.
G. R. Hammond, Ph. D.	Union Christian College	Merom, Ind.
Rev. Frank C. English, D. D.	Moores Hill College	Moores Hill, Ind.
Rev. John Cavanaugh, C. S. C.	University of Notre Dame	Notre Dame, Ind.
Wm. P. Dearing	Oakland City College	Oakland City, Ind.
Robert L. Kelly, Ph. M.	Earlham College	Richmond, Ind.
Rev. A. Schmitt, O. S. B.	St. Meinrad College	St. Meinrad, Ind.
Carl L. Mees, Ph. D.	Rose Polytechnic Institute	Terre Haute, Ind.
Rev. C. W. Winchester, D. D.	Taylor University	Upland, Ind.
Wm. C. Farmer, A. M.	Indian University	Bacone, Ind. T.
Rev. A. Grant Evans	Henry Kendall College	Muskogee, Ind. T.
Albert B. Storms, LL. D.	Iowa College of Agriculture and Mechanic Arts.	Ames, Iowa.
Wm. W. Smith, LL. D.	Coe College	Cedar Rapids, Iowa.
Rev. Frank E. Hirsch, D. D.	Charles City College	Charles City, Iowa.
Chr. O. Kraushaar	Wartburg College	Clinton, Iowa.
Rev. R. T. Campbell, D. D.	Amity College	College Springs, Iowa.
Rev. C. K. Preus	Luther College	Decorah, Iowa.
Loran D. Osborn, Ph. D.	Des Moines College	Des Moines, Iowa.
Hill M. Bell, A. M., LL. D.	Drake University	Do.
Very Rev. Daniel M. Gorman	St. Joseph's College	Dubuque, Iowa.
Rev. W. E. Parsons, D. D.	Parsons College	Fairfield, Iowa.
Rev. W. A. Shanklin, LL. D.	Upper Iowa University	Fayette, Iowa.
J. H. T. Main, Ph. D.	Iowa College	Grinnell, Iowa.
Rev. F. W. Grossman, A. B., D. D.	Lenox College	Hopkinton, Iowa.
Charles E. Shelton, LL. D.	Simpson College	Indianola, Iowa.
Geo. E. MacLean, LL. D.	State University of Iowa	Iowa City, Iowa.
R. M. Stewart, B. A., A. M.	Graceland College	Lamoni, Iowa.
Erey C. Kerr, A. M.	Palmer College	Legrand, Iowa.
Rev. E. S. Havighorst, D. D.	German College	Mount Pleasant, Iowa.
Rev. John W. Hancher, S. T. D.	Iowa Wesleyan University	Do.
Rev. Wm. F. King, LL. D.	Cornell College	Mount Vernon, Iowa.
A. Rosenberger, A. B.	Penn College	Oskaloosa, Iowa.
Rev. L. A. Garrison, A. B., D. D.	Central University of Iowa	Pella, Iowa.
Rev. W. S. Lewis, D. D.	Morningside College	Sioux City, Iowa.
Rev. Robert L. Campbell, A. M., D. D.	Buena Vista College	Storm Lake, Iowa.
George N. Ellis, A. M.	Tabor College	Tabor, Iowa.
Rev. Cyrus J. Kephart, D. D.	Leander Clark College	Toledo, Iowa.
Rev. Millard F. Troxell, D. D.	Midland College	Atchison, Kans.
Rev. I. Wolf, O. S. B., D. D.	St. Benedict's College	Do.
Rev. L. H. Murlin, D. D.	Baker University	Baldwin, Kans.
Henry Coe Culbertson, A. B., B. D.	College of Emporia	Emporia, Kans.
Geo. E. Knepper	Highland University	Highland, Kans.
T. D. Crites	Campbell College	Holton, Kans.
Rev. D. S. Stephens, D. D., chancellor.	Kansas City University	Kansas City, Kans.
Frank Strong, Ph. D.	University of Kansas	Lawrence, Kans.
O. B. Whitaker, Ph. D.	Kansas Christian College	Lincoln, Kans.
Rev. Ernst F. Pihlblad, A. M.	Bethany College	Lindsborg, Kans.
Ernest R. Nichols, A. M.	Kansas Agricultural College	Manhattan, Kans.
S. E. Price	Ottawa University	Ottawa, Kans.
Rev. Aloysius A. Breen, S. J.	St. Mary's College	St. Marys, Kans.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
Thomas W. Roaeh, A. M.	Kansas Wesleyan University	Salina, Kans.
Rev. F. M. Spencer, D. D.	Cooper Memorial College	Sterling, Kans.
Rev. Norman Plass, D. D.	Washburn College	Topeka, Kans.
Rev. N. J. Morrison, LL. D.	Fairmount College	Wichita, Kans.
Edmund Stanley, A. M.	Friends University	Do.
Rev. A. W. Meyer	St. John's Lutheran College	Winfield, Kans.
F. E. Mossman, A. M.	Southwest Kansas College	Do.
Rev. James W. Easley, A. M.	Union College	Barboursville, Ky.
Rev. Wm. G. Frost, Ph. D.	Berea College	Berea, Ky.
Frederiek W. Hinitt, Ph. D.	Central University of Kentueky	Danville, Ky.
Rev. J. J. Taylor, LL. D.	Georgetown College	Georgetown, Ky.
Rev. Geo. J. Burnett, A. M.	Liberty College	Glasgow, Ky.
A. C. Kuykendall, A. B.	South Kentueky College	Hopkinsville, Ky.
Thomas B. McCartney, jr. M. A., Ph. D.	Kentucky University	Lexington, Ky.
J. K. Patterson, LL. D.	Agricultural and Mechanical College of Kentueky.	Do.
William H. Harrison, A. M.	Bethel College	Russellville, Ky.
Rev. Michael Jaglowiez, C. R.	St. Mary's College	St. Marys, Ky.
H. K. Taylor, A. M.	Kentucky Wesleyan College	Winchester, Ky.
Thomas D. Boyd, LL. D.	Louisiana State University	Baton Rouge, La.
Rev. R. H. Smith, S. M.	Jefferson College	Convent, La.
Rev. Henry S. Maring, S. J.	College of the Immaeulate Conception.	New Orleans, La.
R. W. Perkins, Ph. D.	Leland University	Do.
Frederic H. Knight, Ph. D.	New Orleans University	Do.
E. B. Craighead, LL. D.	Tulane University of Louisiana	Do.
Rev. Wm. D. Hyde, LL. D.	Bowdoin College	Brunswiek, Me.
Rev. G. C. Chase, LL. D.	Bates College	Lewiston, Me.
George E. Fellows, LL. D.	University of Maine	Orono, Me.
Rev. Charles L. White, D. D.	Colby College	Waterville, Me.
Thomas Fell, LL. D.	St. John's College	Annapolis, Md.
Capt. C. J. Badger, U. S. N., superintendent.	United States Naval Academy	Do.
Ira Remsen, LL. D.	Johns Hopkins University	Baltimore, Md.
Rev. John F. Quirk, S. J.	Loyola College	Do.
Rev. John O. Spencer, Ph. D.	Morgan College	Do.
James W. Cain, LL. D.	Washington College	Chestertown, Md.
R. W. Silvester	Maryland Agricultural College	Collegepark, Md.
Rev. Brother Abraham	Rock Hill College	Ellieott City, Md.
Rev. F. X. McKenny, S. S.	St. Charles College	Do.
Very Rev. D. J. Flynn, LL. D.	Mount St. Mary's College	Emmitsburg, Md.
Rev. James Fraser, Ph. D.	New Windsor College	New Windsor, Md.
Rev. Thomas H. Lewis, D. D.	Western Maryland College	Westminster, Md.
Rev. George Harris, LL. D.	Amherst College	Amherst, Mass.
K. L. Butterfield, A. M.	Massaehusetts Agricultural College	Do.
Rev. William Gannon, S. J.	Boston College	Boston, Mass.
Rev. W. E. Huntington, Ph. D.	Boston University	Do.
----------	Massachusetts Institute of Technology.	Do.
Charles W. Eliot, LL. D.	Harvard University	Cambridge, Mass.
Rev. Samuel H. Lee, A. M.	American International College	Springfield, Mass.
Hosea W. Parker	Tufts College	Tufts College, Mass.
Harry A. Garfield, A. B.	Williams College	Williamstown, Mass.
G. Stanley Hall, LL. D.	Clark University	Worcester, Mass.
Carroll D. Wright, LL. D.	Collegiate Department of Clark University.	Do.
Rev. Thomas E. Murphy, S. J.	College of the Holy Cross	Do.
Edmund A. Engler, LL. D.	Worcester Polytechnic Institute	Do.
Rev. B. W. Anthony, D. D.	Adrian College	Adrian, Mieh.
J. L. Snyder, Ph. D.	Miehigan Agricultural College	Agricultural College, Mich.
Samuel Dickie, LL. D.	Albion College	Albion, Mieh.
Rev. August F. Bruske, D. D.	Alma College	Alma, Mieh.
James B. Angell, LL. D.	University of Michigan	Ann Arbor, Mich.
Rev. Riehard D. Slevin, S. J.	Detroit College	Detroit, Mieh.
Joseph W. Mauck, LL. D.	Hillsdale College	Hillsdale, Mich.
Gerrit J. Kollen, LL. D.	Hope College	Holland, Mieh.
F. W. McNair, B. S.	Michigan College of Mines	Houghton, Mich.
A. G. Slocum, LL. D.	Kalamazoo College	Kalamazoo, Mieh.
E. G. Lancaster, Ph. D.	Olivet College	Olivet, Mich.
Rev. P. Engel, O. S. B., Ph. D.	St. John's University	Collegeville, Minn.
Georg Sverdrup	Augsburg Seminary	Minneapolis, Minn.
Cyrus Northrop, LL. D.	University of Minneosta	Do.
Rev. Wm. H. Sallmon, A. M.	Carleton College	Northfield, Minn.
Rev. John N. Kildahl	St. Olaf College	Do.
Rev. Geo. H. Bridgman, LL. D.	Hamline University	St. Paul, Minn.
Thomas M. Hodgman, A. M.	Macalester College	Do.
Rev. P. A. Mattson, B. D.	Gustavus Adolphus College	St. Peter, Minn.
Rev. E. W. Van Aken, A. M., B. D.	Parker College	Winnebago, Minn.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
J. C. Hardy, LL. D	Mississippi Agricultural and Mechanical College.	Agricultural College, Miss.
Rev. Wm. T. Lowrey, D. D	Mississippi College	Clinton, Miss.
Rev. Wm. W. Foster, jr., D. D	Rust University	Holly Springs, Miss.
Rev. W. B. Murrah, LL. D	Millsaps College	Jackson, Miss.
James B. Aswell, chancellor	University of Mississippi	University, Miss.
L. J. Rowan, B. S	Alcorn Agricultural and Mechanical College.	Westside, Miss.
W. M. Jones, Ph. D	Pike College	Bowling Green, Mo.
Rev. Walter D. Agnew, A. B., S. T. B.	Missouri Wesleyan College	Cameron, Mo.
Carl Johann, LL. D	Christian University	Canton, Mo.
Charles C. Peters, A. B	Clarksburg College	Clarksburg, Mo.
Richard H. Jesse, LL. D	University of Missouri	Columbia, Mo.
Rev. James C. Morris, D. D	Central College	Fayette, Mo.
Rt. Rev. Frowin Conrad, O. S. B	Conception College	Conception, Mo.
Rev. D. R. Kerr, Ph. D	Westminster College	Fulton, Mo.
Hon. U. S. Hall, A. B	Pritchett College	Glasgow, Mo.
Jere T. Muir, LL. D	Lagrange College	Lagrange, Mo.
Rev. J. P. Greene, LL. D	William Jewell College	Liberty, Mo.
Rev. Wm. H. Black, LL. D	Missouri Valley College	Marshall, Mo.
Allen H. Godbey Ph. D	Morrisville College	Morrisville, Mo.
	Odessa College	Odessa, Mo.
L. M. McAfee, LL. D	Park College	Parkville, Mo.
Rev. Brother Justin, LL. D	Christian Brothers College	St. Louis, Mo.
Rev. W. B. Rogers, S. J	St. Louis University	Do.
W. S. Chaplin, LL. D., chancellor	Washington University	Do.
Rev. J. Edward Kirbye, D. D	Drury College	Springfield, Mo.
Rev. J. A. Thompson, D. D	Tarkio College	Tarkio, Mo.
Rev. Geo. B. Addicks, D. D	Central Wesleyan College	Warrenton, Mo.
James M. Hamilton, M. S	Montana College of Agriculture and Mechanic Arts.	Bozeman, Mont.
Charles H. Bowman	Montana State School of Mines	Butte, Mont.
Oscar J. Craig, Ph. D	University of Montana	Missoula, Mont.
Rev. Guy W. Wadsworth, D. D	Bellevue College	Bellevue, Nebr.
W. P. Aylsworth, LL. D	Cotner University	Bethany, Nebr.
C. C. Lewis, B. S	Union College	College View, Nebr.
Rev. David B. Perry, D. D	Doane College	Crete, Nebr.
Rev. Geo. Sutherland, D. D	Grand Island College	Grand Island, Nebr.
Rev. E. Van Dyke Wight, A. M	Hastings College	Hastings, Nebr.
Rev. E. B. Andrews, LL. D., chancellor.	University of Nebraska	Lincoln, Nebr.
Rev. M. P. Dowling, S. J	Creighton University	Omaha, Nebr.
Rev. D. W. C. Huntington, LL. D., chancellor.	Nebraska Wesleyan University	University Place, Nebr.
Rev. Wm. E. Schell, D. D	York College	York, Nebr.
Rev. J. E. Stubbs, LL. D	State University of Nevada	Reno, Nev.
W. D. Gibbs, M. S	New Hampshire College of Agriculture and Mechanic Arts.	Durham, N. H.
Rev. W. J. Tucker, LL. D	Dartmouth College	Hanover, N. H.
Rev. Abbot Hilary, O. S. B., D. D.	St. Anselm's College	Manchester, N. H.
Alexander C. Humphreys, Sc. D	Stevens Institute of Technology	Hoboken, N. J.
Rev. Edward J. Magrath, S. J	St. Peter's College	Jersey City, N. J.
Rev. P. Ernest, O. S. B., director	St. Benedict's College	Newark, N. J.
Rev. Wm. H. S. Demarest, D. D	Rutgers College	New Brunswick, N. J.
Woodrow Wilson, LL. D	Princeton University	Princeton, N. J.
Rt. Rev. John A. Stafford, S. T. L	Seton Hall College	South Orange, N. J.
William G. Tight, Ph. D	University of New Mexico	Albuquerque, N. Mex.
Luther Foster, M. S. A	New Mexico College of Agriculture and Mechanic Arts.	Agricultural College, N. Mex.
Robert P. Noble	New Mexico School of Mines	Socorro, N. Mex.
Rev. B. C. Davis, Ph. D	Alfred University	Alfred, N. Y.
Rev. Joseph F. Butler, O. F. M	St. Bonaventure's College	Allegany, N. Y.
Rev. Thomas R. Harris, D. D	St. Stephen's College	Annandale, N. Y.
C. H. Levermore, Ph. D	Adelphi College	Brooklyn, N. Y.
F. W. Atkinson, Ph. D	Polytechnic Institute of Brooklyn	Do.
Brother Vincent, O. S. F	St. Francis College	Do.
Rev. John W. Moore, C. M	St. John's College	Do.
Rev. Augustine A. Miller, S. J	Canisius College	Buffalo, N. Y.
Rev. Almon Gunnison, LL. D	St. Lawrence University	Canton, N. Y.
Rev. M. W. Stryker, LL. D	Hamilton College	Clinton, N. Y.
Rev. L. C. Stewardson, LL. D	Hobart College	Geneva, N. Y.
Rev. Geo. E. Merrill, LL. D	Colgate University	Hamilton, N. Y.
J. G. Schurman, LL. D	Cornell University	Ithaca, N. Y.
Rev. D. W. Hearn, S. J	College of St. Francis Xavier	New York, N. Y.
John H. Finley, LL. D	College of the City of New York	Do.
Nicholas M. Butler, LL. D	Columbia University	Do.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
Rev. Brother Edward, F. S. C.	Manhattan College	New York, N. Y.
Rev. David J. Quinn, S. J	St. John's College	Do.
Rev. H. M. MacCracken, LL. D., chancellor.	New York University	Do.
Very Rev. P. J. Conroy, C. M.	Niagara University	Niagara University, N. Y.
W. S. Aldrich, M. E., director	Clarkson School of Technology	Potsdam, N. Y.
Rev. Rush Rhees, LL. D	University of Rochester	Rochester, N. Y.
Rev. A. V. V. Raymond, LL. D	Union College	Schenectady, N. Y.
Rev. J. R. Day, LL. D., chancellor	Syracuse University	Syracuse, N. Y.
Palmer C. Ricketts, C. E	Rensselaer Polytechnic Institute	Troy, N. Y.
Col. Hugh L. Scott, U. S. A., supt.	United States Military Academy	West Point, N. Y.
Rev. Leo Haid, D. D., O. S. B	St. Mary's College	Belmont, N. C.
F. P. Venable, LL. D	University of North Carolina	Chapelhill, N. C.
Rev. D. J. Sanders, D. D	Biddle University	Charlotte, N. C.
Henry L. Smith, Ph. D	Davidson College	Davidson, N. C.
Rev. John C. Kilgo, D. D	Trinity College	Durham, N. C.
E. L. Moffitt, LL. D	Elon College	Elon College, N. C.
James B. Dudley, A. M	Agricultural and Mechanical College for the Colored Race.	Greensboro, N. C.
L. Lyndon Hobbs, A. M	Guilford College	Guilford College, N. C.
Rev. R. L. Fritz, A. M	Lenoir College	Hickory, N. C.
Rev. George A. Snyder, A. M	Catawba College	Newton, N. C.
Chas. F. Meserve, LL. D	Shaw University	Raleigh, N. C.
Rev. William H. Goler, LL. D	Livingstone College	Salisbury, N. C.
Wm. L. Poteat, LL. D	Wake Forest College	Wake Forest, N. C.
Rev. L. B. Abernethy	Weaverville College	Weaverville, N. C.
George T. Winston, LL. D	North Carolina College of Agriculture and Mechanic Arts.	West Raleigh, N. C
J. H. Worst, LL. D	North Dakota Agricultural College	Agricultural College, N. Dak.
Rev. Edmund M. Vittum, A. M., D. D.	Fargo College	Fargo, N. Dak.
W. Merrifield, A. M	University of North Dakota	University, N. Dak.
Rev. A. B. Church, LL. D	Buchtel College	Akron, Ohio.
Rev. Albert B. Riker, D. D	Mount Union College	Alliance, Ohio.
Alston Ellis, LL. D	Ohio University	Athens, Ohio.
Rev. Geo. B. Rogers, D. D	Baldwin University	Berea, Ohio.
Rev. C. Riemenschneider, Ph. D	German Wallace College	Do.
Rev. David McKinney, D. D	Cedarville College	Cedarville, Ohio.
Rev. Albert A. Dierckes, S. J	St. Xavier College	Cincinnati, Ohio.
Chas. W. Dabney, LL. D	University of Cincinnati	Do.
Charles S. Howe, Ph. D	Case School of Applied Science	Cleveland, Ohio.
Rev. Geo. J. Pickel, S. J	St. Ignatius College	Do.
Rev. C. F. Thwing, LL. D	Western Reserve University	Do.
Rev. L. H. Schuh, Ph. D	Capital University	Columbus, Ohio.
Rev. W. O. Thompson, LL. D	Ohio State University	Do.
Rev. Louis A. Tragesser, S. M	St. Mary's Institute	Dayton, Ohio.
P. W. McReynolds, A. M	Defiance College	Defiance, Ohio.
Rev. Herbert Welch, D. D	Ohio Wesleyan University	Delaware, Ohio.
Rev. C. I. Brown, A. M	Findlay College	Findlay, Ohio.
Rev. Wm. F. Peirce, L. H. D	Kenyon College	Gambier, Ohio.
Rev. Emory W. Hunt, LL. D	Denison University	Granville, Ohio.
Carlos C. Rowlison, S. T. B., A. B.	Hiram College	Hiram, Ohio.
Chas. C. Miller, Ph. D	Lima College	Lima, Ohio.
Rev. Alfred T. Perry, D. D	Marietta College	Marietta, Ohio.
Rev. N. B. Kelly, D. D	Franklin College	New Athens, Ohio.
Rev. J. K. Montgomery, D. D	Muskingum College	New Concord, Ohio.
Rev. Henry C. King, D. D	Oberlin College	Oberlin, Ohio.
Rev. Guy P. Benton, D. D	Miami University	Oxford, Ohio.
Rev. G. W. MacMillan, Ph. D	Richmond College	Richmond, Ohio.
Rev. J. M. Davis, Ph. D	Rio Grande College	Rio Grande, Ohio.
Rev. I. C. Paugh, Ph. D	Scio College	Scio, Ohio.
Rev. Charles G. Heckert, D. D	Wittenberg College	Springfield, Ohio.
Rev. Charles E. Miller, D. D	Heidelberg University	Tiffin, Ohio.
Rev. L. Bookwalter, D. D	Otterbein University	Westerville, Ohio.
Rev. Stokely S. Fisher, Sc. D	West Lafayette College	West Lafayette, Ohio.
Rev. Joshua H. Jones. D. D	Wilberforce University	Wilberforce, Ohio.
Rev. Albert J. Brown, D. D	Wilmington College	Wilmington, Ohio.
Rev. Louis E. Holden, LL. D	University of Wooster	Wooster, Ohio.
Stephen F. Weston, Ph. D	Antioch College	Yellowsprings, Ohio.
J. T. House, A. M	Kingfisher College	Kingfisher, Okla.
D. R. Boyd, Ph. D	University of Oklahoma	Norman, Okla.
Rev. Geo. H. Bradford, D. D., chancellor.	Epworth University	Oklahoma City, Okla.
Angelo C. Scott, A. M	Oklahoma Agricultural and Mechanical College.	Stillwater, Okla.
H. M. Crooks, A. B	Albany College	Albany, Oreg.
Wm. Jasper Kerr, D. Sc	Oregon Agricultural College	Corvallis, Oreg.
Rev. Charles A. Mock, Ph. D	Dallas College	Dallas, Oreg.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
Prince L. Campbell, A. B	University of Oregon	Eugene, Oreg.
Wm. N. Ferrin, LL. D	Pacific University	Forestgrove, Oreg.
Leonard W. Riley, A. B	McMinnville College	McMinnville, Oreg.
Edwin McGrew, M. S	Pacific College	Newberg, Oreg.
O. V. White, M. S., dean	Philomath College	Philomath, Oreg.
Rev. John H. Coleman, D. D	Willamette University	Salem, Oreg.
Rev. S. B. McCormick, LL. D., chancellor.	Western University of Pennsylvania	Allegheny, Pa.
Rev. J. W. A. Haas, D. D	Muhlenberg College	Allentown, Pa.
Rev. A. P. Funkhouser, A. B	Lebanon Valley College	Annville, Pa.
Rev. Leander Schnerr, O. S. B	St. Vincent College	Beatty, Pa.
Rev. Arthur Staples, A. M	Beaver College	Beaver, Pa.
Rev. W. P. Johnston, D. D	Geneva College	Beaverfalls, Pa.
Rev. Aug. Schultze, L. H. D	Moravian College	Bethlehem, Pa.
Rev. G. E. Reed, LL. D	Dickinson College	Carlisle, Pa.
Col. C. E. Hyatt, C. E	Pennsylvania Military College	Chester, Pa.
Geo. L. Omwake, A. M., dean	Ursinus College	Collegeville, Pa.
Rev. E. D. Warfield, LL. D	Lafayette College	Easton, Pa.
Rev. Samuel G. Hefelbower, A. M.	Pennsylvania College	Gettysburg, Pa.
Rev. I. C. Ketler, Ph. D	Grove City College	Grove City, Pa.
Isaac Sharpless, LL. D	Haverford College	Haverford, Pa.
Martin G. Brumbaugh, A. M., LL. D.	Juniata College	Huntingdon, Pa.
Rev. J. S. Stahr, Ph. D	Franklin and Marshall College	Lancaster, Pa.
John H. Harris, LL. D	Bucknell University	Lewisburg, Pa.
Rev. John B. Rendall, D. D	Lincoln University	Lincoln University, Pa.
Rev. Wm. H. Crawford, D. D	Allegheny College	Meadville, Pa.
Rev. James D. Woodring, D. D	Albright College	Myerstown, Pa.
Rev. Robert M. Russell, D. D	Westminster College	New Wilmington, Pa.
Rev. R. E. Thompson, S. T. D	Central High School	Philadelphia, Pa.
Brother Wolfred	La Salle College	Do.
Russell H. Conwell, LL. D	Temple College	Do.
C. C. Harrison, LL. D., provost	University of Pennsylvania	Do.
Rev. M. A. Hehir, C. S. Sp	Holy Ghost College	Pittsburg, Pa.
Rev. Charles T. Aikens, A. M	Susquehanna University	Selinsgrove, Pa.
Henry S. Drinker, LL. D	Lehigh University	South Bethlehem, Pa.
James A. Beaver, LL. D	Pennsylvania State College	State College, Pa.
Joseph Swain, LL. D	Swarthmore College	Swarthmore, Pa.
Rev. L. A. Delurey, O. S. A	Villanova College	Villanova, Pa.
C. F. Ball, A. M	Volant College	Volant, Pa.
Rev. J. D. Moffat, LL. D	Washington and Jefferson College	Washington, Pa.
Jacob T. Bucher, M. D., acting	Waynesburg College	Waynesburg, Pa.
Howard Edwards, LL. D	Rhode Island College of Agriculture and Mechanic Arts.	Kingston, R. I.
Rev. W. H. P. Faunce, LL. D	Brown University	Providence, R. I.
Harrison Randolph, LL. D	College of Charleston	Charleston, S. C.
Asbury Coward, LL. D., supt	South Carolina Military Academy	Charleston, S. C.
P. H. Mell, Ph. D	Clemson Agricultural College	Clemson College, S. C.
----------	Presbyterian College of South Carolina.	Clinton, S. C.
Rev. Wm. D. Johnson, D. D	Allen University	Columbia, S. C.
Benjamin Sloan, LL. D	University of South Carolina	Do.
Rev. Francis Y. Pressly, D. D	Erskine College	Due West, S. C.
Rev. Edwin McNeil Poteat, D. D.	Furman University	Greenville, S. C.
James A. B. Scherer, Ph. D	Newberry College	Newberry, S. C.
Rev. L. M. Dunton, D. D	Claflin University	Orangeburg, S. C.
Henry N. Snyder, A. M	Wofford College	Spartanburg, S. C.
Robert L. Slagle, Ph. D	South Dakota Agricultural College	Brookings, S. Dak.
Rev. C. H. French, D. D	Huron College	Huron, S. Dak.
Rev. Thomas Nicholson, D. D	Dakota Wesleyan University	Mitchell, S. Dak.
Charles H. Fulton	State School of Mines	Rapid City, S. Dak.
Rev. Herman Seil	Redfield College	Redfield, S. Dak.
Franklin B. Gault	University of South Dakota	Vermilion, S. Dak.
Rev. H. K. Warren, LL. D	Yankton College	Yankton, S. Dak.
F. P. Ramsay	King College	Bristol, Tenn.
Rev. J. H. Race, D. D	Chattanooga University	Chattanooga, Tenn.
Rev. N. M. Woods, LL. D., chancellor.	Southwestern Presbyterian University.	Clarksville, Tenn.
Rev. P. T. Hale, LL. D	Southwestern Baptist University	Jackson, Tenn.
M. D. Jeffries, M. D	Carson and Newman College	Jefferson City, Tenn.
Rev. R. W. McGranahan, D. D	Knoxville College	Knoxville, Tenn.
Brown Ayres, Ph. D	University of Tennessee	Do.
----------	Cumberland University	Lebanon, Tenn.
W. E. Johnston	Bethel College	McKenzie, Tenn.
Rev. Samuel T. Wilson, D. D	Maryville College	Maryville, Tenn.
Brother Maurelian, F. S. C	Christian Brothers College	Memphis, Tenn.
H. R. Garrett, A. M	Milligan College	Milligan, Tenn.
Rev. James G. Merrill, D. D	Fisk University	Nashville, Tenn.
James H. Kirkland, LL. D., chancellor.	Vanderbilt University	Do.

III.—College Presidents—Continued.

1.—*Colleges for men, coeducational colleges of liberal arts, and schools of technology*—Continued.

Name of president.	University or college.	Address.
Rev. John A. Kumler, D. D.	Walden University	Nashville, Tenn.
B. Lawton Wiggins, LL. D., vice-chancellor.	University of the South	Sewanee, Tenn.
W. N. Billingsley, A. M.	Burritt College	Spencer, Tenn.
Rev. J. E. Lowery, A. M.	Hiwassee College	Sweetwater, Tenn.
Rev. S. A. Coile, D. D.	Greeneville and Tusculum College	Tusculum, Tenn.
Rev. James T. Cooter, A. M.	Washington College	Washington College, Tenn.
Rev. John T. Boland, C. S. C.	St. Edward's College	Austin, Tex.
David F. Houston, LL. D.	University of Texas	Do.
Henry H. Harrington	Agricultural and Mechanical College of Texas.	College Station, Tex.
J. H. Grove, A. M.	Howard Payne College	Brownwood, Tex.
Rev. William Fielder, D. D.	Fort Worth University	Fort Worth, Tex.
Rev. H. A. Boaz, A. M.	Polytechnic College	Do.
Rev. D. Murphy, S. J.	St. Mary's University	Galveston, Tex.
Robert S. Hyer, LL. D.	Southwestern University	Georgetown, Tex.
W. I. Gibson, A. M.	Burleson College	Greenville, Tex.
Rev. M. W. Degan, Ph. D.	Wiley University	Marshall, Tex.
Clinton Lockhart, Ph. D.	Texas Christian University	North Waco, Tex.
Rev. Thomas S. Clyce, D. D.	Austin College	Sherman, Tex.
Samuel P. Brooks, LL. D.	Baylor University	Waco, Tex.
Rev. William J. Laws, D. D.	Paul Quinn College	Do.
Archelaus E. Turner, Ph. D.	Trinity University	Waxahachie, Tex.
W. J. Kerr, Sc. D.	Agricultural College of Utah	Logan, Utah.
James H. Linford, B. S.	Brigham Young College	Do.
Joseph T. Kingsbury, Ph. D.	University of Utah	Salt Lake City, Utah.
Rev. M. H. Stevenson	Westminster College	Do.
Rev. M. H. Buckham, LL. D.	University of Vermont	Burlington, Vt.
Ezra Brainerd, LL. D.	Middlebury College	Middlebury, Vt.
Charles H. Spooner, LL. D.	Norwich University	Northfield, Vt.
Robert E. Blackwell, LL. D.	Randolph-Macon College	Ashland, Va.
J. M. McBryde, LL. D.	Virginia Agricultural and Mechanical College and Polytechnic Institute.	Blacksburg, Va.
W. B. Yount, Ph. B.	Bridgewater College	Bridgewater, Va.
E. A. Alderman, LL. D.	University of Virginia	Charlottesville, Va.
Rev. R. G. Waterhouse, D. D.	Emory and Henry College	Emory, Va.
Rev. J. W. Rosebro, D. D.	Fredericksburg College	Fredericksburg, Va.
Rev. James G. McAllister, D. D.	Hampden-Sidney College	Hampden-Sidney, Va.
George H. Denny, Ph. D.	Washington and Lee University	Lexington, Va.
Scott Shipp, LL. D., supt.	Virginia Military Institute	Do.
Joseph Hopwood, A. M.	Virginia Christian College	Lynchburg, Va.
F. W. Boatwright, LL. D.	Richmond College	Richmond, Va.
Rev. George R. Hovey, D. D.	Virginia Union University	Do.
Rev. John A. Morehead, D. D.	Roanoke College	Salem, Va.
L. G. Tyler, LL. D.	College of William and Mary	Williamsburg, Va.
E. A. Bryan, LL. D.	Washington Agricultural College and School of Science.	Pullman, Wash.
Thomas F. Kane, Ph. D.	University of Washington	Seattle, Wash.
Rev. H. J. Goller, S. J.	Gonzaga College	Spokane, Wash.
Rev. Joseph E. Williams, D. D.	University of Puget Sound	Tacoma, Wash.
Rev. Borend H. Kroeze, D. D.	Whitworth College	Do.
Rev. S. B. L. Penrose, A. B.	Whitman College	Walla Walla, Wash.
D. W. Shaw, A. M.	Morris Harvey College	Barboursville, W. Va.
T. E. Cramblet, A. M., LL. D.	Bethany College	Bethany, W. Va.
M. C. Allaben, A. B.	Davis and Elkins College	Elkins, W. Va.
D. B. Purinton, LL. D.	West Virginia University	Morgantown, W. Va.
Rev. S. Plantz, Ph. D.	Lawrence University	Appleton, Wis.
Rev. Edward D. Eaton, LL. D.	Beloit College	Beloit, Wis.
Charles R. Van Hise, Ph. D.	University of Wisconsin	Madison, Wis.
Rev. Wm. C. Daland, D. D.	Milton College	Milton, Wis.
Rev. M. J. F. Albrecht	Concordia College	Milwaukee, Wis.
Rev. Alexander J. Burrowes, S. J.	Marquette College	Do.
Rev. H. A. Muehlmeier, D. D.	Mission House	Plymouth, Wis.
Rev. Richard C. Hughes, D. D.	Ripon College	Ripon, Wis.
Rev. A. F. Ernst	Northwestern University	Watertown, Wis.
Rev. W. O. Carrier, D. D.	Carroll College	Waukesha, Wis.
Frederick M. Tisdel, Ph. D.	University of Wyoming	Laramie, Wyo.

III.—College Presidents—Continued.

2.—*Colleges for women.*

Name of president.	College.	Address.
C. J. Owens, LL. D	Anniston College	Anniston, Ala.
Miss Mary N. Moore	Athens Female College	Athens, Ala.
A. W. Van Hoose; H. J. Pearce	The Alabama Brenau	Eufaula, Ala.
Rev. Robert G. Patrick, D. D	Judson College	Marion, Ala.
Jas. D. Wade, A. M	Marion Female Seminary	Do.
Rev. T. Peyton Walton	Alabama Synodical College for Women.	Talladega, Ala.
Rev. B. F. Giles, A. M	Central Female College	Tuscaloosa, Ala.
R. J. Holston, A. M	Tuscaloosa Female College	Talladega, Ala.
John Massey, LL. D	Alabama Conference Female College	Tuskegee, Ala.
W. W. Rivers, A. M	Central Baptist College	Conway, Ark.
Mrs. Susan L. Mills	Mills College	Mills College, Cal.
Sister Mary Bernardine	College of Notre Dame	San José, Cal.
Sister Georgiana	Trinity College	Washington, D. C.
Mrs. M. A. Lipscomb	Lucy Cobb Institute	Athens, Ga.
Adiel J. Monerief	Southern Female College (Cox College)	College Park, Ga.
J. W. Malone	Andrew Female College	Cuthbert, Ga.
Geo. S. Fulton	Dalton Female College	Dalton, Ga.
Rev. F. H. Gaines, D. D	Agnes Scott College	Decatur, Ga.
C. H. S. Jaekson, A. M	Monroe Female College	Forsyth, Ga.
A. W. Van Hoose; H. J. Pearce	Brenau College	Gainesville, Ga.
Rufus W. Smith, A. M	Lagrange Female College	Lagrange, Ga.
M. W. Hatton, A. M	Southern Female College	Do.
Du Pont Guerry	Wesleyan Female College	Macon, Ga.
T. J. Simmons, A. M	Shorter College	Rome, Ga.
Rev. Joseph R. Harker, Ph. D	Illinois Woman's College	Jacksonville, Ill.
Rev. C. W. Leffingwell, D. D., rector.	St. Mary's School	Knoxville, Ill.
Julia H. Gulliver, Ph. D	Rockford College	Rockford, Ill.
Rev. F. R. Millspaugh, D. D	College of the Sisters of Bethany	Topeka, Kans.
Rev. Benj. F. Cabell, D. D	Potter College	Bowling Green, Ky.
John C. Acheson, A. M	Caldwell College	Danville, Ky.
Th. Smith, A. M	Beaumont College	Harrodsburg, Ky.
Rev. Edmund Harrison, LL. D	Bethel Female College	Hopkinsville, Ky.
Mrs. L. W. St. Clair	Hamilton Female Institute	Lexington, Ky.
Rev. J. M. Spencer	Sayre Female Institute	Lexington, Ky.
Rev. C. C. Fisher, A. M	Millersburg Female College	Millersburg, Ky.
H. H. Savage, A. B	Jessamine Female Institute	Nicholasville, Ky.
J. Byron La Rue	Owensboro Female College	Owensboro, Ky.
B. E. Atkins, A. M	Logan Female College	Russellville, Ky.
Rev. H. H. Brownlee	Silliman Collegiate Institute	Clinton, La.
G. W. Thigpen, A. M	Louisiana Female College	Keatchie, La.
T. S. Sligh, A. M	Mansfield Female College	Mansfield, La.
Brandt V. B. Dixon, LL. D	H. Sophie Newcomb Memorial College	New Orleans, La.
	Notre Dame of Maryland	Baltimore, Md.
Rev. John F. Goucher, LL. D	Woman's College of Baltimore	Do.
J. H. Apple, A. M	Woman's College	Frederick, Md.
J. Emory Shaw	Kee Mar College	Hagerstown, Md.
Rev. J. H. Turner, D. D	Maryland College for Young Ladies	Lutherville, Md.
C. C. Bragdon, LL. D	Lasell Seminary for Young Women	Auburndale, Mass.
Henry Lefavour LL. D	Simmons College	Boston, Mass.
Le Baron R. Briggs, LL. D	Radcliffe College	Cambridge, Mass.
Rev. L. Clark Seelye, LL. D	Smith College	Northampton, Mass.
Mary E. Woolley, Litt. D	Mount Holyoke College	South Hadley, Mass.
Miss Caroline Hazard, Litt. D	Wellesley College	Wellesley, Mass.
B. G. Lowrey, A. M	Blue Mountain Female College	Blue Mountain, Miss.
Rev. I. W. Cooper, D. D	Whitworth Female College	Brookhaven, Miss.
W. J. Lowrey	Hillman College	Clinton, Miss.
Hon. A. A. Kincannon	Industrial Institute and College	Columbus, Miss.
J. A. Sanderson, principal	Central Mississippi Institute	French Camp, Miss.
J. R. Preston	Belhaven College for Young Ladies	Jackson, Miss.
J. W. Beeson, A. M	Meridian Female College	Meridian, Miss.
J. K. Morrison	Stanton College for Young Ladies	Natchez, Miss.
Miss Katherine E. Crawford	Chickasaw Female College	Pontotoc, Miss.
Henry G. Hawkins, A. B	Port Gibson Female College	Port Gibson, Miss.
Mrs. W. T. Moore	Christian College	Columbia, Mo.
William B. Peeler	Stephens College	Do
Rev. Henry E. Stout	Howard Payne College	Fayette, Mo.
Rev. J. M. Spencer	Synodical Female College	Fulton, Mo.
Edward W. White, A. M	Lexington College for Young Women	Lexington, Mo.
Alfred F. Smith	Central Female College	Do.
C. M. Williams, A. M	Liberty Ladies College	Liberty, Mo.
J. W. Million, A. M	Hardin College	Mexico, Mo.
Mrs. V. A. C. Stockard	Cottey College for Young Ladies	Nevada, Mo.
Rev. George F. Ayres, Ph. D	Lindenwood College for Women	St. Charles, Mo.
Rev. George M. Ward, LL. D	Wells College	Aurora, N. Y.
Rev. A. C. Mackenzie, LL. D	Elmira College	Elmira, N. Y.
Rev. M. C. O'Farrell	College of St. Angela	New Rochelle, N. Y.
Laura D. Gill, A. M., dean	Barnard College	New York, N. Y.
Rev. J. M. Taylor, LL. D	Vassar College	Poughkeepsie, N. Y.

III.—College Presidents—Continued.

2.—*Colleges for women*—Continued.

Name of president.	College.	Address.
Rev. C. B. King, A. M.	Elizabeth College	Charlotte, N. C.
Mrs. Lucy H. Robertson	Greensboro Female College	Greensboro, N. C.
Daniel W. Read	Claremont Female College	Hickory, N. C.
Mrs. Mary Davis Allen	Louisburg Female College	Louisburg, N. C.
John C. Scarborough, A. B.	Chowan Baptist Female Institute	Murfreesboro, N. C.
F. P. Hobgood, A. M.	Oxford Female Seminary	Oxford, N. C.
Rev. R. T. Vann, D. D.	Baptist Female University	Raleigh, N. C.
Rev. John H. Clewell, Ph. D.	Salem Female Academy and College	Salem, N. C.
Jane Sherzer, Ph. D.	Oxford College	Oxford, Ohio.
Lilian W. Johnson, Ph. D.	Western College for Women	Do.
Miss Mary Evans, Litt. D.	Lake Erie College	Painesville, Ohio.
Rev. Thomas S. Land	Allentown College for Women	Allentown, Pa.
Rev. J. Max Hark, D. D.	Moravian Seminary and College for Women.	Bethlehem, Pa.
Rev. N. S. Fiscus, B. D.	Blairsville College	Blairsville, Pa.
Miss M. Carey Thomas, LL. D.	Bryn Mawr College	Bryn Mawr, Pa.
M. H. Reaser, Ph. D.	Wilson College	Chambersburg, Pa.
E. E. Campbell, Ph. D.	Irving Female College	Mechanicsburg, Pa.
Rev. Henry D. Lindsay, D. D.	Pennsylvania College for Women	Pittsburg, Pa.
Rev. W. W. Daniel, D. D.	Columbia Female College	Columbia, S. C.
Miss Euphemia McClintock, A. B.	Presbyterian College for Women	Do.
Rev. James Boyce	Due West Female College	Due West, S. C.
A. S. Townes	Greenville College for Women	Greenville, S. C.
Edward C. James, Litt. D.	Greenville Female College	Do.
Rev. John O. Willson, D. D.	Lander Female College	Greenwood, S. C.
Robert P. Pell, A. B.	Converse College	Spartanburg, S. C.
Rev. B. G. Clifford, Ph. D.	Clifford Seminary	Union, S. C.
W. E. Martin, Ph. D., A. M.	Sullins College	Bristol, Tenn.
T. E. Allen	Tennessee Female College	Franklin, Tenn.
Amos L. Edwards, B. S.	Howard Female College	Gallatin, Tenn.
Rev. A. B. Jones, LL. D.	Memphis Conference Female Institute	Jackson, Tenn.
Miss Martha A. Hopkins	Soule Female College	Murfreesboro, Tenn.
Mrs. J. O. Rust	Boscobel College	Nashville, Tenn.
J. D. Blanton, LL. D.	Ward Seminary	Do.
Lawrence Rolfe, A. B.	Synodical Female College	Rogersville, Tenn.
Rev. C. T. Carlton, A. B.	Carlton College	Bonham, Tex.
W. A. Wilson, D. D.	Baylor Female College	Belton, Tex.
James E. Willis, A. M.	Chappell Hill Female College	Chappelhill, Tex.
Rev. J. E. Harrison, A. B.	San Antonio Female College	San Antonio, Tex.
Rev. W. D. Mitchell	Martha Washington College	Abingdon, Va.
Miss Kate M. Hunt, A. B.	Stonewall Jackson Institute	Do.
J. T. Henderson, A. M.	Southwest Virginia Institute	Bristol, Va.
Rev. H. W. Tribble, D. D.	Rawlings Institute	Charlottesville, Va.
R. E. Hatton, Ph. D.	Roanoke College of Danville	Danville, Va.
Miss Matty L. Cocke	Hollins Institute	Hollins, Va.
W. W. Smith, LL. D.	Randolph-Macon Woman's College	Lynchburg, Va.
Rev. J. J. Scherer, D. D.	Marion Female College	Marion, Va.
Arthur K. Davis, A. M.	Southern Female College	Petersburg, Va.
Rev. James Nelson, D. D.	Woman's College	Richmond, Va.
W. C. Marshall, principal	Episcopal Institute	Winchester, Va.
Rev. R. L. Telford, D. D.	Lewisburg Female Institute	Lewisburg, W. Va.
Miss Ellen C. Sabin, A. M.	Milwaukee-Downer College	Milwaukee, Wis.

IV.—Professors of Pedagogy and Heads of Departments of Pedagogy in Universities and Colleges.

Name of professor.	University or college.	Address.
Edward F. Buchner, Ph. D.	University of Alabama	University, Ala.
Wm. S. Johnson, Ph. D.	University of Arkansas	Fayetteville, Ark.
A. F. Lange	University of California	Berkeley, Cal.
Chas. Davidson, Ph. D.	Pomona College	Claremont, Cal.
A. H. Chamberlain, A. M.	Throop Polytechnic Institute	Pasadena, Cal.
E. P. Cubberley, A. M.	Leland Stanford Junior University	Stanford University, Cal.
H. T. Coleman	University of Colorado	Boulder, Colo.
H. A. Ruger, A. B.	Colorado College	Colorado Springs, Colo.
D. E. Phillips, Ph. D.	University of Denver	University Park, Colo.
	Yale University	New Haven, Conn.
Lewis B. Moore, Ph. D.	Howard University	Washington, D. C.
Lincoln Hulley, Ph. D., president	John B. Stetson University	De Land, Fla.
W. F. Yocum, D. D.	University of the State of Florida	Gainesville, Fla.
T. J. Woofter, Ph. D.	University of Georgia	Athens, Ga.
George A. Towns, A. M.	Atlanta University	Atlanta, Ga.
Gustavus R. Glenn, LL. D., pres.	North Georgia Agricultural College	Dahlonega, Ga.

IV.—Professors of Pedagogy and Heads of Departments of Pedagogy in Universities and Colleges—Continued.

Name of professor.	University or college.	Address.
Arthur W. Rowell	Clark University	South Atlanta, Ga.
M. F. Reed, B. S	University of Idaho	Moscow, Idaho.
Nathaniel Butler, LL. D	University of Chicago	Chicago, Ill.
A. R. Taylor, Ph. D., president	James Milliken University	Decatur, Ill.
Henry C. Reichel, A. B	Eureka College	Eureka, Ill.
Herbert F. Fisk, LL. D	Northwestern University	Evanston, Ill.
Candis J. Nelson, A. B	Greenville College	Greenville, Ill.
Edwin G. Dexter, Ph. D	University of Illinois	Urbana, Ill.
J. A. Bergstrom, Ph. D	Indiana University	Bloomington, Ind.
Rufus B. von Kleinsmid, A. M	De Pauw University	Greencastle, Ind.
Arthur K. Rogers, Ph. D	Butler College	Indianapolis, Ind.
F. L. Fagley, B. S	Moores Hill College	Moores Hill, Ind.
	Earlham College	Richmond, Ind.
Joseph W. Presby, Ph. D	Taylor University	Upland, Ind.
J. P. Hugget, Ph. B	Coe College	Cedar Rapids, Iowa.
William F. Barr, Ph. B	Drake University	Des Moines, Iowa.
A. E. Bennett, A. M	Upper Iowa University	Fayette, Iowa.
Charles E. Shelton, LL. D., pres	Simpson College	Indianola, Iowa.
F. E. Bolton, Ph. D	State University of Iowa	Iowa City, Iowa.
Geo. H. Betts, Ph. M	Cornell College	Mount Vernon, Iowa.
Guy G. Sears, A. M	Central University of Iowa	Pella, Iowa.
E. A. Brown, A. M	Morningside College	Sioux City, Iowa.
Harold W. Foght, A. M	Midland College	Atchison, Kans.
Lilian Scott, Ph. B	Baker University	Baldwin, Kans.
William Rinck, A. M	Emporia College	Emporia, Kans.
W. S. Reese, Ph. M	Campbell College	Holton, Kans.
A. S. Olin, A. M	University of Kansas	Lawrence, Kans.
Anna A. Carlson	Bethany College	Lindsborg, Kans.
R. A. Schwegler, A. B	Ottawa University	Ottawa, Kans.
Albert H. King	Kansas Wesleyan University	Salina, Kans.
Elizabeth Duff	Cooper College	Sterling, Kans.
S. E. Swartz, Ph. D	Fairmont College	Wichita, Kans.
B. W. Truesdell, A. B	Friends University	Do.
Henrietta V. Race, A. B	Southwest Kansas College	Winfield, Kans.
John W. Dinsmore, A. M	Berea College	Berea, Ky.
Milford White, M. S	Agricultural and Mechanical College	Lexington, Ky.
Charles J. C. Bennett, Ph. D	Louisiana State University	Baton Rouge, La.
R. W. Perkins, Ph. D., president	Leland University	New Orleans, La.
H. H. Britan, Ph. D	Bates College	Lewiston, Me.
Chas. A. Johnson, A. B	Morgan College	Baltimore, Md.
Robert H. Gault, Ph. D	Washington College	Chestertown, Md.
Paul H. Hanus, B. S., LL. D	Harvard University	Cambridge, Mass.
George E. Dawson, Ph. D	Mount Holyoke College	South Hadley, Mass.
Anna J. McKeag, Ph. D	Wellesley College	Wellesley, Mass.
W. H. Burnham, Ph. D	Clark University	Worcester, Mass.
Rufus C. Bentley, A. M., dean	Collegiate Department, Clark University.	Do.
Sarah J. Knott, M. S	Adrian College	Adrian, Mich.
John R. Walton, A. M	Alma College	Alma, Mich.
Allen S. Whitney, A. B	University of Michigan	Ann Arbor, Mich.
Charles H. Gurney, A. M	Hillsdale College	Hillsdale, Mich.
John E. Kuizenga, A. M	Hope College	Holland, Mich.
Herbert L. Stetson, LL. D	Kalamazoo College	Kalamazoo, Mich.
E. G. Lancaster, Ph. D., president	Olivet College	Olivet, Mich.
George F. James, Ph. D	University of Minnesota	Minneapolis, Minn.
Emil O. Chelgren, A. B	Gustavus Adolphus College	St. Peter, Minn.
Elbert Wayland Van Aken, A. M., president.	Parker College	Winnebago, Minn.
Thos. P. Bailey, Ph. D	University of Mississippi	University, Miss.
	University of Missouri	Columbia, Mo.
Edgar J. Swift, Ph. D	Washington University	St. Louis, Mo.
Wm. F. Book, Ph. D	University of Montana	Missoula, Mont.
Wm. C. T. Adams, Ph. D	Bellevue College	Bellevue, Nebr.
Josie Y. Osterhout	Cotner University	Bethany, Nebr.
Charles C. Lewis, president	Union College	College View, Nebr.
John F. Crawford, A. M	Grand Island College	Grand Island, Nebr.
G. W. A. Luckey, Ph. D	University of Nebraska	Lincoln, Nebr.
Wm. R. Jackson, A. M	Nebraska Wesleyan University	University Place, Nebr.
Romanzo Adams, Ph. M	Nevada State University	Reno, Nev.
Franklin C. Lewis, A. M	Dartmouth College	Hanover, N. H.
E. R. Payson, Ph. D	Rutgers College	New Brunswick, N. J.
Charles E. Hodgin, B. Ped	University of New Mexico	Albuquerque, N. Mex.
Charles B. Clark, A. M	Alfred University	Alfred, N. Y.
E. N. Henderson, A. M	Adelphi College	Brooklyn, N. Y.
W. H. Squires, Ph. D	Hamilton College	Clinton, N. Y.
M. S. Read, Ph. D	Colgate University	Hamilton, N. Y.
Charles De Garmo, Ph. D	Cornell University	Ithaca, N. Y.
James E. Russell, LL. D., dean	Columbia University (Teachers College).	New York, N. Y.
T. M. Balliet, Ph. D., president	New York University	Do.
George M. Forbes, A. M	University of Rochester	Rochester, N. Y.

IV.—Professors of Pedagogy and Heads of Departments of Pedagogy in Universities and Colleges—Continued.

Name of professor.	University or college.	Address.
J. R. Street, Ph. D	Syracuse University	Syracuse, N. Y.
Marcus C. S. Noble	University of North Carolina	Chapel Hill, N. C.
W. R. Connors, A. B	Livingstone College	Salisbury, N. C.
Darius Eatman, A. M	Wake Forest College	Wake Forest, N. C.
Joseph Kennedy, A. M	University of North Dakota	University, N. Dak.
John B. Bowman, A. M	Mount Union College	Allianee, Ohio.
Henry G. Williams, A. M	Ohio University	Athens, Ohio.
Fletcher D. Ward, B. S	Baldwin University	Berea, Ohio.
Wm. P. Burris, A. M., dean	University of Cincinnati	Cincinnati, Ohio.
David R. Major, Ph. D	Ohio State University	Columbus, Ohio.
Edward A. Miller, A. B	Oberlin College	Oberlin, Ohio.
Harvey C. Minnich, A. M	Miami University	Oxford, Ohio.
J. E. MeMullan, Ph. M	Scio College	Scio, Ohio.
	Heidelberg University	Tiffin, Ohio.
Sarah C. B. Scarborough, M. Pd	Wilberforce University	Wilberforee, Ohio.
W. W. Weaver, A. M	Antioch College	Yellow Springs, Ohio.
H. D. Shelden, Ph. D	University of Oregon	Eugene, Oreg.
Mary E. Reynolds, B. S	Willamette University	Salem, Oreg.
E. B. Huey, Ph. D	Western University of Pennsylvania	Allegheny, Pa.
G. T. Ettinger, Ph. D	Muhlenberg College	Allentown, Pa.
Wm. L. Gooding, Ph. D	Dickinson College	Carlisle, Pa.
Geo. L. Omwake, A. M., dean	Ursinus College	Collegeville, Pa.
James H. Leuba, Ph. D	Bryn Mawr College	Bryn Mawr, Pa.
C. M. Thomas, Ph. D	Grove City College	Grove City, Pa.
J. H. Brumbaugh	Juniata College	Huntingdon, Pa.
Thomas A. Edwards, A. M	Bucknell University	Lewisburg, Pa.
Franeis B. Brandt, Ph. D	Central High School	Philadelphia, Pa.
Herbert Stotesbury, Ph. D	Temple College	Do.
A. D. Yoeum, Ph. D	University of Pennsylvania	Do.
William Noetling, A. M	Susquehanna University	Selinsgrove, Pa.
W. B. Jacobs, A. M	Brown University	Providenee, R. I.
Patterson Wardlaw, A. B	University of South Carolina	Columbia, S. C.
G. Le Roy Noyes, A. B	Claflin University	Orangeburg, S. C.
Rufus B. McClenon, A. M	South Dakota Agricultural College	Brookings, S. Dak.
Samuel Weir, Ph. D	Dakota Wesleyan University	Mitchell, S. Dak.
George M. Smith, A. M	University of South Dakota	Vermilion, S. Dak.
Henry K. Warren, LL. D	Yankton College	Yankton, S. Dak.
P. P. Claxton, A. M	University of Tennessee	Knoxville, Tenn.
W. S. Sutton, A. M	University of Texas	Austin, Tex.
Frederiek Eby, Ph. D	Baylor University	Waeo, Tex.
Daniel C. Jensen, A. B	Brigham Young College	Logan, Utah.
Wm. M. Stewart, M. Di	University of Utah	Salt Lake City, Utah.
Wm. H. Heek, A. M	University of Virginia	Charlottesville, Va.
Wilmot B. Lane, Ph. D	Randolph-Maeon Woman's College	Lynehburg, Va.
A. B. Coffey	College of William and Mary	Williamsburg, Va.
Hiram C. Sampson, A. B	State College of Washington	Pullman, Wash.
Edward O. Sisson, Ph. D	University of Washington	Seattle, Wash.
Jasper N. Deahl, A. M	West Virginia University	Morgantown, W. Va.
Almon W. Burr, A. M	Beloit College	Beloit, Wis.
M. Vincent O'Shea, B. L	University of Wisconsin	Madison, Wis.
John Franklin Brown, Ph. D	University of Wyoming	Laramie, Wyo.

V.—Principals of Normal Schools.

Public normal schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Florence	State Normal College	Marshall C. Wilson.
Jacksonville	do	C. W. Daugette.
Livingston	Alabama Normal College for Girls	Miss Julia S. Tutwiler.
Normal	Agricultural and Mechanical College for Negroes.	W. H. Council.
Troy	State Normal College	E. M. Shaekelford.
ARIZONA.		
Flagstaff	Northern Arizona Normal School	A. N. Taylor.
Tempe	Tempe Normal School of Arizona	A. J. Matthews.
ARKANSAS.		
Pine Bluff	Branch Normal College	Isaac Fisher.

V.—Principals of Normal Schools—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
CALIFORNIA.		
Chico	California State Normal School	Chas. C. Van Liew.
Los Angeles	State Normal School	Jesse F. Millspaugh.
San Diego	....do	Samuel T. Black.
San Francisco	....do	Frederick Burk.
San Jose	....do	Morris Elmer Dailey.
COLORADO.		
Greeley	Colorado State Normal School	Z. X. Snyder.
CONNECTICUT.		
Bridgeport	Bridgeport Training School	Besse E. Howes.
Danbury	State Normal School	John R. Perkins.
New Britain	Normal Training School	Marcus White.
New Haven	State Normal Training School	Arthur B. Morrill.
Willimantic	....do	Henry T. Burr.
DELAWARE.		
Wilmington	Wilmington Teachers Training School	Clara Mendenhall.
DISTRICT OF COLUMBIA.		
Washington	Washington Normal School No. 1	Anne M. Goding.
Do	Washington Normal School No. 2	Lucy E. Moten.
FLORIDA.		
Tallahassee	Florida State Normal and Industrial College.	Nathan B. Young.
GEORGIA.		
Athens	State Normal School	E. C. Branson.
Douglas	Southern Normal Institute	J. Walter Hendricks.
Milledgeville	Georgia Normal and Industrial College.	M. M. Parks.
Savannah	State Industrial College	R. R. Wright.
IDAHO.		
Albion	State Normal School	G. A. Axline.
Lewiston	....do	Geo. H. Black.
ILLINOIS.		
Carbondale	Southern Illinois State Normal University.	D. B. Parkinson.
Charleston	Eastern Illinois State Normal School.	L. C. Lord.
Chicago, Station O	Chicago Normal School	Ella Flagg Young.
De Kalb	Northern Illinois State Normal School.	John W. Cook.
Macomb	Western Illinois State Normal School.	Alfred Bayliss.
Normal	Illinois State Normal University	David Felmley.
INDIANA.		
Indianapolis	Indianapolis Normal School	M. E. Nicholson.
Terre Haute	Indiana State Normal School	William W. Parsons.
IOWA.		
Cedar Falls	Iowa State Normal School	Homer H. Seerley.
Woodbine	Woodbine Normal and Commercial School.	M. A. Reed.
KANSAS.		
Emporia	State Normal School	Jasper N. Wilkinson.
Hays	Western Branch State Normal School.	William S. Picken.
KENTUCKY.		
Frankfort	State Normal and Industrial Institute for Colored Persons.	James S. Hathaway.
Louisville	Louisville Normal School	W. J. McConathy.
LOUISIANA.		
Natchitoches	Louisiana State Normal School	B. C. Caldwell.
New Orleans	New Orleans Normal School	Miss Margaret C. Hanson.

V.—Principals of Normal Schools—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
MAINE.		
Castine	Eastern State Normal School	Albert F. Richardson.
Farmington	Farmington State Normal School	George C. Purington.
Fort Kent	Madawaska Training School	Mary P. Nowland.
Gorham	State Normal School	Walter E. Russell.
Springfield	Springfield Normal School	Everett Peacock.
MARYLAND.		
Baltimore	Baltimore Teachers Training School	Sarah C. Brooks.
Do	Maryland State Normal School	Geo. W. Ward.
Frostburg	....do	Edward D. Murdaugh.
MASSACHUSETTS.		
Boston	Boston Normal School	Wallace C. Boyden.
Do	Massachusetts Normal Art School	George H. Bartlett.
Bridgewater	State Normal School	Albert G. Boyden.
Fitchburg	.....do	John G. Thompson.
Framingham	.....do	Henry Whittemore.
Hyannis	.... do	Wm. A. Baldwin.
Lowell	.....do	F. F. Coburn.
Do	Training School for Teachers	Gertrude Edmund.
North Adams	State Normal School	F. F. Murdock.
Salem	.....do	Joseph Asbury Pitman.
Westfield	.... do	Clarence A. Brodeur.
Worcester	.....do	E. Harlow Russell.
MICHIGAN.		
Detroit	Washington Normal School	Chas. L. Spain.
Kalamazoo	Western State Normal School	Dwight B. Waldo.
Marquette	State Normal School	James H. B. Kaye.
Mount Pleasant	Central State Normal School	Chas. T. Grawn.
Ypsilanti	Michigan State Normal School	Lewis H. Jones.
MINNESOTA.		
Duluth	State Normal School	E. W. Bohannon.
Mankato	.....do	Chas. H. Cooper.
Moorhead	.....do	Frank A. Weld.
St. Cloud	.....do	W. A. Shoemaker.
St. Paul	Teachers Training School	Hiram W. Slack.
Winona	State Normal School	G. E. Maxwell.
MISSISSIPPI.		
Sherman	Mississippi Normal Institute	John B. Thompson.
Walnut Grove	Mississippi Central Normal School	John Rundle.
MISSOURI.		
Cape Girardeau	State Normal School	W. S. Dearmont.
Kirksville	State Normal School (first district)	John R. Kirk.
Maryville	State Normal School	Frank Deerwester.
St. Louis	Teachers College	John W. Withers.
Warrensburg	State Normal School (second district)	James E. Ament.
MONTANA.		
Dillon	Montana Normal School	Henry H. Swain.
NEBRASKA.		
Kearney	State Normal School	A. O. Thomas.
Peru	Nebraska State Normal School	J. W. Crabtree.
NEW HAMPSHIRE.		
Plymouth	State Normal School	J. E. Klock.
NEW JERSEY.		
Jersey City	Teachers Training School	Joseph H. Brensinger.
Newark	Newark Normal and Training School	W. S. Willis.
Paterson	Paterson Normal Training School	Frank W. Smith.
Trenton	New Jersey State Normal and Model Schools.	James M. Green.
NEW MEXICO.		
Las Vegas	New Mexico Normal University	Edmund J. Vert.
Silver City	Normal School of New Mexico	C. M. Light.

V.—Principals of Normal Schools—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
NEW YORK.		
Albany	New York State Normal College	Wm. J. Milne.
Do	Teachers Training School	J. D. Burks.
Auburn	Auburn Training School	Miss M. Blanche Sheldon.
Brockport	State Normal and Training School	Charles T. McFarlane.
Brooklyn	Training School for Teachers	Emma L. Johnston.
Buffalo	Buffalo Normal School (State)	James M. Cassety.
Cohoes	Cohoes Training School	Emma S. Wardle.
Cortland	State Normal and Training School	Francis J. Cheney.
Fredonia	do	F. B. Palmer.
Geneseo	Geneseo State Normal School	James V. Sturges.
Jamaica	Normal and Training School	A. C. McLachlan.
New Paltz	State Normal School	Myron T. Scudder.
New York	New York Training School for Teachers.	E. N. Jones.
Do	Normal College of the City of New York.	Thomas Hunter.
Oneonta	State Normal School	Percy I. Bugbee.
Oswego	Oswego State Normal and Training School.	Isaac B. Poucher.
Plattsburg	State Normal School	Geo. K. Hawkins.
Potsdam	State Normal and Training School	Thomas B. Stowell.
Rochester	Rochester Training School	Edith A. Scott.
Syracuse	Syracuse High School, Normal Department.	G. A. Lewis.
NORTH CAROLINA.		
Elizabeth City	State Colored Normal School	P. W. Moore.
Fayetteville	do	E. E. Smith.
Greensboro	State Normal and Industrial School	J. I. Foust.
NORTH DAKOTA.		
Mayville	State Normal School	Joseph Carhart.
Valley City	do	George A. McFarland.
OHIO.		
Akron	Perkins Normal School	Lee R. Knight.
Cleveland	Cleveland Normal and Training School	J. W. McGilvrey.
Columbus	Columbus Normal School	Margaret W. Sutherland.
Dayton	Dayton Normal School	Grace A. Greene.
Toledo	Toledo Normal Training School	Mrs. Ella M. R. Baird.
OKLAHOMA.		
Alva	Northwestern Territorial Normal School.	T. W. Conway.
Edmond	Territorial Normal School	Frederick H. Umholtz.
Langston	Colored Agricultural and Normal University.	Inman E. Page.
Weatherford	Southwestern State Normal School	J. R. Campbell.
OREGON.		
Ashland	Southern Oregon State Normal School.	Benj. F. Mulkey.
Drain	Central Oregon State Normal School	A. L. Briggs.
Monmouth	State Normal School	Edwin De Vore Ressler.
Weston	Eastern State Normal School	Robert Carver French.
PENNSYLVANIA.		
Bloomsburg	State Normal School	Judson P. Welsh.
California	Southwestern State Normal School	Theo. B. Noss.
Clarion	Clarion State Normal School	J. George Becht.
East Stroudsburg	East Stroudsburg State Normal School.	E. L. Kemp.
Edinboro	State Normal School	John F. Bigler.
Indiana	Indiana Normal School of Pennsylvania.	D. J. Waller, jr.
Kutztown	Keystone State Normal School	A. C. Rothermel.
Lockhaven	Central State Normal School	J. R. Flickinger.
Mansfield	Mansfield State Normal School	Andrew T. Smith.
Millersville	First Pennsylvania State Normal School.	E. Oram Lyte.
Philadelphia	Philadelphia Normal School for Girls	J. M. Willard.
Pittsburg	Pittsburg High School, Normal Department.	Jane Ralston.

V.—Principals of Normal Schools—Continued.

Public normal schools—Continued.

Location.	Name of institution.	Principal.
PENNSYLVANIA—continued.		
Shippensburg	Cumberland Valley State Normal School.	G. M. D. Eckels.
Slippery Rock	Slippery Rock State Normal School	Albert E. Maltby.
Westchester	State Normal School	George M. Philips.
RHODE ISLAND.		
Providence	Rhode Island State Normal School	Charles S. Chapin.
SOUTH CAROLINA.		
Rockhill	Winthrop Normal College	D. B. Johnson.
SOUTH DAKOTA.		
Madison	State Normal School	J. W. Heston.
Spearfish	do	F. L. Cook.
Springfield	do	J. S. Frazee.
TENNESSEE.		
Nashville	Peabody Normal School	James D. Porter.
TEXAS.		
Denton	North Texas Normal School	J. S. Kendall.
Detroit	Detroit Normal School	W. S. Woodson.
Huntsville	Sam Houston Normal Institute	H. C. Pritchett.
Prairie View	Prairie View State Normal and Industrial College.	Ed. L. Blackshear.
UTAH.		
Cedar City	Southern Branch of the State Normal School.	Wm. M. Stewart.
VERMONT.		
Castleton	State Normal School	Philip R. Leavenworth.
Johnson	do	Edward D. Collins.
Randolph Center	do	Charles H. Morrill.
VIRGINIA.		
Farmville	State Female Normal School	J. L. Jarman.
Hampton	Hampton Normal and Agricultural Institute.	H. B. Frissell.
Petersburg	Virginia Normal and Industrial Institute.	J. H. Johnston.
WASHINGTON.		
Bellingham	State Normal School	Edward T. Mathes.
Cheney	do	Harry M. Shafer.
Ellensburg	do	W. E. Wilson.
WEST VIRGINIA.		
Athens	State Normal School	
Fairmont	do	U. S. Fleming.
Glenville	do	John C. Shaw.
Huntington	Marshall College, State Normal School.	Lawrence J. Corbly.
Institute	West Virginia Colored Institute	J. McH. Jones.
Shepherdstown	Shepherd College, State Normal School.	J. G. Knutti.
West Liberty	West Liberty State Normal School	Lorain Fortney.
WISCONSIN.		
Menomonie	Dunn County Teachers Training School.	G. L. Bowman.
Do	Stout Training Schools	L. D. Harvey.
Milwaukee	State Normal School	Charles McKenney.
Oshkosh	do	R. H. Halsey.
Platteville	do	J. W. Livingston.
River Falls	River Falls State Normal School	W. J. Brier.
Stevens Point	State Normal School	Theron B. Pray.
Superior	Superior State Normal School	I. C. McNeill.
Wausau	Marathon County Training School	O. E. Wells.
Whitewater	State Normal School	Albert Salisbury.

V.—Principals of Normal Schools—Continued.

Private Normal Schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Cullman	Normal Department, Polytechnic College and Ladies' Institute.	S. A. Fetter.
Falkville	Falkville Normal College	S. M. Goodrich.
Mobile	Emerson Normal Institute	Rev. A. T. Burnell.
Snow Hill	Snow Hill Normal and Industrial Institute.	W. J. Edwards.
Tuskegee	Tuskegee Normal and Industrial Institute.	B. T. Washington.
ARKANSAS.		
Pea Ridge	Pea Ridge Masonic College	S. C. Parish.
COLORADO.		
Denver	Denver Normal and Preparatory School.	R. A. Le Doux.
DISTRICT OF COLUMBIA.		
Washington	KindergartenNormal Training School.	Miss Susan P. Pollock.
FLORIDA.		
Jasper	Jasper Normal Institute	Geo. M. Lynch.
Orange Park	Orange Park Normal and Manual Training School.	Mrs. L. St. J. Hitchcock.
GEORGIA.		
Macon	Ballard Normal School	George C. Burrage.
Social Circle	Negro Normal and Industrial School	James A. Love.
Thomasville	Allen Normal and Industrial School	Abbie B. Howland.
ILLINOIS.		
Addison	German Evangelical Lutheran Teachers Seminary.	E. A. W. Krauss.
Dixon	Dixon College and Normal School	W. H. Williamson.
Hoopeston	Greer College	E. L. Bailey.
Oregon	Wells School for Teachers	H. W. Sullivan.
Rushville	Rushville Normal and Business College	Maxwell Kennedy.
INDIANA.		
Danville	Central Normal College	A. J. Kinnaman.
Indianapolis	Teachers College of Indianapolis	Eliza A. Blaker.
Muncie	Indiana Normal School	Francis M. Ingler.
Rochester	Rochester Normal University	Wm. H. Banta.
Valparaiso	Valparaiso University	H. B. Brown.
IOWA.		
Denison	Denison Normal School	W. C. Van Ness.
Lemars	Lemars Normal College	Herman H. Thoren.
Perry	Perry Normal School	E. L. Meek.
Shenandoah	Western Normal College, Shenandoah Commercial Institute and Musical Conservatory.	J. M. Hussey.
Waukon	Waukon Business College and Normal School.	W. L. Peck.
KANSAS.		
Nickerson	Nickerson College	E. B. Smith.
KENTUCKY.		
Hardinsburg	Breckinridge Normal College	Andrew Driskell.
Hazard	Hazard Baptist Institute	W. H. Sasser.
Lexington	Chandler Normal School	Fannie J. Webster.
Middleburg	Middleburg Normal College	M. H. Judd.
Morehead	Morehead Normal School	F. C. Button.
LOUISIANA.		
New Orleans	Luther College	F. J. Lankenau.
MAINE.		
Lee	Lee Normal Academy	Chas. M. Teague.
MARYLAND.		
Baltimore	Baltimore Normal School (colored)	George Harrison.
MASSACHUSETTS.		
Boston (1069 Boyiston)	Froebel School, Kindergarten Normal Classes.	Annie C. Rust.
Do	Garland Kindergarten Training School	Mrs. Margaret Strannard.
Do	Kindergarten Training School	Lucy Wheelock.
Waltham	Notre Dame Training School	Sister Berchmans.

V.—Principals of Normal Schools—Continued.

Private Normal Schools—Continued.

Location.	Name of institution.	Principal.
MICHIGAN.		
Detroit	Thomas Normal Training School	Jennie L. Thomas.
Petoskey	Graves Normal Academy	M. O. Graves.
MINNESOTA.		
Madison	Normal School of the United Norwegian Lutheran Church.	O. Lokensgaard.
New Ulm	Dr. Martin Luther College	John Schaller.
MISSISSIPPI.		
Tougaloo	Normal Department, Tougaloo University.	Frank G. Woodworth.
MISSOURI.		
Chillicothe	Chillicothe Normal Business and Shorthand College.	Allen Moore.
Columbia	Columbia Normal School	Geo. H. Beasley.
Stanberry	Stanberry Normal School	F. L. Maxwell.
NEBRASKA.		
Fremont	Fremont Normal School	W. H. Clemmons.
Santee	Santee Normal Training School	Alfred L. Riggs.
Wayne	Nebraska Normal College	J. M. Pile.
NORTH CAROLINA.		
Asheville	Normal and Collegiate Institute	Rev. Thos. Lawrence.
Charlotte	Rowan Normal Industrial Institute	C. S. Somerville.
Enfield	Jos. K. Brick Agricultural, Industrial, and Normal School.	T. S. Inborden.
Franklinton	Albion Academy	John A. Savage.
Henderson	Henderson Normal Institute	J. A. Cotton.
Liberty	Liberty Normal College	Thos. C. Amick.
Raleigh	St. Augustine's School	Rev. A. B. Hunter.
Winton	Waters Normal Institute	C. S. Brown.
OHIO.		
Ada	Ohio Northern University	L. A. Belt.
Canfield	Northeastern Ohio Normal College	C. O. Allaman.
Dayton	St. Mary's Academy	Brother Joseph Meyer.
Lebanon	National Normal University	J. Oscar Creager.
New Philadelphia	John P. Kuhn's Normal School	John P. Kuhn.
PENNSYLVANIA.		
Cheney	Institute for Colored Youth	Hugh M. Browne.
Muncy	Lycoming County Normal School	H. A. Spotts.
SOUTH CAROLINA.		
Charleston	Avery Normal Institute	Morrison A. Holmes.
Frogmore	Penn Normal and Industrial School	Miss Ellen Murray.
Greenwood	Brewer Normal School	Rev. J. M. Robinson.
Lancaster	Lancaster Normal and Industrial Institute.	M. D. Lee.
SOUTH DAKOTA.		
Sioux Falls	Lutheran Normal School	Rev. A. Mikkelsen.
TENNESSEE.		
Chattanooga	Chattanooga Normal University	Samuel Hixson.
Dickson	Tennessee Normal School	T. B. Loggins.
Huntingdon	Southern Normal University	J. A. Baber.
Memphis	Le Moyne Normal Institute	A. J. Steele.
Morristown	Morristown Normal Academy	Judson S. Hill.
TEXAS.		
Commerce	East Texas Normal College	W. L. Mayo.
VIRGINIA.		
Keysville	Keysville Mission Industrial School	Wm. H. Hayes.
WEST VIRGINIA.		
Harpers Ferry	Storer College	Henry T. McDonald.
WISCONSIN.		
Milwaukee	National German-American Teachers Seminary.	Max Griebsch.
St. Francis	Catholic Normal School of the Holy Family.	Rev. M. J. Lochemes.

CHAPTER XIII.

STATISTICS OF STATE SCHOOL SYSTEMS.

[The statistics of State school systems given in this chapter include the statistics of the public schools of all the cities as well as the rural schools, and all grades are included from the lowest primary up through the highest secondary; that is, all the elementary and high schools supported from public funds. In addition to being included in the tables of this chapter, the statistics of city school systems are treated separately in Chapter 14 and the statistics of high schools separately in Chapter 19.]

This chapter presents in 21 tables the statistics of the public common schools of the States. The information given is for the school year ended June, 1906, in all cases where the statistics could be obtained for that year. The information is furnished by State superintendents of public instruction on statistical schedules furnished by this Bureau. In many cases these reports are incomplete, owing to the failure of county officials in making returns to the State office.

The total population of the United States in June, 1906, as estimated by the Census Office, was 83,935,399. This Bureau estimates the number of children in this population from 5 to 18 years of age as 23,792,723, the number of boys being 11,989,667 and the number of girls 11,803,056. The estimated number of male persons 21 years of age and over was 23,359,337. Similar estimates for each State are given in Table 1.

Table 2 furnishes various items of statistics useful in making comparisons between the States. These statistics are from the United States Census Report of 1900.

The latest school census for each State reported to this Office will be found in Table 3. The table also shows the age for free attendance at the public schools, the age for compulsory attendance, and the age of children enumerated in each State.

Table 4 shows that there were enrolled in the common schools 16,641,970 different pupils of all ages. This was 70.43 per cent of the school population (5 to 18 years of age). The per cent of enrollment was less than in 1900, when it was 72.43 per cent of the school population. In 1890 it was 68.61 per cent; 1880 the per cent was 65.50, and 61.45 in 1870. These comparisons are made by States in Table 4.

Table 5 compares the school enrollment with the total population for the five different years mentioned above. In 1905–6 there were enrolled 8,362,521 boys and 8,279,449 girls, the total, 16,641,970, being 19.94 per cent of the total population.

Table 6 gives the per cent of school population, i. e., children 5 to 18 years of age, enrolled in the public schools in each geographical division each year since 1871.

In 1905–6 the average daily attendance was 70.38 per cent of the common school enrollment, the average daily attendance being 11,712,300. The average attendance for the years 1871, 1880, 1890, and 1900 will be found in the same table for purposes of comparison.

The average length of the school term for 1905–6 was nearly 151 days (150.6), as shown in Table 8. In 1871 the average length of school term was only 132.1 days, 130.3 in 1880, and 134.7 in 1890, while in 1900 it had reached 144.3 days. The average number of days' schooling given for every child 5 to 18 years of age in 1905–6 was 74.1, while the average number of days attended by each pupil actually enrolled was 106. These items are exhibited in Table 8.

Table 9 is a review from 1871 to 1906 for each geographical division, showing the average length of school term in days and the average number of days' schooling given for every child 5 to 18 years of age.

The total number of teachers employed by the State school systems in 1905–6 was 466,063. The male teachers numbered 109,179, or only 23.6 per cent of the total number. A comparison in Table 10 shows a steady decline in the proportion of male teachers since 1880, when the percentage was 42.8. In 1890 the percentage had dropped to 34.5, and in 1900 only 29.9 per cent of the teachers were men.

The average monthly salaries for teachers in the public schools of the United States for 1905–6 was $50.04, the average for men in those States making a sex classification being $56.31 and for women $43.80. These averages are shown in Table 11, together with the averages by States.

Table 11 shows that 257,729 buildings were used for school purposes and that the estimated value of all school property belonging to the public school systems was $783,128,140 in 1906.

An exhibit of the receipt of school moneys for the year 1905–6 is given in Table 12. The total revenue for school purposes, excluding balances from previous year and bond sales, was $322,106,004. Table 13 compares the school revenue with the school population and the adult male population. The sources of school revenue are also compared.

The progress of school expenditure from 1871 to 1906 is exhibited in Table 14. The expenditure for 1905–6 was $307,765,659, or $3.66 per capita of population, as compared with $2.84 per capita in 1900, with $2.24 in 1890, and $1.56 in 1880. The corresponding rate for 1870 was apparently $1.75.

Table 15 shows that the total school expenditure for 1905–6 was distributed as follows: For buildings, sites, furniture, libraries, and apparatus, $60,608,352; for teachers' and superintendents' salaries, $186,483,464; for all other purposes, principally maintenance, $60,673,843. Table 16 shows the average expenditure per pupil, based on average attendance, the average daily expenditure per pupil, together with the percentage analysis of school expenditure. Tables 17 and 18 make comparisons of the principal items in Tables 15 and 16 for a series of years.

Table 19 compares the school expenditures for 1880 and 1890 with the total wealth of the country. Table 20 makes like comparisons for 1900 and 1904.

Table 21 is a partial exhibit of permanent school funds and school lands for the benefit of public education.

STATISTICS OF STATE SCHOOL SYSTEMS.

TABLE 1.—*The total population, the school population, and the adult male population.*

State or Territory.	Estimated total population in 1906.	The school population. Estimated number of children 5 to 18 years of age in 1906. Boys.	Girls.	Total.	Percentage of boys.	Estimated number of male persons 21 years of age and over in 1906.
1	2	3	4	5	6	7
United States	83,935,399	11,989,667	11,803,056	23,792,723	50.38	23,359,337
North Atlantic Division	23,388,682	2,860,644	2,856,981	5,717,625	50.02	6,963,894
South Atlantic Division	11,407,262	1,824,703	1,801,636	3,626,339	50.32	2,727,944
South Central Division	15,825,999	2,631,011	2,564,145	5,195,156	50.62	3,802,921
North Central Division	28,628,813	4,078,586	3,999,584	8,078,170	50.48	8,205,729
Western Division	4,684,673	594,723	580,710	1,175,433	50.59	1,658,849
North Atlantic Division:						
Maine	714,494	83,648	81,828	165,476	50.55	223,889
New Hampshire	432,624	46,577	46,783	93,360	49.89	137,766
Vermont	350,373	41,678	40,204	81,882	50.90	110,459
Massachusetts	3,043,346	336,425	339,806	676,231	49.75	916,617
Rhode Island	490,387	57,400	57,792	115,192	49.83	145,488
Connecticut	1,005,716	115,214	115,399	230,613	49.96	310,405
New York	8,226,990	981,207	986,689	1,967,896	49.81	2,473,646
New Jersey	2,196,237	272,994	275,846	548,840	49.74	647,631
Pennsylvania	6,928,515	925,501	912,634	1,838,135	50.35	1,998,053
South Atlantic Division:						
Delaware	194,479	26,084	25,272	51,356	50.79	56,646
Maryland	1,275,434	177,891	177,627	355,518	50.04	344,852
District of Columbia	307,716	32,197	34,670	66,867	48.15	92,544
Virginia	1,973,104	314,043	310,049	624,092	50.32	476,806
West Virginia	1,076,406	169,302	162,662	331,964	51.00	278,518
North Carolina	2,059,326	346,405	338,733	685,138	50.56	454,246
South Carolina	1,453,818	253,367	249,945	503,312	50.34	307,524
Georgia	2,443,719	408,692	406,573	815,265	50.13	551,934
Florida	623,230	96,722	96,105	192,827	50.16	164,874
South Central Division:						
Kentucky	2,320,298	363,662	354,470	718,132	50.64	587,432
Tennessee	2,172,476	353,484	341,491	694,975	50.87	524,012
Alabama	2,017,877	341,229	332,338	673,567	50.66	456,679
Mississippi	1,708,272	294,065	286,747	580,812	50.63	384,498
Louisiana	1,539,449	252,301	249,790	502,091	50.25	364,016
Texas	3,536,618	598,303	585,050	1,183,353	50.56	855,564
Arkansas	1,421,574	242,745	237,463	480,208	50.55	339,987
Oklahoma	590,247	94,515	90,410	184,925	51.11	161,809
Indian Territory	519,188	90,707	86,386	177,093	51.22	128,924
North Central Division:						
Ohio	4,448,677	594,221	582,454	1,176,675	50.50	1,296,696
Indiana	2,710,898	379,778	370,327	750,105	50.63	776,359
Illinois	5,418,670	743,917	739,171	1,483,088	50.16	1,575,039
Michigan	2,584,533	352,844	346,272	699,116	50.47	768,328
Wisconsin	2,260,930	337,488	333,330	670,818	50.31	623,861
Minnesota	2,025,615	300,598	294,528	595,126	50.51	586,199
Iowa	2,205,690	318,234	310,167	628,401	50.61	627,773
Missouri	3,363,153	500,446	490,339	990,785	50.51	927,365
North Dakota	463,784	70,957	67,956	138,913	51.08	138,357
South Dakota	465,908	73,642	70,556	144,198	51.07	130,643
Nebraska	1,068,484	163,082	158,959	322,041	50.64	301,108
Kansas	[a] 1,612,471	243,379	235,525	478,904	50.82	454,001
Western Division:						
Montana	303,575	34,254	33,322	67,576	50.69	127,177
Wyoming	103,673	12,958	11,799	24,757	52.35	42,458
Colorado	615,570	76,251	75,795	152,046	50.15	211,800
New Mexico	216,328	33,729	32,511	66,240	50.92	61,007
Arizona	143,745	18,984	18,174	37,158	51.09	51,538
Utah	316,331	51,530	51,531	103,061	50.00	76,780
Nevada	42,335	4,640	4,373	9,013	51.48	17,711
Idaho	205,704	30,083	28,810	58,893	51.08	68,551
Washington	614,625	78,964	76,476	155,440	50.80	232,072
Oregon	474,738	63,550	61,449	124,999	50.84	165,874
California	1,648,049	189,780	186,470	376,250	50.44	603,881

[a] State census.

TABLE 2.—*Density of population, urban population, nativity and race classification, value of manufactures, illiteracy, and relations of the adult male and of the school population.*

[NOTE.—The statistics in this table, except those in column 12, are from the U. S. Census of 1900.]

State or Territory.	The total population.					Value of manufactured products per capita of population.[b]	The adult male population (21 years and over).				Number of children 5 to 18 years of age to every 100 persons of the total population.	
	Number of persons to a square mile.	Per cent in incorporated places of 8,000 and over.	Per cent of native and foreign white and of colored.				Number to every 100 children 5 to 18 years of age.	Per cent of illiterates (unable to write) among adult males.				
			Native white.	Foreign white.	Colored.[a]			Native white.	Foreign white.	Negro.	1870.	1900.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States...	25.6	32.6	74.4	13.4	12.2	$74.53	98.3	4.9	11.5	47.4	31.3	28.3
North Atlantic Div...	129.8	57.0	75.6	22.5	1.9	140.22	121.8	2.0	15.2	15.3	28.3	24.4
South Atlantic Div..	38.9	17.0	62.2	2.0	35.8	35.48	75.2	11.5	11.3	51.1	33.0	31.8
South Central Div....	23.1	11.4	67.2	2.5	30.3	20.44	73.1	11.1	18.8	52.5	33.9	32.8
North Central Div....	34.9	30.6	82.1	15.8	2.1	68.08	101.6	2.9	7.9	24.8	32.4	28.2
Western Division.....	3.5	31.2	76.1	18.6	5.3	63.96	141.1	2.4	7.7	13.4	25.6	25.1
North Atlantic Div.:												
Maine.....	23.2	23.7	86.3	13.4	.3	84.23	135.3	3.1	21.4	17.3	28.0	23.2
New Hampshire..	45.7	38.6	78.4	21.4	.2	127.22	147.5	2.0	24.0	14.8	24.8	21.6
Vermont.....	37.6	11.2	86.7	13.0	.3	80.80	134.9	4.1	23.3	19.7	27.2	23.4
Massachusetts....	348.9	67.0	68.8	29.9	1.3	171.99	135.4	.9	13.8	10.5	25.5	22.2
Rhode Island.....	407.0	66.1	66.6	31.2	2.2	204.60	126.3	2.0	18.2	15.4	25.7	23.5
Connecticut.....	187.5	52.0	72.1	26.1	1.8	184.04	134.6	1.0	15.6	13.1	25.9	22.9
New York.....	152.6	68.5	72.5	26.0	1.5	141.97	125.7	1.8	12.1	11.3	28.1	23.9
New Jersey.....	250.3	61.2	73.4	22.8	3.8	133.15	118.0	2.3	13.4	18.3	29.0	25.0
Pennsylvania.....	140.1	45.5	81.9	15.6	2.5	125.73	108.7	2.5	20.2	17.5	30.6	26.5
South Atlantic Div.:												
Delaware.....	94.3	41.4	75.9	7.5	16.6	101.42	110.3	7.1	17.6	42.7	31.8	26.5
Maryland.....	120.5	46.9	72.3	7.9	19.8	82.62	97.0	5.1	10.7	40.5	31.3	27.9
Dist. of Columbia.	4,645.3	100.0	61.7	7.0	31.3	101.53	138.4	.9	5.0	26.1	27.0	21.7
Virginia.....	46.2	14.7	63.3	1.0	35.7	30.91	76.4	12.2	10.5	52.5	32.4	31.6
West Virginia....	38.9	7.7	93.1	2.4	4.5	33.20	83.9	10.7	22.5	37.8	34.1	30.8
North Carolina...	39.0	5.1	66.5	.2	33.3	22.10	66.3	18.9	5.7	53.1	33.6	33.3
South Carolina...	44.4	7.5	41.2	.4	58.4	18.44	61.1	12.3	5.2	54.7	33.2	34.6
Georgia.....	37.6	11.0	52.7	.6	46.7	21.85	67.7	11.8	5.6	56.4	34.4	33.4
Florida.....	9.7	15.0	52.6	3.7	43.7	40.06	85.4	8.3	9.2	39.4	34.0	30.9
South Central Div.:												
Kentucky.....	53.7	16.9	84.4	2.3	13.3	33.22	81.8	14.3	8.6	49.5	34.4	31.0
Tennessee.....	48.4	13.4	75.3	.9	23.8	21.92	75.4	14.1	7.7	47.6	34.1	32.0
Alabama.....	35.5	7.3	53.9	.8	45.3	20.04	67.8	13.8	8.0	59.5	34.4	33.4
Mississippi.....	33.5	2.6	40.8	.5	58.7	12.08	66.2	8.1	9.5	53.2	33.7	34.0
Louisiana.....	30.4	22.8	49.1	3.7	47.2	28.14	72.5	16.9	24.6	61.3	31.1	32.6
Texas.....	11.6	11.3	73.8	5.8	20.4	17.16	72.3	5.8	25.4	45.1	34.8	33.5
Arkansas.....	24.7	5.4	70.9	1.1	28.0	16.19	70.8	10.5	6.4	44.8	34.2	33.8
Oklahoma.....	10.3	5.0	88.4	3.9	7.7	6.61	87.5	2.7	6.3	32.0	.....	31.3
Indian Territory..	12.6	0.0	76.0	1.2	22.8	4.25	72.8	10.7	16.8	41.3	.....	34.1
North Central Div.:												
Ohio.....	102.0	38.5	86.7	11.0	2.3	92.50	110.2	3.2	9.6	21.8	31.7	26.5
Indiana.....	70.1	24.2	92.1	5.6	2.3	64.84	103.5	4.4	9.6	27.7	33.8	27.7
Illinois.....	86.1	47.1	78.2	20.0	1.8	107.84	106.2	2.8	7.8	18.7	32.2	27.4
Michigan.....	42.2	30.9	76.8	22.3	.9	65.01	109.9	2.4	10.2	14.0	30.3	27.1
Wisconsin.....	38.0	30.7	74.6	24.9	.5	73.45	93.0	1.9	9.3	12.7	33.6	29.7
Minnesota.....	22.1	26.8	70.4	28.8	.8	50.95	98.5	1.0	6.4	6.9	32.5	29.4
Iowa.....	40.2	16.8	85.7	13.7	.6	28.43	99.9	1.6	5.2	22.0	33.1	28.5
Missouri.....	45.2	30.8	87.9	6.9	5.2	54.88	93.6	5.4	6.8	31.9	33.6	29.5
North Dakota....	4.5	3.0	62.4	35.3	2.3	11.18	99.6	1.0	6.3	16.5	23.7	30.0
South Dakota....	5.2	2.6	72.8	22.0	5.2	10.97	90.6	.8	4.9	16.3		31.0
Nebraska.....	13.9	15.8	82.5	16.6	.9	39.19	93.5	1.0	5.1	11.6	28.1	30.1
Kansas.....	18.0	14.0	87.7	8.6	3.7	29.00	94.8	1.7	6.4	28.1	29.8	29.7
Western Division:												
Montana.....	1.7	27.0	67.4	25.6	7.0	100.17	188.2	.8	6.7	10.4	10.2	22.3
Wyoming.....	.9	24.1	78.3	17.9	3.8	26.11	171.5	.8	7.8	21.2	9.4	23.9
Colorado.....	5.2	38.1	81.2	16.8	2.0	66.60	130.3	2.4	7.1	13.9	22.5	24.7
New Mexico.....	1.6	0.0	85.5	6.8	7.7	13.78	92.1	23.6	30.9	16.3	31.9	30.6
Arizona.....	1.1	0.0	57.4	18.2	24.4	104.54	158.7	4.5	30.9	11.1	16.8	25.9
Utah.....	3.4	25.2	79.4	19.1	1.5	30.00	74.5	1.2	4.6	4.7	35.1	32.6
Nevada.....	.4	0.0	63.3	20.3	16.4	19.31	196.5	.8	7.0	22.9	12.6	21.3
Idaho.....	1.9	0.0	82.0	13.5	4.5	12.15	116.4	1.1	5.7	15.4	11.3	28.6
Washington.....	7.7	31.9	76.1	19.7	4.2	72.76	149.3	.5	3.9	11.5	27.0	25.3
Oregon.....	4.4	23.9	82.4	13.0	4.6	48.10	132.7	1.1	3.4	9.5	32.3	26.3
California.....	9.5	43.7	72.2	21.3	5.5	77.27	160.5	1.1	8.1	14.6	24.5	22.8

[a] Including Mongolians and Indians.

[b] Less cost of raw material.

TABLE 3.—*School ages in the several States—State school censuses.*

State or Territory.	Age for free attendance at the public schools.	Age for compulsory attendance.[a]	School census.				
			Date of latest school census reported.	Age of persons enumerated.	Number of persons enumerated.		
					Boys.	Girls.	Total.
1	2	3	4	5	6	7	8
North Atlantic Division:							
Maine	5–21	7–15	1906	5–21	.....	.....	210,288
New Hampshire	(b)	8–14	1905	5–16	37,563	37,098	74,661
Vermont	(b)	8–15	1906	5–18	39,863	38,636	78,499
Massachusetts	(b)	7–14	1906	5–15	.....	.....	522,313
Rhode Island	(b)	7–13	1905	5–15	47,787	47,590	95,377
Connecticut	(b)	7–15	1905	4–16	.....	.....	221,761
New York	5–21	8–16	1906	5–18	904,609	917,805	1,822,414
New Jersey	5–20	7–14	1905	5–18	268,485	260,598	529,083
Pennsylvania	6–21	6–16	.....	6–16	.....	.....	1,245,117
South Atlantic Division:							
Delaware	6–21	(c)	1904	6–21	17,999	17,016	35,015
Maryland	6–21	d 8–16	1906	6–21	.....	.....	370,892
District of Columbia	6–17	8–14	e 1904	6–17	e 28,703	e 31,058	e 59,761
Virginia	7–20	.....	1905	7–20	.....	.....	578,320
West Virginia	6–21	8–14	1906	6–21	.....	.....	342,060
North Carolina	6–21	(c)	1904	6–21	354,767	341,855	696,622
South Carolina	6–21	(c)	(f)	.....	.....	.....	.....
Georgia	6–18	(c)	1903	6–18	353,608	349,525	703,133
Florida	6–21	(c)	1905	6–21	.....	.....	217,703
South Central Division:							
Kentucky	6–20	7–14	1903	6–20	304,255	291,332	595,587
Tennessee	6–21	(c)	1906	6–21	392,206	383,542	775,749
Alabama	7–21	(c)	1904	7–21	.....	.....	679,050
Mississippi	5–21	(c)	1902	5–21	314,545	313,850	628,395
Louisiana	6–18	(c)	1903	6–18	236,274	223,322	459,596
Texas	8–17	(c)	1905	8–17	407,271	391,404	798,675
Arkansas	6–21	(c)	1906	6–21	269,207	261,364	530,571
Oklahoma	6–21	(c)	1906	6–21	111,994	107,315	219,309
Indian Territory g	.....	(c)	1901	5–21	79,915	76,501	156,416
North Central Division:							
Ohio	6–21	8–16	1906	6–21	643,034	609,690	1,252,724
Indiana	6–21	7–14	1906	6–21	399,577	375,101	774,678
Illinois	6–21	7–14	1906	6–21	746,148	726,959	1,473,107
Michigan	5–20	7–16	1905	5–20	376,487	366,697	743,184
Wisconsin	4–20	7–14	1906	4–20	391,570	381,461	773,031
Minnesota	6–21	8–16	(f)	.....	.....	.....	.....
Iowa	5–21	7–14	1906	5–21	353,044	349,799	702,843
Missouri	6–20	6–14	1906	6–20	489,427	504,797	994,224
North Dakota	6–20	8–14	1906	6–20	40,786	39,609	80,395
South Dakota	6–21	8–14	1906	6–21	72,827	68,791	141,618
Nebraska	5–21	7–15	1906	5–21	189,944	183,885	373,829
Kansas	5–21	8–15	1905	5–21	256,708	246,606	503,314
Western Division:							
Montana	6–21	8–16	1906	6–21	36,740	35,758	72,498
Wyoming	6–21	7–16	1906	6–21	12,642	12,399	25,041
Colorado	6–21	8–14	1906	6–21	94,548	92,582	187,130
New Mexico	5–21	7–14	1906	5–21	40,937	36,756	77,693
Arizona	6–21	8–14	1906	6–21	15,457	14,773	30,230
Utah	6–18	8–16	1906	6–18	46,558	46,319	92,877
Nevada	6–18	8–14	1906	6–18	5,730	5,507	11,237
Idaho	5–21	8–14	1906	5–21	38,279	39,111	77,390
Washington	6–21	8–15	1906	5–21	111,059	108,852	219,911
Oregon	4–21	6–14	1905	4–20	77,390	75,540	152,930
California	6–21	6–14	1906	6–17	223,204	217,713	440,917

[a] The compulsory period here given is in many cases extended or shortened under certain circumstances.
[b] Not limited by law.
[c] No compulsory law.
[d] Applies only to Baltimore city and Allegany County.
[e] Estimated for 1904.
[f] No State school census.
[g] Returns imperfect.

TABLE 4.—*Number of pupils enrolled in the common schools at different dates and the relation of the enrollment to the school population.*

State or Territory.	Number of different pupils of all ages enrolled during the school year (excluding duplicate enrollments).					Per cent of school population (i. e., of children 5 to 18 years of age) enrolled.				
	1870-71.	1879-80.	1889-90.	1899-1900.	1905-6.	1870-71.	1879-80.	1889-90.	1899-1900.	1905-6.
1	2	3	4	5	6	7	8	9	10	11
United States.	7,561,582	9,867,505	12,722,581	15,503,110	16,641,970	61.45	65.50	68.61	72.43	70.43
North Atlantic Division	2,743,344	2,930,345	3,112,622	3,643,949	3,947,774	77.95	75.17	70.45	70.86	69.39
South Atlantic Division	603,619	1,242,811	1,785,486	2,182,615	2,354,425	30.51	50.74	59.22	65.73	65.40
South Central Division	767,829	1,371,975	2,293,579	3,018,609	3,324,277	34.17	46.43	60.14	67.28	64.70
North Central Division	3,300,660	4,033,828	5,015,217	5,842,569	5,981,007	76.87	75.84	76.46	78.65	74.19
Western Division	146,120	288,546	515,677	815,368	1,034,487	54.77	64.96	70.01	79.51	88.31
North Atlantic Division:										
Maine	[a] 152,600	149,827	139,676	130,918	120,457	[a] 87.35	89.80	85.88	81.38	78.83
New Hampshire	71,957	64,341	59,813	65,688	64,413	91.31	81.32	71.28	73.98	68.99
Vermont	[b] 65,384	75,238	[b] 65,608	65,964	64,681	.....	87.21	.....	82.15	78.99
Massachusetts	273,661	306,777	371,492	474,891	508,816	72.34	71.76	72.56	76.21	75.24
Rhode Island	[a] 34,000	40,604	52,774	67,231	[c] 71,425	[a] 59.24	59.59	62.65	66.79	[c] 64.69
Connecticut	113,588	119,694	126,505	155,228	173,973	80.83	76.97	72.02	74.54	75.43
New York	1,028,110	1,031,593	1,042,160	1,209,574	1,335,554	82.98	77.10	70.71	69.57	67.88
New Jersey	169,430	204,961	234,072	322,575	[c] 369,409	63.20	64.77	62.21	68.52	[c] 70.29
Pennsylvania	834,614	937,310	1,020,522	1,151,880	1,229,046	76.35	74.37	69.53	68.90	66.86
South Atlantic Division:										
Delaware	20,058	27,823	31,434	36,895	[d] 36,895	50.04	65.20	66.19	75.33	[d] 75.33
Maryland	115,683	162,431	184,251	222,373	227,614	46.70	58.13	60.37	67.00	64.02
District of Columbia	15,157	26,439	36,906	46,519	[c] 51,230	41.60	55.40	63.10	76.81	[c] 77.85
Virginia	131,088	220,736	342,269	370,595	[c] 361,772	32.34	45.00	60.51	63.19	[c] 58.56
West Virginia	76,999	142,850	193,064	232,343	255,160	49.47	69.21	75.27	78.58	76.86
North Carolina	[a] 115,000	252,612	322,533	400,452	[c] 474,111	[a] 31.23	55.87	56.39	63.55	[c] 70.14
South Carolina	66,056	134,072	201,260	281,891	318,075	27.28	40.56	47.08	60.74	63.19
Georgia	49,578	236,533	281,297	482,673	[c] 499,103	11.89	46.24	58.45	65.30	[c] 63.18
Florida	14,000	39,315	92,472	108,874	120,465	21.21	44.16	71.10	66.57	67.65
South Central Division:										
Kentucky	[e] 178,457	[e] 276,000	399,660	500,294	[a f] 501,482	.....	.....	65.64	75.27	[a f] 72.52
Tennessee	[a] 140,000	300,217	447,950	485,354	508,316	[a] 32.00	58.21	74.05	75.09	77.41
Alabama	141,312	179,490	201,615	376,423	[c g] 400,000	40.26	42.60	55.83	61.67	[c] 60.33
Mississippi	117,000	236,654	334,158	386,507	[f] 403,647	40.60	61.29	70.62	73.27	[f] 72.84
Louisiana	57,639	77,642	120,253	196,169	[c] 210,116	24.78	25.87	31.58	43.62	[c] 42.66
Texas	63,504	[a] 220,000	466,872	659,598	[c] 756,019	21.00	[a] 42.40	59.50	64.67	[c] 65.40
Arkansas	69,927	81,972	223,071	314,662	345,146	40.29	30.81	55.41	71.02	71.87
Oklahoma	.....	.....	.....	99,602	151,473	.....	.....	.....	79.82	81.91
Indian Territory [h]	.....	.....	.....	.....	[c] 48,078	.....	.....	.....	.....	[c] 28.30
North Central Division:										
Ohio	719,372	729,499	797,489	829,160	832,092	84.04	76.69	76.54	75.40	70.71
Indiana	450,057	511,283	512,955	564,807	551,561	78.64	82.39	79.21	81.10	73.53
Illinois	672,787	704,041	778,319	958,911	987,036	81.01	74.61	71.97	72.68	66.55
Michigan	292,466	362,556	427,032	504,985	[c] 521,463	79.66	78.08	73.45	77.13	[c] 74.58
Wisconsin	265,285	299,457	351,723	445,142	468,054	73.92	73.78	69.77	72.51	69.77
Minnesota	113,983	180,248	280,960	399,207	431,690	75.92	75.87	74.59	77.59	72.53
Iowa	341,938	426,057	493,267	566,223	549,449	84.44	83.52	85.51	89.06	87.45
Missouri	330,070	482,986	620,314	719,817	755,063	56.03	68.85	74.43	78.63	76.20
North Dakota	[a] 1,660	13,718	35,543	77,686	113,378	[a] 39.26	41.68	71.26	81.26	81.61
South Dakota			78,043	98,822	110,094			81.04	79.49	76.34
Nebraska	23,265	92,549	240,200	288,227	279,532	58.79	68.48	75.25	89.50	86.80
Kansas	89,777	231,424	399,322	389,582	[c] 381,595	74.22	73.23	88.56	89.21	[c] 81.19
Western Division:										
Montana	[a] 1,657	4,270	16,980	39,430	48,744	70.24	63.77	71.14	72.80	72.13
Wyoming	[a] 450	2,907	7,052	14,512	18,771	[a] 45.34	77.44	54.46	65.66	75.82
Colorado	4,357	22,119	65,490	117,555	144,007	42.28	60.82	72.20	88.19	94.71
New Mexico	[a] 1,320	4,755	18,215	36,735	39,377	[a] 4.42	13.32	42.25	61.43	59.44
Arizona	0	4,212	7,989	16,504	23,223	0.00	53.16	52.72	51.94	62.49
Utah	16,992	24,326	37,279	73,042	77,947	53.36	50.61	55.26	81.02	75.63
Nevada	3,106	9,045	7,387	6,676	8,648	53.97	79.73	73.80	74.06	95.95
Idaho	906	5,834	14,311	36,669	62,726	46.06	77.85	62.66	79.18	106.50
Washington	[a] 5,000	14,780	55,964	115,104	179,994	[a] 69.00	72.36	70.58	87.86	115.79
Oregon	21,000	37,533	63,254	89,405	[c] 108,036	67.73	75.02	74.78	82.13	[c] 88.92
California	91,332	158,765	221,756	269,736	323,014	63.63	73.37	77.38	79.56	85.85

[a] Approximate.
[b] Pupils of legal school age only.
[c] In 1904-5.
[d] In 1899-1900.
[e] Highest number enrolled.
[f] In 1902-3.
[g] Estimated by State superintendent.
[h] Returns imperfect.

TABLE 5.—*The school enrollment of 1905–6, classified by sex. Percentage of the total population enrolled at different dates.*

State or Territory.	Number of different pupils of all ages enrolled.			Per cent of the total population enrolled.				
	Boys.	Girls.	Total.	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.
1	2	3	4	5	6	7	8	9
United States	[a] 8,362,521	[a] 8,279,449	16,641,970	19.14	19.67	20.32	20.51	19.94
North Atlantic Division	[a] 1,990,073	[a] 1,957,701	3,947,774	21.95	20.20	17.89	17.31	16.96
South Atlantic Division	[a] 1,168,632	[a] 1,185,793	2,354,425	10.05	16.36	20.16	20.90	20.79
South Central Division	[a] 1,660,984	[a] 1,663,293	3,324,277	11.56	15.38	20.90	22.05	21.21
North Central Division	[a] 3,023,234	[a] 2,957,773	5,981,007	24.80	23.23	22.43	22.19	20.93
Western Division	[a] 519,598	[a] 514,889	1,034,487	13.99	16.32	17.03	19.93	22.14
North Atlantic Division:								
Maine			130,457	24.25	23.09	21.13	18.85	18.26
New Hampshire	32,782	31,631	64,413	22.41	18.54	15.89	15.96	14.89
Vermont	33,518	31,163	64,681	[b] 19.77	22.64	[b] 19.74	19.20	18.46
Massachusetts			508,816	18.31	17.20	16.59	16.93	16.72
Rhode Island	35,963	35,522	[c] 71,425	15.11	14.69	15.27	15.69	[c] 15.19
Connecticut			173,973	20.83	19.22	16.95	17.09	17.30
New York	674,195	661,359	1,335,554	23.18	20.30	17.37	16.64	16.23
New Jersey	186,761	182,648	[c] 389,409	18.26	18.12	16.20	17.12	[c] 17.57
Pennsylvania	616,734	612,312	1,229,046	23.24	21.89	19.41	18.28	17.74
South Atlantic Division:								
Delaware			[d] 36,895	15.79	18.98	18.66	19.98	[d] 19.98
Maryland			227,614	14.55	17.37	17.68	18.72	17.85
District of Columbia	24,231	26,999	[c] 51,230	11.23	14.88	16.02	16.69	[c] 16.91
Virginia			[c] 361,772	10.47	14.59	20.67	19.99	[c] 18.53
West Virginia			255,160	16.85	23.10	25.31	24.23	23.70
North Carolina	237,944	236,167	[c] 474,111	10.45	18.05	19.93	21.14	[c] 23.34
South Carolina			318,075	9.05	13.46	17.49	21.03	21.81
Georgia	242,449	256,654	[c] 499,103	4.08	15.34	20.75	21.78	[c] 21.08
Florida	64,350	66,115	130,465	7.19	14.59	23.63	20.60	20.93
South Central Division:								
Kentucky	250,521	250,961	[e f] 501,482	13.21	16.74	21.50	23.30	[e f] 22.48
Tennessee	255,133	253,183	508,316	10.90	19.46	25.34	24.02	23.39
Alabama			[e g] 400,000	13.85	14.22	19.93	20.59	[c] 20.14
Mississippi	199,404	204,243	[f] 403,647	13.70	20.91	25.92	24.92	[f] 24.77
Louisiana	103,554	106,562	[c] 210,116	7.73	8.26	10.75	14.20	[c] 13.89
Texas	378,591	377,428	[c] 756,019	7.26	13.82	20.88	21.64	[c] 21.88
Arkansas	173,201	171,945	345,146	13.72	10.21	19.77	23.99	24.28
Oklahoma	76,677	74,796	151,473				25.01	25.68
Indian Territory [h]			[c] 48,078					[c] 9.65
North Central Division:								
Ohio	423,452	408,640	832,092	26.50	22.81	21.72	19.94	18.70
Indiana	278,244	273,317	551,561	26.34	25.85	23.40	22.44	20.35
Illinois	498,606	488,430	987,036	25.99	22.88	20.34	19.89	18.22
Michigan	261,879	259,584	[c] 521,463	23.98	22.15	20.39	20.86	[c] 20.39
Wisconsin			468,054	24.60	22.76	20.85	21.51	20.70
Minnesota			431,690	24.47	23.09	21.58	22.79	21.31
Iowa			549,449	28.19	26.23	25.80	25.37	24.91
Missouri	378,957	376,106	755,063	18.74	22.27	23.15	23.17	22.45
North Dakota	58,498	54,880	113,378	9.34	10.15	19.45	24.34	24.45
South Dakota	56,303	53,791	110,094			23.74	24.60	23.63
Nebraska	142,309	137,223	279,532	16.61	20.46	22.69	27.03	26.16
Kansas	192,962	188,633	[c] 381,595	22.28	23.23	27.98	26.49	[c] 24.11
Western Division:								
Montana			48,744	7.54	10.90	12.85	16.20	16.05
Wyoming	9,392	9,379	18,771	4.55	13.98	11.62	15.68	18.11
Colorado	72,044	71,963	144,007	9.33	11.38	15.89	21.78	23.39
New Mexico	21,593	17,784	39,377	1.40	3.98	11.86	18.81	18.20
Arizona			23,223	0.00	10.42	13.40	13.42	16.15
Utah	39,420	38,527	77,947	18.61	16.90	17.93	26.39	24.64
Nevada			8,648	7.04	14.53	16.14	15.77	20.43
Idaho	30,623	32,103	62,726	5.59	17.89	16.96	22.67	30.49
Washington	91,617	88,377	179,994	18.62	19.68	16.02	22.22	29.29
Oregon	54,368	53,668	[c] 108,036	21.63	21.47	20.16	21.62	[c] 23.41
California	160,048	162,966	323,014	15.61	18.36	18.36	18.16	19.60

[a] Estimated in part.
[b] Pupils of legal school age.
[c] In 1904–5.
[d] In 1899–1900.
[e] Approximate.
[f] In 1902–3.
[g] Estimated by State superintendent.
[h] Returns imperfect.

TABLE 6.—*Per cent of the school population (i. e., children 5 to 18 years of age) enrolled in the public schools, for a period of years.*

Year.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870–71	61.45	77.95	30.51	34.17	76.87	54.77
1871–72	62.20	77.33	32.27	37.94	77.04	54.43
1872–73	62.36	76.79	35.86	38.67	75.97	57.52
1873–74	64.40	77.77	42.10	40.82	76.98	61.04
1874–75	65.54	78.59	44.61	42.47	77.54	64.39
1875–76	64.70	78.55	46.72	37.36	77.05	66.37
1876–77	63.92	76.83	47.02	38.51	75.60	66.12
1877–78	65.75	77.09	48.85	43.50	77.38	66.26
1878–79	64.64	76.18	46.72	44.71	75.28	65.63
1879–80	65.50	75.17	50.74	46.43	75.84	64.96
1880–81	65.03	74.28	51.49	47.03	74.59	64.82
1881–82	65.03	74.56	51.90	47.02	74.15	65.93
1882–83	66.39	74.15	54.30	50.68	75.13	67.05
1883–84	66.96	72.83	56.25	53.59	75.06	68.01
1884–85	67.96	73.23	57.17	56.57	75.46	68.53
1885–86	68.14	72.63	57.68	56.82	76.08	68.03
1886–87	67.98	72.23	58.98	56.21	75.77	67.97
1887–88	68.33	71.60	58.68	58.67	75.96	68.53
1888–89	68.20	70.60	58.40	58.28	76.63	69.39
1889–90	68.61	70.45	59.22	60.14	76.46	70.01
1890–91	69.40	70.04	60.15	63.01	76.25	75.49
1891–92	69.51	69.78	59.50	63.72	76.30	77.98
1892–93	69.70	68.99	61.94	63.92	76.23	77.16
1893–94	71.32	70.45	63.08	66.00	78.04	77.45
1894–95	71.54	71.53	62.21	65.83	78.17	79.32
1895–96	71.80	71.57	62.46	66.75	78.16	79.72
1896–97	72.36	72.12	64.49	67.75	78.06	78.27
1897–98	72.68	71.78	66.25	67.36	78.66	78.00
1898–99	71.96	71.69	64.93	66.54	77.75	77.85
1899–1900	72.43	70.86	65.73	67.28	78.65	79.51
1900–1901	71.67	70.71	66.65	65.22	77.36	80.69
1901–2	71.45	70.31	66.55	65.12	76.85	82.49
1902–3 [a]	70.67	69.84	65.99	64.60	75.49	82.46
1903–4 [a]	70.59	69.89	66.01	64.66	74.82	84.95
1904–5 [a]	70.35	69.88	65.02	65.15	74.04	86.41
1905–6 [a]	70.43	69.39	65.40	64.70	74.19	88.31

[a] Subject to correction.

TABLE 7.—*The average daily attendance at various periods, and its relation in 1905–6 to the enrollment.*

State or Territory.	Average number of pupils actually present at school each day.					Number attending daily for each 100 enrolled in 1905–6.
	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.	
1	2	3	4	5	6	7
United States	4,545,317	6,144,143	8,153,635	10,632,772	11,712,300	70.38
North Atlantic Division	1,627,208	1,824,487	2,036,459	2,636,892	3,016,648	76.41
South Atlantic Division	368,111	776,798	1,126,683	1,344,334	1,496,681	63.57
South Central Division	535,632	902,767	1,467,649	2,015,457	2,090,387	62.88
North Central Division	1,911,720	2,451,167	3,188,732	4,080,400	4,350,341	72.74
Western Division	102,646	188,924	334,112	555,629	758,243	73.30
North Atlantic Division:						
Maine	100,392	103,115	98,364	97,697	97,580	74.76
New Hampshire	48,150	48,966	41,526	47,276	49,793	77.31
Vermont	a 44,100	48,606	45,887	47,020	55,896	86.42
Massachusetts	201,750	233,127	273,910	366,136	415,508	81.66
Rhode Island	22,485	27,217	33,905	47,124	b 53,850	b 75.39
Connecticut	62,683	73,546	83,656	111,564	132,778	76.32
New York	493,648	573,089	642,984	857,488	1,018,352	76.25
New Jersey	86,812	115,194	133,286	207,947	b 254,045	b 68.77
Pennsylvania	567,188	601,627	682,941	854,640	928,866	76.39
South Atlantic Division:						
Delaware	a 12,700	17,439	19,649	a 25,300	a c 25,300	a c 68.57
Maryland	56,435	85,778	102,351	134,400	142,993	62.82
District of Columbia	10,261	20,637	28,184	35,463	b 40,596	b 79.24
Virginia	77,402	128,404	198,290	216,464	b 215,205	b 59.49
West Virginia	51,336	91,604	121,700	151,254	173,123	67.85
North Carolina	a 73,000	170,100	203,100	206,918	b 280,288	b 59.12
South Carolina	a 44,700	a 90,600	147,799	201,295	218,862	68.81
Georgia	31,377	145,190	240,791	298,237	b 311,489	b 62.41
Florida	a 10,900	27,046	64,819	75,003	88,825	68.09
South Central Division:						
Kentucky	120,866	178,000	225,739	310,339	a d 309,836	a d 61.78
Tennessee	a 89,000	208,528	323,543	338,566	351,622	69.17
Alabama	107,666	117,978	182,467	297,805	b e 210,000	b 52.50
Mississippi	a 90,000	156,761	207,704	224,526	d 233,175	d 57.77
Louisiana	a 40,500	a 54,800	87,536	146,323	b 146,234	b 69.00
Texas	a 41,000	a 132,000	291,941	438,779	b 501,734	b 66.37
Arkansas	a 46,600	a 54,700	a 148,714	195,401	214,281	62.08
Oklahoma				63,718	95,018	62.73
Indian Territory f					a b 28,487	a b 60.00
North Central Division:						
Ohio	432,452	476,279	549,269	616,365	626,267	75.26
Indiana	295,071	321,659	342,275	429,566	425,149	77.08
Illinois	341,686	431,638	538,310	737,576	839,742	85.08
Michigan	a 193,000	a 240,000	a 282,000	355,226	b 407,977	b 78.23
Wisconsin	a 132,000	a 156,000	200,457	a 209,800	301,524	64.42
Minnesota	50,694	a 78,400	127,025	243,224	290,400	67.27
Iowa	211,562	259,836	306,309	373,474	375,639	68.36
Missouri	187,024	a 281,000	384,627	460,012	497,581	65.99
North Dakota	a 1,040	8,520	20,694	43,560	69,132	60.97
South Dakota			48,327	a 68,000	68,249	61.99
Nebraska	a 14,300	60,156	146,139	181,874	184,647	66.06
Kansas	52,891	137,669	243,300	261,783	b 264,034	b 69.19
Western Division:						
Montana	a 1,100	a 3,000	10,596	a 26,200	34,738	71.27
Wyoming	a 250	1,920	a 4,700	a 9,650	13,371	71.24
Colorado	2,611	12,618	38,715	73,291	104,980	72.90
New Mexico	a 880	3,150	a 13,000	22,433	25,174	63.93
Arizona	0	2,847	4,702	10,177	14,448	62.21
Utah	12,819	17,178	20,967	50,595	60,018	77.00
Nevada	a 1,800	5,401	5,064	4,698	a 6,121	a 70.80
Idaho	a 600	3,863	a 9,500	21,962	47,717	76.07
Washington	a 3,300	10,546	36,946	74,717	127,505	70.84
Oregon	a 15,000	27,435	43,333	64,411	b 78,114	b 72.33
California	64,286	100,966	146,589	197,395	246,057	76.18

a Approximately.
b In 1904–5.
c In 1899–1900.
d In 1902–3.
e Estimated by State superintendent.
f Returns imperfect.

TABLE 8.—*(1) Average length of school term at various periods; (2) aggregate number of days schooling given to all pupils; (3) the same compared with the school population and the enrollment (columns 8 and 9).*

State or Territory.	Average number of days the schools were kept during the year.[a]					Aggregate number of days' schooling given in 1905–6.	Average number of days' schooling given for every child 5 to 18 years of age in 1905–6.	Average number of days attended by each pupil enrolled in 1905–6.
	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.			
1	2	3	4	5	6	7	8	9
United States	132.1	130.3	134.7	144.3	150.6	1,763,512,391	74.1	106.0
North Atlantic Division	152	159.2	166.6	177.5	174.8	527,504,208	92.3	133.6
South Atlantic Division	97.4	92.4	99.9	112.1	121.5	181,887,798	50.2	77.3
South Central Division	91.6	79.2	88.2	99.8	108.2	226,153,635	43.5	68.0
North Central Division	133.9	139.8	148	155.9	162.9	708,704,507	86.5	118.5
Western Division	119.2	129.2	135	141.5	157.3	119,262,243	101.5	115.3
North Atlantic Division:								
Maine	98	109	112	141	136	13,270,880	80.2	101.7
New Hampshire	70	105.3	117.7	147.65	157.3	7,832,439	83.9	121.6
Vermont	115.6	125.5	136	156.15	148	8,272,413	101.0	126.3
Massachusetts	169	177	177	189	187	77,700,000	114.9	152.7
Rhode Island	170	184	188	191	[b] 194	[b] 10,491,260	[b] 95.0	[b] 146.9
Connecticut	172.4	179	182.5	189.1	187.1	24,842,764	107.7	142.8
New York	176	178.5	186.5	175	188.6	192,111,803	97.4	142.9
New Jersey	178	192	192	186	[b] 188	[b] 48,397,285	[b] 92.1	[b] 131.0
Pennsylvania	127.2	133.4	147.6	166.6	154	144,585,364	78.7	117.6
South Atlantic Division:								
Delaware	132	158	166	170.1	[c] 170.1	[c] 4,203,530	[c] 87.9	[c] 116.6
Maryland	183	187	184	183	181	25,881,723	72.8	113.7
District of Columbia	200	193	178	179	[b] 181	[b] 7,347,876	[b] 111.7	[b] 143.4
Virginia	93.2	112.8	118.2	120	[b] 128	[b] 27,546,240	[b] 44.5	[b] 76.1
West Virginia	76.8	90	97	106	125	21,640,375	65.2	84.8
North Carolina	[d] 50	50	59.25	70.5	[b] 94.5	[b] 26,484,988	[b] 39.2	[b] 55.9
South Carolina	[d] 100	70	69.6	88.4	98	21,448,476	42.6	67.4
Georgia	59	[d] 65	83.3	112	118	[b d] 36,755,700	[d] 45.8	[b] 73.6
Florida	.....	.....	120	93	106	10,478,880	54.4	80.3
South Central Division:								
Kentucky	[d] 110	102	94	117.5	[d e] 90	[d e] 27,885,240	[e] 40.3	[e] 55.6
Tennessee	[d] 77	68	86	96	116	40,788,152	58.7	80.2
Alabama	66.5	81.3	73.5	78.3	[f] 102.5	[b d] 21,525,000	[b] 32.5	[b] 53.8
Mississippi	110	74.5	[d] 86	101.2	[e] 123	[e] 28,680,525	[e] 51.8	[e] 71.1
Louisiana	[d] 65	78.8	100.6	120	[e] 130	[b d] 19,010,420	[b] 38.6	[b] 90.5
Texas	[d] 140	71.7	100	108.2	[b] 112	[b] 55,947,489	[b] 48.4	[b] 74.0
Arkansas	.....	.....	[d] 75	77.5	87	18,642,447	38.8	54.0
Oklahoma	.....	.....	.....	95.3	109	10,356,962	56.0	68.4
Indian Territory [g]	.....	.....	.....	.....	115	[b d] 3,317,400	[b] 19.5	[b] 69.0
North Central Division:								
Ohio	165	152	166.5	165	160	100,202,720	85.2	120.4
Indiana	98.5	136	130	152	160	[d] 68,023,840	90.7	123.3
Illinois	146.7	158	155.4	152	167.2	140,405,021	94.7	142.2
Michigan	140	150	156	163.8	[b] 168	[b] 68,540,136	[b] 99.1	[b] 131.4
Wisconsin	155	165	158.6	[h] 160	170	58,378,525	87.0	124.9
Minnesota	[d] 83	94	128	169	161.1	46,464,000	78.1	107.6
Iowa	130	148	156	160	170	63,862,620	101.6	116.2
Missouri	90	[d] 104	129.4	144	150	72,236,731	72.9	95.7
North Dakota	[d] 75	[d] 96	[i] 113	155.7	143	9,897,689	71.3	87.3
South Dakota			[i] 145	[i] 129.1	155.5	11,448,747	79.4	104.0
Nebraska	72	82	140	135	167.7	30,959,528	96.1	110.8
Kansas	116	120	135	126.25	[b] 145	[b] 38,284,930	[b] 81.5	[b] 100.3
Western Division:								
Montana	[d] 89	96	142.7	107	128	4,356,464	64.5	89.4
Wyoming	[d] 200	119	[d] 120	[d] 110	140	1,872,016	75.6	99.7
Colorado	92	[d] 132	144.4	149.8	155.6	16,332,788	107.4	113.5
New Mexico	[d] 111	111	[d] 67	[i] 96.6	113	2,844,662	42.9	72.2
Arizona	0	109	126	125	125.2	1,808,890	48.7	77.9
Utah	152	128	133	151	155	9,344,339	90.7	119.9
Nevada	142	143	140	154	158.7	[d] 971,400	101.8	112.3
Idaho	[d] 45	94	[d] 69.8	106	136	6,489,512	110.2	103.5
Washington	[d] 80	[d] 91	97.2	127.6	167	21,285,282	136.9	118.2
Oregon	[d] 90	90	118.2	116.6	158.4	[b d] 12,373,257	[b] 101.8	[b] 114.5
California	123	146.6	157.6	166.2	169	41,583,633	110.5	128.7

[a] Certain States report their school term in months; these months have been reduced to days by multiplying by 20 in each case.

[b] In 1904–5.
[c] In 1899–1900.
[d] Approximately.
[e] In 1902–3.
[f] In 1901–2.
[g] Returns imperfect.
[h] In 1893–94.
[i] In 1897–98.

TABLE 9.—(1) *Length of school term; (2) the aggregate number of days' schooling given compared with the school population.*

Year.	Average length of school term, in days.						Average number of days' schooling given for every child 5 to 18 years of age.					
	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.
1870–71	132.1	152.0	97.4	91.6	133.9	119.2	48.7	70.2	18.1	21.8	59.6	45.9
1871–72	133.4	151.9	103.4	97.7	136.1	121.8	49.5	68.9	20.3	25.8	59.8	46.0
1872–73	129.1	154.6	97.4	89.1	129.6	118.3	47.8	67.9	21.7	23.4	56.8	45.0
1873–74	128.8	154.8	95.6	81.1	132.6	119.0	49.6	70.4	24.5	21.9	59.8	46.1
1874–75	130.4	158.7	95.2	81.0	134.6	132.5	51.0	72.9	26.1	23.5	60.2	53.6
1875–76	133.1	158.0	95.6	82.5	139.1	130.3	51.4	73.7	26.8	20.1	62.2	54.4
1876–77	132.1	157.2	91.4	80.3	139.8	130.1	51.1	73.6	26.3	19.8	62.3	54.3
1877–78	132.0	157.6	89.7	86.7	140.1	129.9	53.2	75.6	26.8	24.3	64.3	54.5
1878–79	130.2	160.1	88.6	81.9	136.4	132.0	52.0	75.0	25.7	23.9	62.3	56.7
1879–80	130.3	159.2	92.4	79.2	139.8	129.2	53.1	74.5	29.3	24.2	64.4	54.9
1880–81	130.1	158.7	92.4	82.1	138.8	133.8	52.0	72.2	28.5	25.0	62.7	56.9
1881–82	131.2	160.6	95.9	82.5	137.1	126.2	52.9	73.3	30.6	25.6	63.2	58.0
1882–83	129.8	161.0	95.9	82.5	137.1	132.6	53.8	74.4	32.0	26.8	63.9	57.3
1883–84	129.1	156.0	95.6	85.9	138.6	133.8	55.5	72.5	32.7	30.0	67.7	61.6
1884–85	130.7	163.1	93.4	87.5	139.1	131.8	56.8	77.2	33.7	31.4	67.3	58.3
1885–86	130.4	161.6	93.4	86.9	140.4	130.8	57.3	76.7	33.7	32.0	68.7	59.6
1886–87	131.3	165.9	95.3	87.5	139.5	131.6	57.7	77.8	34.8	32.1	68.7	59.1
1887–88	132.3	164.4	95.7	87.6	144.0	130.7	58.7	76.8	35.5	33.6	71.3	57.3
1888–89	133.7	164.1	95.0	88.9	147.5	135.7	58.9	76.7	35.4	34.0	71.6	61.7
1889–90	134.7	166.6	99.9	88.2	148.0	135.0	59.2	76.8	37.3	33.9	71.9	61.2
1890–91	135.7	168.1	103.8	92.0	145.8	136.9	60.7	78.1	38.1	35.8	73.2	65.9
1891–92	136.9	169.1	105.3	94.1	146.8	139.1	61.5	78.3	38.2	37.7	73.6	71.1
1892–93	136.3	169.6	103.4	93.0	146.6	138.8	62.3	78.7	39.2	37.5	75.1	70.8
1893–94	139.5	172.3	108.3	97.5	150.2	137.1	65.9	82.2	42.4	41.3	79.1	72.4
1894–95	139.5	172.8	106.5	92.8	150.8	142.4	66.9	84.8	42.0	39.0	81.0	77.6
1895–96	140.5	175.5	107.8	92.2	151.9	142.0	68.1	86.8	42.1	39.8	82.3	78.7
1896–97	142.0	173.3	110.9	96.3	152.8	148.6	69.7	88.9	43.0	42.3	83.1	82.5
1897–98	143.0	174.3	113.8	97.4	152.8	151.7	71.2	90.4	46.9	42.5	84.8	82.1
1898–99	143.0	174.0	112.3	98.4	154.5	141.6	70.0	90.0	43.6	43.3	83.3	76.3
1899–1900	144.3	177.5	112.1	99.8	155.9	141.5	71.8	91.0	45.4	44.8	85.7	76.7
1900–1901	143.7	177.1	113.2	98.2	155.6	140.3	70.3	90.4	47.7	42.1	83.0	77.0
1901–2	144.7	177.4	115.0	101.2	155.1	144.3	71.9	91.7	48.5	43.8	84.7	82.4
1902–3[a]	147.2	178.5	118.0	105.6	156.9	146.3	71.8	92.3	49.0	43.9	83.6	85.3
1903–4[a]	146.7	176.5	117.2	107.9	156.0	147.9	72.1	92.0	50.0	44.7	82.9	90.0
1904–5[a]	150.9	179.0	122.9	107.6	160.9	157.5	74.0	94.9	50.2	43.8	85.8	97.2
1905–6[a]	150.6	174.8	121.5	108.2	162.9	157.3	74.1	92.3	50.2	43.5	86.5	101.5

[a] Subject to correction.

TABLE 10.—*Number and sex of teachers—Percentage of male teachers.*

State or Territory.	Whole number of different teachers employed.			Percentage of men teachers.				
	Men.	Women.	Total.	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.
1	2	3	4	5	6	7	8	9
United States	109,179	356,884	466,063	41.0	42.8	34.5	29.9	23.6
North Atlantic Division	16,599	100,055	116,654	26.2	28.8	20.0	18.4	14.2
South Atlantic Division	17,396	36,505	53,901	63.8	62.5	49.1	40.7	32.2
South Central Division	27,008	41,612	68,620	67.5	67.2	57.5	47.4	39.3
North Central Division	42,016	153,303	195,319	43.2	41.7	32.4	28.3	21.5
Western Division	6,160	25,409	31,569	45.0	40.3	31.1	24.7	19.5
North Atlantic Division:								
Maine	693	5,965	6,658	a 24.4	a 27.2	c 16.0	a 16.4	10.4
New Hampshire	204	2,631	2,835	15.0	16.8	9.8	8.9	7.1
Vermont	347	3,157	3,504	16.5	16.8	12.0	13.6	9.9
Massachusetts	1,207	12,959	14,166	12.7	13.2	9.8	8.8	8.5
Rhode Island	167	1,880	b 2,047	a 20.4	20.2	12.6	9.5	b 8.2
Connecticut	326	4,403	4,729	a 22.1	a 22.8	a 13.4	a 9.0	6.9
New York	4,662	35,665	40,327	22.9	26.0	16.9	14.9	11.5
New Jersey	1,119	8,038	b 9,157	32.5	28.5	18.4	12.9	b 12.2
Pennsylvania	7,874	25,357	33,231	42.8	45.5	34.2	32.0	23.6
South Atlantic Division:								
Delaware	156	741	b 897	a 29.9	b 46.6	a 31.0	25.3	b 17.4
Maryland	907	4,337	5,244	45.0	42.6	27.8	21.7	17.2
District of Columbia	189	1,289	b 1,478	8.2	7.8	13.0	13.1	b 12.8
Virginia	2,098	6,974	b 9,072	64.5	61.8	41.5	31.5	b 23.1
West Virginia	3,887	3,943	7,830	79.0	75.2	63.4	57.9	49.6
North Carolina	3,372	6,315	b 9,687	a 73.2	a 71.3	59.1	49.4	b 34.8
South Carolina	2,418	3,626	6,044	62.4	59.5	49.6	a 43.5	40.0
Georgia	3,435	6,925	b 10,360	71.4	a 65.2	53.3	44.0	b 33.2
Florida	934	2,355	3,289	a 65.7	61.6	48.0	36.9	28.4
South Central Division:								
Kentucky	4,513	5,936	c 10,449	a 66.0	64.6	49.8	45.5	c 43.2
Tennessee	4,005	5,184	9,189	a 75.0	74.4	61.8	a 54.0	43.5
Alabama	2,300	3,100	b 5,400	66.8	63.8	62.9	30.1	b 42.6
Mississippi	3,028	5,894	c 8,922	a 60.8	61.2	49.6	44.2	c 33.9
Louisiana	995	3,685	b 4,680	50.9	46.1	44.7	47.9	b 21.3
Texas	6,495	10,621	b 17,116	a 77.3	a 75.0	61.1	48.9	b 37.9
Arkansas	3,922	3,659	7,581	a 75.6	78.4	68.5	59.7	51.7
Oklahoma	1,286	2,672	3,958	.....	.....	.....	42.8	32.5
Indian Territory	464	861	b 1,325	.....	.....	.....	.....	b 35.0
North Central Division:								
Ohio	8,502	17,497	25,999	43.2	47.8	43.1	40.4	32.7
Indiana	6,501	10,116	16,617	60.5	57.5	51.1	46.2	39.1
Illinois	5,935	22,193	28,128	43.5	39.7	32.5	26.4	21.9
Michigan	2,658	14,165	b 16,823	26.3	29.2	22.3	20.3	b 15.8
Wisconsin	1,922	12,158	14,080	a 28.8	28.9	19.8	18.4	13.6
Minnesota	1,689	11,908	13,597	33.7	35.9	23.9	19.4	12.4
Iowa	3,548	26,102	29,650	39.0	33.6	20.6	17.2	11.6
Missouri	5,096	12,608	17,704	65.3	58.1	44.4	37.6	28.7
North Dakota	1,277	4,679	5,956	a 24.7	a 40.8	28.3	28.8	21.4
South Dakota	817	4,273	5,090			29.0	24.4	16.0
Nebraska	1,240	8,399	9,639	51.9	40.7	27.1	21.8	12.8
Kansas	2,831	9,205	b 12,036	47.2	45.1	40.8	32.7	b 23.5
Western Division:								
Montana	228	1,513	1,741	a 60.3	38.5	22.9	16.6	13.0
Wyoming	107	693	800	a 28.6	44.3	22.4	15.6	13.3
Colorado	763	3,809	4,572	48.8	36.4	26.2	20.9	16.6
New Mexico	421	459	880	a 91.7	78.0	a 62.2	a 55.2	47.8
Arizona	100	454	554	.....	47.5	38.8	27.3	18.0
Utah	567	1,325	1,892	55.0	54.5	46.6	36.5	29.9
Nevada	32	327	359	32.4	46.7	16.3	11.1	8.9
Idaho	496	1,257	1,753	a 64.3	57.4	a 33.4	31.2	28.3
Washington	1,297	4,480	5,777	a 46.5	37.4	40.6	28.9	22.4
Oregon	817	3,205	b 4,022	a 51.7	48.3	43.3	28.4	b 20.3
California	1,332	7,887	9,219	40.0	33.6	21.4	17.8	14.4

a Approximately. b In 1904–5. c In 1902–3.

TABLE 11.—*Teachers' wages—Number of schoolhouses—Value of school property—Private school enrollment.*

State or Territory.	Average monthly salaries of teachers.			Number of buildings used as schoolhouses.[a]	Estimated value of all public school property.	Private schools.*	
	Men.	Women.	All.			Number of pupils enrolled.	Total public and private enrollment.
1	2	3	4	5	6	7	8
United States	[b]$56.31	[b]$43.80	[b]$50.04	257,729	$783,128,140	1,426,700	18,068,670
North Atlantic Division	[b]64.95	[b]44.11	61.69	43,123	327,853,002	514,700	4,462,474
South Atlantic Division	[b]44.35	[b]33.54	36.26	38,408	34,302,409	123,100	2,477,525
South Central Division	46.35	38.10	41.50	52,321	38,467,340	189,200	3,513,477
North Central Division	57.99	44.17	49.08	108,455	314,228,268	529,900	6,510,907
Western Division	[b]72.30	[b]57.09	[b]59.18	15,422	68,277,112	69,800	1,104,287
North Atlantic Division:							
Maine	38.99	29.92	30.86	3,901	5,893,989	3,001	133,458
New Hampshire	[c]51.07	[c]35.20	[c]35.92	1,788	4,864,421	13,508	77,921
Vermont	49.21	33.23	36.78	1,867	2,727,796	7,650	72,231
Massachusetts	149.02	57.07	64.90	[d e]4,289	58,894,058	96,726	615,542
Rhode Island (1904–5)	120.92	53.70	59.25	534	6,048,349	18,172	89,596
Connecticut	103.92	45.83	52.62	1,582	14,864,011	39,050	213,003
New York	.....	.....	86.72	12,046	140,966,302	233,580	1,569,134
New Jersey	[e]103.02	[e]54.46	61.90	[e]1,986	[e]22,094,076	[f]47,453	[f]370,028
Pennsylvania	53.16	39.41	42.66	15,130	71,500,000	[g]48,704	[g]1,248,934
South Atlantic Division:							
Delaware (1904–5)	72.82	34.70	40.22	458	1,627,314	.....	.....
Maryland	.....	.....	56.76	2,405	4,790,000	.....	.....
District of Columbia	[h]94.48	[h]64.31	68.34	[e]142	[i]5,815,590	[e]6,000	[e]57,230
Virginia	[f]34.56	[f]27.20	[f]29.13	[e]7,159	[e]4,297,653	[f]15,500	[f]391,100
West Virginia	.....	.....	36.70	6,342	6,528,010	[k]1,894	[k]220,709
North Carolina	.....	.....	[e]30.96	[e]7,376	[e]3,182,918	[l]26,198	[l]361,556
South Carolina	.....	.....	[e]30.06	5,024	2,200,000	.....	.....
Georgia	.....	.....	[e]33.83	[e]7,190	[e]4,200,590	[m]27,285	[m]442,632
Florida	52.02	36.00	39.56	2,312	1,651,334	[n]2,000	[n]114,384
South Central Division:							
Kentucky	[n]50.90	[n]39.18	[n]44.24	[f]8,561	6,117,962	[f]17,480	[f]518,962
Tennessee	39.00	35.00	36.20	7,354	5,879,213	23,847	532,163
Alabama	[f]31.00	[f]27.00	[f]28.20	[o]5,000	[o]2,200,000	[p]26,722	[p]388,722
Mississippi (1902–3)	33.54	29.46	30.84	7,249	2,190,000	7,500	411,147
Louisiana (1904–5)	47.49	37.97	39.97	3,510	3,659,915	48,659	258,775
Texas (1904–5)	60.01	48.01	52.71	11,333	11,896,674	.....	.....
Arkansas	[e]45.50	[e]34.35	[e]40.10	5,238	3,607,783	8,842	353,988
Oklahoma	48.16	42.72	44.21	3,220	2,165,802	.....	.....
Indian Territory (1904–5)	49.17	41.55	44.22	856	750,000	2,330	50,408
North Central Division:							
Ohio	[f]45.00	[f]40.00	41.79	13,311	57,448,817	[g]23,569	[g]859,176
Indiana	59.20	53.20	55.55	9,702	29,801,753	15,791	567,852
Illinois	74.57	57.54	61.21	12,985	69,141,580	172,277	1,159,313
Michigan (1904–5)	60.22	42.06	44.86	8,308	25,963,302	59,316	580,779
Wisconsin	88.92	44.78	50.81	7,731	23,242,953	31,138	499,192
Minnesota	62.86	42.85	45.35	8,067	24,600,000	[q]20,073	[q]372,165
Iowa	63.97	43.41	45.97	13,947	24,069,943	[g]50,534	[g]596,474
Missouri	57.00	44.80	48.31	10,741	27,967,822	[g]70,308	[g]801,718
North Dakota	51.78	44.70	45.92	3,700	4,800,156	.....	.....
South Dakota	63.14	43.67	45.89	4,122	4,590,606	.....	.....
Nebraska	60.78	43.49	45.70	6,780	12,076,569	.....	.....
Kansas (1904–5)	[r]48.00	[r]40.00	[r]41.88	9,061	10,524,767	.....	.....
Western Division:							
Montana	87.30	56.07	60.16	973	3,488,613	5,000	53,744
Wyoming	77.29	48.34	52.21	486	863,499	253	19,024
Colorado	.....	.....	.....	2,010	[g]10,265,046	2,133	146,140
New Mexico	.....	.....	56.00	[d]697	800,777	4,000	43,377
Arizona	[e]87.07	[e]73.02	[e]75.55	[d]542	969,570	1,499	24,722
Utah	77.79	51.96	60.12	668	4,671,798	1,788	79,785
Nevada	112.51	67.96	71.93	235	419,055	[g]323	[g]7,642
Idaho	71.00	55.80	60.11	1,042	2,322,197	.....	.....
Washington	67.86	53.50	56.89	2,716	10,852,223	5,663	185,657
Oregon (1904–5)	54.22	42.05	44.60	2,228	4,670,979	6,066	114,102
California	[e]80.00	[e]64.60	[e]66.84	3,825	28,953,355	[g]37,226	[g]336,264

*The reports of private schools are more or less incomplete, and the number of pupils as given may be taken to represent the minimum number of private pupils in the States furnishing this item. In forming the totals the States not reporting are estimated. [a] Including buildings rented. [b] Average for those States reporting salaries. [c] High school teachers' wages not included. [d] Number of schools. [e] In 1904–5. [f] In 1899–1900. [g] In 1903–4. [h] In 1897–8. [i] Total cost of sites and buildings. [j] In 1902–3. [k] In 1893–4. [l] In 1891–2. [m] In 1892–3. [n] In 1901–2. [o] Estimated by State superintendent. [p] In 1898–9. [q] In 1894–5. [r] Does not include cities of the first and second class.

TABLE 12.—*School moneys received.*

State or Territory.	Income of permanent school funds and rent of school lands.	From taxation.			From other sources, State and local.	Total revenue (excluding balances on hand and proceeds of bond sales).
		From State taxes.	From local taxes.	Total from taxation.		
1	2	3	4	5	6	7
United States	$11,641,059	$47,942,509	$223,491,405	$271,433,914	$39,031,031	$322,106,004
North Atlantic Division	654,393	14,713,494	96,303,647	111,017,141	15,188,079	126,859,613
South Atlantic Division	156,399	7,058,758	9,707,252	16,766,010	893,528	17,815,937
South Central Division	3,547,371	7,412,639	8,174,291	15,586,930	2,391,027	21,525,328
North Central Division	6,384,813	10,936,730	92,348,961	103,285,691	18,795,823	128,466,327
Western Division	898,083	7,820,888	16,957,254	24,778,142	1,762,574	27,438,799
North Atlantic Division:						
Maine	215,691	366,514	1,067,762	1,434,276	495,331	2,145,298
New Hampshire	(a)	65,012	1,200,515	1,265,527	68,696	1,334,223
Vermont	79,326	138,226	950,655	1,088,881	34,881	1,203,088
Massachusetts	(b)	390,863	16,742,018	17,132,881	206,363	17,339,244
Rhode Island (1904–5)	16,320	143,205	1,593,935	1,737,140	83,842	1,837,302
Connecticut	143,056	479,314	3,327,988	3,807,302	196,048	4,146,406
New York	(b)	4,616,769	34,721,611	39,338,380	14,088,958	53,427,338
New Jersey (1904–5)	200,000	3,013,591	6,546,011	9,559,602	13,960	9,773,562
Pennsylvania	0	5,500,000	30,153,152	35,653,152	(c)	35,653,152
South Atlantic Division:						
Delaware (1904–5)	0	159,736	338,788	498,524	0	498,524
Maryland	(a)	1,062,501	1,901,128	2,963,629	348,446	3,312,075
District of Columbia	0	0	[d] 1,680,327	1,680,327	0	1,680,327
Virginia (1904–5)	57,006	1,071,256	1,303,840	2,375,096	0	2,432,102
West Virginia (1904–5)	99,393	501,551	2,063,965	2,565,516	79,425	2,744,334
North Carolina	0	1,586,840	448,775	2,035,615	62,872	2,098,487
South Carolina	0	[e] 846,677	269,162	1,115,839	[f] 256,224	1,372,063
Georgia (1904–5)	(a)	1,591,441	701,720	2,293,161	103,590	2,396,751
Florida	(a)	238,756	999,547	1,238,303	42,971	1,281,274
South Central Division:						
Kentucky (1902–3)	(a)	1,695,575	882,713	2,578,288	144,851	2,723,139
Tennessee	430,524	600,000	1,724,429	2,324,429	560,432	3,315,385
Alabama (1904–5)	162,315	879,246	447,000	1,326,246	100,000	1,588,561
Mississippi (1902–3)	187,746	[e] 1,250,000	296,668	1,546,668	124,576	1,858,990
Louisiana (1904–5)	81,412	579,091	[e] 1,219,055	1,798,146	339,354	2,218,912
Texas	1,841,359	2,408,727	1,763,109	4,171,836	393,193	6,406,388
Arkansas	607,140	0	[e] 521,100	521,100	214,071	1,342,311
Oklahoma (1904–5)	236,875	0	1,122,217	1,122,217	69,618	1,428,710
Indian Ter. (1904–5)	0	0	198,000	198,000	444,932	642,932
North Central Division:						
Ohio	244,439	1,884,227	16,234,008	18,118,235	1,402,886	19,765,560
Indiana (1904–5)	682,480	1,831,654	8,777,015	10,608,669	635,901	11,927,050
Illinois	(g)	1,971,754	20,596,158	22,567,912	[h] 8,136,276	30,704,188
Michigan (1904–5)	2,328,776	0	6,502,423	6,502,423	928,872	9,760,071
Wisconsin	(b)	1,505,111	6,146,358	7,651,469	1,517,059	9,168,528
Minnesota	(b)	1,712,851	6,271,912	7,984,763	[i] 2,092,236	10,076,999
Iowa	881,349	0	9,219,356	9,219,356	797,325	10,898,030
Missouri	(b)	1,878,072	6,398,240	8,276,312	1,745,631	10,021,943
North Dakota	831,118	0	1,915,454	1,915,454	147,562	2,894,134
South Dakota	457,223	(c)	1,935,696	1,935,696	120,909	2,513,828
Nebraska	524,202	153,061	3,533,505	3,686,566	1,019,101	5,229,869
Kansas (1904–5)	435,226	0	4,818,836	4,818,836	252,065	5,506,127
Western Division:						
Montana	205,361	0	1,130,378	1,130,378	261,335	1,597,074
Wyoming	115,327	0	[e] 313,776	313,776	31,062	460,165
Colorado	(a)	1,143,024	2,816,861	3,959,885	478,145	4,438,030
New Mexico (1904–5)	(j)	[k] 220,717	(b)	220,717	146,924	367,641
Arizona	0	41,006	432,034	473,040	16,669	489,709
Utah	38,079	391,941	1,215,723	1,607,664	143,093	1,788,836
Nevada	(a)	137,367	109,672	247,039	28,349	275,388
Idaho	(a)	165,259	854,013	1,019,272	157,977	1,177,249
Washington	300,000	1,630,263	2,276,936	3,907,199	335,682	4,542,881
Oregon (1904–5)	239,316	0	1,655,439	1,655,439	117,963	2,012,718
California	(a)	[l] 4,091,311	6,152,422	10,243,733	45,375	10,289,108

[a] Not reported separately.
[b] Included in State taxes.
[c] Included in column 4.
[d] Includes United States appropriation.
[e] Includes poll tax.
[f] Includes "dispensary funds."
[g] Included in column 6.
[h] Includes income from permanent fund.
[i] Includes receipts from sale of bonds.
[j] Included, if any, in State taxes.
[k] Includes local taxes and income from permanent fund.
[l] Includes taxes on railroads and collateral inheritances.

TABLE 13.—*The school revenue compared with the school population and the adult male population (21 years and upward); percentage analysis of the school revenue.*

State or Territory.	Amount raised for each person 5 to 18 years of age.	Amount raised per adult male.	Amount each adult male must contribute to provide $1 for each person 5–18 years.	Per cent of the whole revenue derived from—			
				Permanent funds and rents.	State taxes.	Local taxes.	Other sources.
1	2	3	4	5	6	7	8
United States	$12.89	$13.14	$1.02	4.37	14.69	69.64	11.30
North Atlantic Division	21.56	17.69	.82	.46	12.17	71.67	15.70
South Atlantic Division	4.77	6.35	1.33	1.69	39.01	53.91	5.39
South Central Division	4.32	5.90	1.37	12.04	35.78	42.22	9.96
North Central Division	14.74	14.51	.98	7.35	6.88	76.57	9.20
Western Division	21.19	15.01	.71	4.24	28.70	61.77	5.29
North Atlantic Division:							
Maine	12.89	9.46	.74	3.42	25.64	70.94	0.00
New Hampshire	14.69	9.96	.68	2.74	1.84	90.86	4.56
Vermont	15.80	11.71	.74	4.09	11.65	72.25	12.01
Massachusetts	26.42	19.51	.74	(a)	2.08	96.57	1.35
Rhode Island	16.64	13.17	.79	.89	7.80	86.75	4.56
Connecticut	16.75	12.44	.74	4.71	13.69	79.72	1.88
New York	25.85	20.57	.80	(a)	9.29	66.95	23.76
New Jersey	18.60	15.76	.85	2.05	30.83	66.98	.14
Pennsylvania	18.39	16.92	.92	0.00	16.22	63.92	19.86
South Atlantic Division:							
Delaware	9.75	8.84	.91	0.00	32.04	67.96	0.00
Maryland	8.99	9.27	1.03	3.23	31.84	59.33	5.60
District of Columbia	25.54	18.44	.72	0.00	0.00	[b] 100.00	0.00
Virginia	3.94	5.15	1.31	2.35	44.05	53.60	0.00
West Virginia	8.42	10.04	1.19	3.62	18.28	75.21	2.89
North Carolina	2.78	4.19	1.51	0.00	71.34	18.00	10.66
South Carolina	2.64	4.32	1.64	0.00	[c] 61.35	18.02	[d] 20.63
Georgia	3.03	4.48	1.48	(e)	66.40	29.27	4.33
Florida (1903–4)	5.20	6.14	1.17	3.25	18.59	69.09	9.07
South Central Division:							
Kentucky (1902–3)	3.94	4.81	1.22	(e)	62.26	32.42	5.32
Tennessee	4.52	5.99	1.33	4.42	15.24	63.97	16.37
Alabama	2.39	3.53	1.47	10.22	55.35	28.14	6.29
Mississippi (1902–3)	3.35	5.07	1.51	10.10	[c] 67.24	15.96	6.70
Louisiana	4.51	6.21	1.38	3.36	26.23	[c] 54.99	15.42
Texas	5.54	7.66	1.38	28.74	37.60	27.52	6.14
Arkansas	4.31	6.09	1.41	0.00	29.07	[c] 67.56	3.37
Oklahoma	8.17	9.34	1.14	16.58	0.00	78.55	4.87
Indian Territory	3.78	5.20	1.37	0.00	0.00	30.80	69.20
North Central Division:							
Ohio	16.25	14.34	.91	1.39	10.14	80.59	7.88
Indiana	16.09	15.55	.97	5.72	15.36	73.59	5.33
Illinois	15.59	14.68	.94	3.46	4.40	88.87	3.27
Michigan	14.11	12.84	.91	23.86	0.00	66.62	9.52
Wisconsin	12.74	13.69	1.08	(a)	17.29	66.47	16.24
Minnesota	15.82	16.06	1.02	16.17	4.90	65.25	[f] 13.68
Iowa	16.43	16.44	1.00	8.02	0.00	82.33	9.65
Missouri	10.56	11.28	1.07	5.23	12.35	67.42	15.00
North Dakota	21.21	21.30	1.00	13.86	0.00	67.70	18.44
South Dakota	17.67	19.50	1.10	18.16	0.00	81.84	0.00
Nebraska	16.29	17.34	1.07	9.39	3.29	66.37	20.95
Kansas	11.72	12.36	1.06	7.90	0.00	87.52	4.58
Western Division:							
Montana (1902–3)	20.68	10.99	.53	8.98	38.60	45.79	6.63
Wyoming	14.27	8.32	.58	21.63	0.00	58.42	19.95
Colorado (1903–4)	28.62	20.54	.72	4.37	0.00	85.33	10.30
New Mexico	5.64	6.13	1.09	(g)	[h] 60.02	(a)	39.98
Arizona	12.08	8.71	.72	0.00	8.72	84.25	7.03
Utah (1903–4)	16.76	22.49	1.34	(a)	24.40	68.05	7.55
Nevada (1903–4)	30.04	15.29	.51	46.64	5.18	35.94	12.24
Idaho	16.09	13.82	.86	(i)	[j] 10.50	75.41	14.09
Washington	24.10	16.14	.67	8.04	41.16	47.56	3.24
Oregon	16.57	12.48	.75	11.89	0.00	82.25	5.86
California	25.05	15.61	.62	(e)	[k] 45.67	54.33	(e)

[a] Included in State taxes.
[b] Includes United States appropriation.
[c] Includes poll tax.
[d] Includes "dispensary fund."
[e] Not reported separately.
[f] Includes receipts from sale of bonds.
[g] Included, if any, in State taxes.
[h] Includes local taxes and income from rent of lands.
[i] Included in State apportionment.
[j] State apportionment.
[k] Includes taxes on railroads and collateral inheritances.

TABLE 14.—*Progress of school expenditure.*

State or Territory.	Total amount expended for schools.					Expended per capita of total population.				
	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.	1870–71.	1879–80.	1889–90.	1899–1900.	1905–6.
1	2	3	4	5	6	7	8	9	10	11
United States.	$69,107,612	$78,094,087	$140,506,715	$214,964,618	$307,765,659	$1.75	$1.56	$2.24	$2.84	$3.06
N. Atlantic Div.	29,796,835	28,538,058	48,023,492	83,910,564	120,414,184	2.38	1.97	2.76	3.69	5.14
S. Atlantic Div..	3,781,581	5,130,492	8,767,165	12,921,797	18,173,159	.63	.68	.99	1.24	1.59
S. Central Div...	4,854,834	4,872,829	10,678,680	14,753,816	22,257,856	.73	.55	.97	1.08	1.40
N. Central Div..	28,430,033	35,285,635	62,823,563	86,165,827	118,144,465	2.14	2.03	2.81	3.27	4.12
Western Div....	2,244,329	4,267,073	10,213,815	17,212,614	28,775,995	2.15	2.41	3.37	4.21	6.14
N. Atlantic Div.:										
Maine.....	950,662	1,067,991	1,327,553	1,712,795	2,040,285	1.51	1.65	2.0.	2.47	2.85
New Hampshire.....	418,545	565,339	844,333	1,052,202	1,477,174	1.30	1.63	2.24	2.56	3.41
Vermont....	499,961	446,217	711,072	1,074,222	1,250,955	1.51	1.34	2.1[illegible]	3.13	3.57
Massachusetts.....	5,579,363	4,983,906	8,286,062	13,826,243	b 18,131,529	3.73	2.80	3.70	4.93	b5.87
Rhode Island.....	461,160	526,112	884,966	1,548,675	b 1,987,750	2.05	1.90	2.56	3.61	b4.23
Connecticut	1,496,981	1,408,375	2,157,014	3,189,249	4,062,902	2.74	2.26	2.89	3.51	4.04
New York..	9,607,904	10,296,977	17,543,880	33,421,491	51,626,105	2.17	2.03	2.92	4.00	6.27
New Jersey.	2,302,341	1,873,465	3,340,190	6,608,692	b 9,598,446	2.48	1.66	2.31	3.51	b4.56
Pennsylvania.....	8,479,918	7,369,682	12,928,422	21,476,995	30,239,038	2.36	1.72	2.46	3.41	4.35
S. Atlant. Div.:										
Delaware...	153,509	207,281	a 275,000	453,670	b 539,957	1.21	1.41	a1.63	2.48	b2.80
Maryland...	1,214,729	1,544,387	1,910,663	2,803,032	3,195,387	1.53	1.65	1.83	2.3[illegible]	2.51
District of Columbia.	373,535	438,567	905,777	1,076,620	b 1,676,259	2.77	2.47	3.93	3.8[illegible]	b5.53
Virginia....	587,472	946,109	1,604,509	1,989,238	b 2,377,624	.47	.63	.97	1.07	b1.22
W. Virginia.	577,719	707,553	1,198,493	2,009,123	3,494,436	1.26	1.11	1.57	2.10	3.25
N. Carolina.	177,498	376,062	714,900	950,317	b 1,935,982	.16	.27	.44	.50	b.95
S. Carolina..	275,688	324,629	450,936	894,004	1,404,474	.38	.33	.39	.67	.97
Georgia.....	292,000	471,029	1,190,354	1,980,016	b 2,327,603	.24	.31	.65	.89	b.98
Florida.....	129,431	114,895	516,533	765,777	1,221,427	.06	.43	1.32	1.45	1.96
S. Central Div.:										
Kentucky...	a 1,075,000	1,069,030	2,140,678	3,037,908	a c 2,662,803	a.80	.65	1.15	1.41	c1.19
Tennessee...	a 758,000	744,180	1,523,241	1,751,047	3,247,564	a.59	.48	.83	.87	1.49
Alabama....	a 370,000	a 500,000	a 890,000	923,464	b 1,475,000	a.36	a.40	a.59	.50	b.74
Mississippi..	950,000	830,705	1,109,575	1,385,112	c 1,808,544	1.11	.73	.83	.83	c1.15
Louisiana...	531,834	411,858	817,110	1,135,125	b 2,109,001	.71	.44	.73	.82	b1.43
Texas.....	a 650,000	a 1,030,000	3,178,300	4,465,255	b 6,400,492	a.74	a.65	1.42	1.46	b1.85
Arkansas...	a 520,000	287,056	1,016,776	1,369,810	2,230,949	a 1.02	.36	.90	1.04	1.57
Oklahoma...	.....	.....	.....	686,095	b 1,488,111	.....	.....	.....	1.72	b2.67
Ind. Ter....	.....	.....	.....	.....	b 715,332	.....	.....	.....	.....	b1.44
N. Central Div.:										
Ohio.....	6,831,035	7,166,963	10,602,238	13,335,211	19,546,997	2.52	2.24	2.89	3.21	4.39
Indiana.....	a 2,897,537	4,491,850	5,245,218	8,182,526	11,440,220	a 1.70	2.27	2.39	3.25	4.22
Illinois.....	6,656,542	7,014,092	11,645,126	17,757,145	25,251,109	2.57	2.28	3.04	3.68	4.66
Michigan....	2,840,740	2,775,917	5,349,366	7,297,691	b 9,630,696	2.33	1.70	2.55	3.01	b3.77
Wisconsin..	1,932,539	2,177,023	3,801,212	5,493,370	8,565,496	1.70	1.65	2.25	2.65	3.79
Minnesota..	960,558	1,328,429	4,187,310	5,630,013	9,820,737	2.06	1.70	3.22	3.21	4.41
Iowa.....	3,209,190	4,484,043	6,382,953	8,496,522	9,904,064	2.70	2.76	3.34	3.81	4.49
Missouri....	1,749,049	2,675,364	5,434,262	7,816,050	7,913,395	.99	1.23	2.03	2.52	2.35
N. Dakota..	a 23,000	245,000	626,949	1,526,090	2,818,509	a1.29	1.81	3.43	4.78	6.07
S. Dakota...			1,199,630	1,605,623	2,108,846			3.65	4.00	4.53
Nebraska...	365,520	1,108,617	3,376,332	4,403,222	5,314,080	2.61	2.45	3.19	4.13	4.97
Kansas.....	904,323	1,818,337	4,972,967	4,622,364	b 5,829,916	2.24	1.83	3.48	3.14	b3.68
W. Div.:										
Montana....	a 35,600	78,730	364,084	923,310	1,716,175	a 1.62	2.01	2.76	3.79	5.65
Wyoming...	a 7,000	28,504	a 225,000	253,551	587,132	a.71	1.37	a3.71	2.74	5.66
Colorado....	67,395	395,227	1,681,379	2,793,648	4,297,570	1.44	2.03	4.08	5.18	6.98
N. Mexico...	a 4,900	28,973	a 85,000	343,429	480,355	a.05	.24	a.55	1.76	2.22
Arizona.....	0	61,172	181,914	299,730	493,166	.....	1.51	3.05	2.44	3.47
Utah.....	a 117,000	132,194	394,685	1,094,757	1,922,042	a1.28	.92	1.90	3.96	6.08
Nevada.....	a 85,000	220,245	161,481	224,622	d 257,501	a1.93	3.54	3.53	5.30	d6.08
Idaho.....	19,003	38,411	169,020	400,043	1,186,225	1.17	1.18	2.00	2.47	5.77
Washington.....	a 35,000	112,615	958,111	2,375,753	4,931,797	a1.30	1.50	2.74	4.59	8.02
Oregon.....	a 160,000	307,031	805,979	1,594,420	b 2,052,175	a1.65	1.76	2.57	3.86	4.45
California...	1,713,431	2,864,571	5,187,162	6,909,351	10,845,857	2.93	3.31	4.29	4.65	6.58

a Approximately. b In 1904–5. c In 1902–3. d In 1903–4.

TABLE 15.—*The school expenditure of 1905–6 classified.*

State or Territory.	Paid for sites, buildings, furniture, libraries, and apparatus.	Paid for teachers' and superintendents' salaries.	Paid for all other purposes, principally maintenance.	Total expenditure, excluding payments of bonds.
1	2	3	4	5
United States	$60,608,352	$186,483,464	$60,673,843	$307,765,659
North Atlantic Division	30,671,193	65,729,197	24,013,794	120,414,184
South Atlantic Division	2,515,741	13,147,855	2,509,563	18,173,159
South Central Division	2,444,259	17,312,770	2,500,827	22,257,856
North Central Division	19,088,801	73,451,201	25,604,463	118,144,465
Western Division	5,883,358	16,842,441	6,045,196	28,775,995
North Atlantic Division:				
Maine	324,732	[a] 1,393,792	321,761	2,040,285
New Hampshire	239,513	854,174	383,487	1,477,174
Vermont	167,762	766,116	317,077	1,250,955
Massachusetts (1904–5)	4,944,876	9,921,509	[b] 3,265,144	18,131,529
Rhode Island (1904–5)	403,377	1,195,515	388,858	1,987,750
Connecticut	663,116	2,485,855	913,931	4,062,902
New York	15,817,441	28,761,745	7,046,919	51,626,105
New Jersey (1904–5)	2,006,635	5,208,838	2,382,973	9,598,446
Pennsylvania	6,103,741	15,141,653	8,993,644	30,239,038
South Atlantic Division:				
Delaware (1904–5)	[c]	341,576	198,381	539,957
Maryland	343,264	2,438,030	414,093	3,195,387
District of Columbia (1904–5)	281,039	1,092,705	302,515	1,676,259
Virginia (1904–5)	278,982	1,804,271	294,371	2,377,624
West Virginia	1,015,603	1,954,852	523,991	3,494,446
North Carolina (1904–5)	296,892	1,430,204	208,886	1,935,982
South Carolina	[c]	1,168,078	236,396	1,404,474
Georgia (1904–5)	162,722	2,043,871	121,010	2,327,603
Florida	137,239	874,268	209,920	1,221,427
South Central Division:				
Kentucky (1902–3)	295,655	2,219,178	148,030	2,662,863
Tennessee	329,295	2,192,330	725,939	3,247,564
Alabama (1904–5)	[d]	1,375,009	[e] 100,000	1,475,000
Mississippi (1902–3)	54,007	1,573,416	241,121	1,868,544
Louisiana (1904–5)	419,852	1,495,615	253,534	2,169,001
Texas (1904–5)	705,941	5,221,427	473,124	6,400,492
Arkansas	284,317	1,769,092	177,540	2,230,949
Oklahoma (1904–5)	217,292	996,612	274,207	1,488,111
Indian Territory (1904–5)	137,900	470,100	107,332	715,332
North Central Division:				
Ohio	2,798,757	11,832,180	4,916,060	19,546,997
Indiana	1,373,273	7,673,379	2,393,568	11,440,220
Illinois	6,408,286	13,829,363	5,013,460	25,251,109
Michigan (1904–5)	1,480,062	6,007,653	2,142,981	9,630,696
Wisconsin	1,458,114	5,394,427	1,712,955	8,565,496
Minnesota	1,258,258	5,594,799	[f] 2,967,680	9,820,737
Iowa	670,061	6,843,781	2,390,222	9,904,064
Missouri	[c]	6,094,779	1,818,616	7,913,395
North Dakota	611,030	1,527,905	679,974	2,818,909
South Dakota	236,130	1,393,388	479,328	2,108,846
Nebraska	1,242,910	3,404,054	667,116	5,314,080
Kansas (1904–5)	1,551,920	3,855,493	[f] 422,503	5,829,916
Western Division:				
Montana	430,772	966,299	319,104	1,716,175
Wyoming	71,937	283,346	231,849	587,132
Colorado	764,829	2,518,238	1,014,503	4,297,570
New Mexico	101,662	276,443	102,250	480,355
Arizona	102,748	314,580	81,823	499,166
Utah	486,068	958,099	477,275	1,922,042
Nevada (1903–4)	36,527	95,584	[g] 125,390	257,501
Idaho	384,612	695,157	106,456	1,186,225
Washington	909,723	2,545,414	1,476,060	4,931,797
Oregon (1904–5)	469,819	1,270,686	311,670	2,052,175
California	2,129,661	6,917,995	1,798,201	10,845,857

[a] Includes janitors' wages.
[b] Includes furniture, libraries, etc.
[c] Included in column 4.
[d] Not reported separately.
[e] Estimated by State superintendent.
[f] Includes bonded indebtedness paid.
[g] Includes some unclassified expenditures.

TABLE 16.—(1) *Expenditure per pupil (based on average attendance); (2) average daily expenditure per pupil; (3) percentage analysis of school expenditure.*

State or Territory.	Expenditure per capita of average attendance.				Average daily expenditure per pupil.		Per cent of total expenditure devoted to—		
	For sites, buildings, etc.	For salaries.	For all other purposes.	Total per pupil.	For salaries only.	Total.	Sites, buildings, etc.	Salaries.	All other purposes.
1	2	3	4	5	6	7	8	9	10
					Cents.	*Cents.*			
United States	$4.91	$15.46	$5.03	$25.40	10.2	16.8	19.3	60.9	19.8
North Atlantic Division	9.37	20.99	8.14	38.50	11.7	21.5	24.3	54.5	21.2
South Atlantic Division	1.29	8.54	1.71	11.54	7.0	9.4	11.1	74.0	14.9
South Central Division	1.11	8.28	1.05	10.44	7.6	9.7	10.6	79.3	10.1
North Central Division	4.62	16.47	5.78	26.87	10.2	16.7	17.2	61.3	21.5
Western Division	6.64	21.43	5.96	34.03	13.6	21.6	19.5	62.9	17.6
North Atlantic Division:									
Maine	3.51	[a]13.22	3.92	20.65	9.5	14.9	17.0	[a]64.0	19.0
New Hampshire	7.07	16.49	7.66	31.22	10.8	20.5	22.7	52.8	24.5
Vermont	6.77	15.47	5.15	27.39	9.9	17.4	24.7	56.5	18.8
Massachusetts	12.24	24.55	[b]8.08	44.87	13.1	24.0	27.3	54.7	[b]18.0
Rhode Island	7.49	22.21	7.22	36.92	11.4	19.0	20.3	60.1	19.6
Connecticut	4.32	17.97	6.98	29.27	9.6	15.6	14.8	61.4	23.8
New York	13.51	26.66	7.23	47.40	14.2	25.2	28.5	56.2	15.3
New Jersey	7.90	20.50	9.38	37.78	10.9	20.1	20.9	54.3	24.8
Pennsylvania	5.76	15.20	9.64	30.60	9.1	18.3	18.8	49.7	31.5
South Atlantic Division:									
Delaware (1899–1900)	[c]3.13	[c]11.05	[c]3.75	[c]17.93	[c]6.5	[c]10.5	17.5	61.6	20.9
Maryland	1.35	16.68	3.29	21.32	8.7	11.1	6.3	78.3	15.4
District of Columbia	6.92	26.91	7.45	41.28	14.9	22.8	16.8	65.2	18.0
Virginia	1.30	8.38	1.37	11.05	6.5	8.6	11.7	75.9	12.4
West Virginia	2.57	10.02	4.38	16.97	8.1	13.8	15.2	59.0	25.8
North Carolina	1.06	5.10	.74	6.90	5.4	7.3	15.3	73.9	10.8
South Carolina	.70	5.43	.38	6.51	5.1	6.2	10.7	83.5	5.8
Georgia	.52	6.56	.39	7.47	5.6	6.3	7.0	87.8	5.2
Florida (1903–4)	1.29	8.48	1.53	11.30	7.9	10.5	11.4	75.1	13.5
South Central Division:									
Kentucky (1902–3)	.95	7.16	.48	8.59	8.0	9.5	11.1	83.3	5.6
Tennessee	.75	6.23	1.43	8.41	5.5	7.4	8.9	74.1	17.0
Alabama	[d]	6.55	.48	7.03	6.4	6.9	[d]	93.2	6.8
Mississippi (1902–3)	.23	6.75	1.03	8.01	5.5	6.5	2.9	84.2	12.9
Louisiana	2.87	10.23	1.73	14.83	7.9	11.4	19.4	68.9	11.7
Texas	1.41	10.41	.94	12.76	9.3	11.4	11.0	81.6	7.4
Arkansas	.99	7.99	.45	9.43	9.1	10.7	10.5	84.8	4.7
Oklahoma	2.41	11.04	3.04	16.49	10.6	15.9	14.6	67.0	18.4
Indian Territory [e]	4.84	16.49	3.77	25.10	14.3	21.8	19.3	65.7	15.0
North Central Division:									
Ohio	2.95	17.92	7.34	28.21	11.2	17.6	10.5	63.5	26.0
Indiana	3.86	16.47	7.34	27.67	10.3	17.3	14.0	59.5	26.5
Illinois	5.64	16.52	5.95	28.11	9.8	16.6	20.1	58.8	21.1
Michigan	3.63	14.72	5.25	23.60	8.8	14.0	15.4	62.4	22.2
Wisconsin	5.15	17.62	5.57	28.34	10.4	16.8	17.3	61.5	21.2
Minnesota	6.25	18.72	5.22	30.19	11.6	18.7	20.7	62.0	17.3
Iowa	2.34	17.96	7.17	27.47	11.2	17.2	8.5	65.4	26.1
Missouri	5.14	12.67	3.65	21.46	8.3	14.1	24.0	59.0	17.0
North Dakota	8.07	19.88	9.32	37.27	14.1	26.4	21.7	53.3	25.0
South Dakota	3.02	17.44	11.15	31.61	12.5	22.6	9.5	55.2	35.3
Nebraska	7.35	17.64	3.65	28.64	10.4	16.8	25.7	61.6	12.7
Kansas	5.88	14.60	[f]1.60	22.08	10.1	15.2	26.6	66.1	[f]7.3
Western Division:									
Montana (1902–3)	11.66	20.71	6.91	39.28	[c]19.4	[c]36.7	29.7	52.7	17.6
Wyoming	6.83	21.34	3.61	31.78	15.2	22.7	21.5	67.2	11.3
Colorado (1903–4)	6.17	24.06	11.66	41.89	15.2	26.4	14.7	57.4	27.9
New Mexico	2.50	9.28	2.31	14.09	8.1	12.4	17.8	65.8	16.4
Arizona	2.24	28.68	1.75	32.67	21.2	24.1	6.8	87.8	5.4
Utah (1903–4)	5.88	14.80	8.82	29.50	9.7	19.3	19.9	50.2	29.9
Nevada (1903–4)	7.05	18.44	[g]24.20	49.69	11.6	31.3	14.2	37.1	[g]48.7
Idaho	5.51	13.76	3.12	22.39	10.1	16.5	24.6	61.4	14.0
Washington	8.45	18.11	.53	27.09	10.8	16.2	31.2	66.9	1.9
Oregon	6.01	16.27	3.99	26.27	10.3	16.6	22.9	61.9	15.2
California	6.44	27.34	7.02	40.80	16.1	24.0	15.8	67.0	17.2

[a] Includes janitors' wages.
[b] Includes furniture, libraries, etc.
[c] Approximately.
[d] Not reported separately.
[e] Returns imperfect.
[f] Includes bonded indebtedness paid.
[g] Includes some unclassified expenditures.

TABLE 17.—*Amount expended for common schools each year since 1869–70.*

Year.	Expended for—			Total expenditure.
	Sites, buildings, furniture, etc.	Teachers' and superintendents' salaries.	All other purposes.	
1869–70		$37 832 566		$63,396,666
1870–71		42,580,803		69,107,612
1871–72		45,935,681		74,234,476
1872–73		47,902,050		76,238,464
1873–74		50,785,656		80,054,286
1874–75		54,722,250		83,504,007
1875–76		55,358,166		83,082,573
1876–77		54,973,776		79,439,826
1877–78		56,155,133		79,083,260
1878–79		54,639,731		76,192,375
1879–80		55,942,972		78,094,687
1880–81		58,612,463		83,642,964
1881–82		60,594,963		88,990,466
1882–83		64,798,859		96,750,003
1883–84		68,334,275		103,212,837
1884–85		72,878,993		110,328,375
1885–86		76,270,434		113,322,545
1886–87		78,639,964		115,783,890
1887–88		83,022,562		124,244,911
1888–89	$23,395,624	87,568,306		132,539,783
1889–90	26,207,041	91,836,484	$22,463,190	140,506,715
1890–91	26,448,047	96,303,069	24,743,693	147,494,809
1891–92	29,344,559	100,298,256	26,174,197	155,817,012
1892–93	30,294,130	104,560,339	29,316,588	164,171,057
1893–94	39,607,688	109,202,405	33,292,750	172,502,843
1894–95	29,436,940	113,872,388	32,499,951	175,809,279
1895–96	32,590,112	117,139,841	33,769,012	183,498,965
1896–97	32,376,476	119,310,503	35,995,290	187,682,269
1897–98	31,415,233	124,192,270	38,685,408	194,292,911
1898–99	31,229,308	129,345,873	39,579,416	200,154,597
1899–1900	35,450,820	137,687,746	41,896,052	214,964,618
1900–1901	39,872,278	143,378,507	44,272,042	227,522,827
1901–2	39,962,863	151,443,681	46,855,755	238,262,299
1902–3[a]	46,289,074	157,110,108	48,058,443	251,457,625
1903–4[a]	49,453,269	167,824,753	55,938,205	273,216,227
1904–5[a]	56,416,163	177,462,881	57,737,511	291,616,660
1905–6[a]	60,608,352	186,483,464	60,673,843	307,765,659

[a] Subject to correction.

TABLE 18.—(*1*) *School expenditure per capita of population; (2) same per capita of average attendance.*

Year.	Expended per capita of population.						Expended per pupil.					
	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
1870-71	$1.75	$2.38	$0.63	$0.73	$2.14	$2.15	$15.20	$18.31	$10.27	$9.06	$14.87	$21.87
1871-72	1.83	2.40	.68	.81	2.31	2.27	15.93	18.86	10.46	9.08	16.36	23.57
1872-73	1.84	2.44	.68	.74	2.31	2.42	16.06	19 89	9.25	8.39	16.53	25.04
1873-74	1.88	2.51	.76	.68	2.38	2.40	15.85	19.89	9.01	7.55	16.57	24.36
1874-75	1.91	2.55	.80	.73	2.36	2.76	15.91	20.17	8.98	7.51	16.69	26.85
1875-76	1.85	2.45	.79	.55	2.37	2.78	15.70	19.14	8.65	6.70	16.91	26.35
1876-77	1.72	2.29	.72	.51	2.21	2.61	14.64	17.89	7.68	6.25	15.93	24.69
1877-78	1.67	2.15	.70	.56	2.14	2.73	13.67	16.55	7.21	5.98	15.08	25.82
1878-79	1.56	2.03	.63	.55	2.00	2.53	12.97	16.05	6.76	5.65	14.22	23.39
1879-80	1.56	1.97	.68	.55	2.03	2.41	12.71	15.64	6.60	5.40	14.39	22.59
1880-81	1.63	2.08	.72	.58	2.09	2.54	13.61	17.14	7.22	5.72	15.19	23.81
1881-82	1.70	2.11	.78	.64	2.19	2.59	14.05	17.35	7.63	6.25	15.79	24.32
1882-83	1.80	2.22	.82	.68	2.34	2.74	14.55	18.17	7.46	6.17	16.69	25.39
1883-84	1.88	2.25	.84	.74	2.48	2.83	14.63	18.37	7.44	6.26	16.90	24.69
1884-85	1.96	2.38	.88	.82	2.53	2.90	15.12	19.19	7.32	6.74	17.53	26.31
1885-86	1.97	2.36	.88	.87	2.54	2.88	15.06	19 11	7.33	6.93	17.45	25.52
1886-87	1.97	2.35	.90	.87	2.55	2.76	15.07	19.38	7.33	6.88	17.45	24.85
1887-88	2.07	2.48	.95	.87	2.68	2.96	15.71	20.60	7.61	6.60	18.29	27.38
1888-89	2.17	2.59	.98	.94	2.76	3.28	16.55	21.64	7.77	7.12	19.30	29.37
1889-90	2.24	2.76	.99	.97	2.81	3.37	17.23	23.58	7.78	7.28	19.70	30.57
1890-91	2.31	2.78	1.06	1.04	2.85	3.91	17.54	23.66	8.52	7.78	19.42	33.42
1891-92	2.40	2.90	1.06	1.07	2.94	4.20	18.20	24.89	8.74	7.82	20.13	33.55
1892-93	2.48	3.02	1.09	1.06	3.06	4.20	18.58	25.01	8.65	7.72	20.62	33.57
1893-94	2.55	3.13	1.12	1.09	3.23	3.77	18.62	26.21	8.61	7.58	21.29	29.06
1894-95	2.55	3.28	1.11	1.09	3.13	3.67	18.41	26.84	8.58	7.69	20.26	27.32
1895-96	2.62	3.49	1.13	1.10	3.12	3.73	18.76	28.45	8.87	7.60	20.09	27.16
1896-97	2.63	3.65	1.17	1.04	3.06	3.56	18.67	28.77	9.32	7.09	19.75	25.86
1897-98	2.67	3.75	1.19	1.03	3.07	3.81	18.76	29.34	8.97	7.09	19.47	28.29
1898-99	2.70	3.71	1.24	1.04	3.15	3.84	19.38	29.28	9.96	7.17	20.62	28.50
1899-1900	2.84	3.99	1.24	1.08	3.27	4.21	20.21	31.82	9.61	7.32	21.12	30.98
1900-1901	2.94	4.20	1.28	1.10	3.38	4.25	21.23	33.70	9.53	7.78	22.46	30.93
1901-2	3.03	4.22	1.33	1.16	3.52	4.62	21.53	33.39	9.91	8.16	22.83	32.26
1902-3[a]	3.15	4.44	1.34	1.22	3.61	4.80	22.75	35.19	10.17	8.92	23.98	32.85
1903-4[a]	3.36	4.68	1.44	1.30	3.85	5.44	24.14	36.75	10.57	9.58	25.70	35.66
1904-5[a]	3.53	4.99	1.50	1.40	4.04	5.34	25.40	38.50	11.54	10.44	26.87	34.03
1905-6[a]	3.66	5.14	1.59	1.40	4.12	6.14	26.27	39.91	12.14	10.65	27.16	37.95

[a] Subject to correction.

TABLE 19.—*Wealth and school expenditure, 1880 and 1890.*

State or Territory.	True valuation of real and personal property.[a]		Expenditure for public schools (excluding debt paid).		Expended for public schools on each $100 of true valuation of all real and personal property.	
	1880.	1890.	1880.	1890.	1880.	1890.
United States	$43,642,000,000	$64,829,040,611	$78,094,687	$140,506,715	*Cents.* 17.9	*Cents.* 21.7
North Atlantic Division	17,533,000,000	21,435,491,864	28,538,058	48,023,492	16.3	22.4
South Atlantic Division	3,759,000,000	5,132,980,666	5,130,492	8,767,165	13.6	17.1
South Central Division	3,882,000,000	6,193,230,433	4,872,829	10,678,680	12.6	17.2
North Central Division	16,186,000,000	25,255,915,549	35,285,635	62,823,563	21.8	24.9
Western Division	2,282,000,000	6,811,422,099	4,267,673	10,213,815	18.7	15.0
North Atlantic Division:						
Maine	511,000,000	489,134,128	1,067,991	1,327,553	20.9	27.1
New Hampshire	363,000,000	325,128,740	565,339	[b] 844,333	15.6	26.0
Vermont	302,000,000	265,567,323	446,217	711,072	14.8	26.8
Massachusetts	2,623,000,000	2,803,645,447	4,983,900	8,286,062	18.9	29.6
Rhode Island	400,000,000	504,162,352	526,112	884,966	13.2	17.6
Connecticut	779,000,000	835,120,219	1,408,375	2,157,014	18.1	25.8
New York	6,308,000,000	8,576,701,991	10,296,977	17,543,880	16.3	20.5
New Jersey	1,305,000,000	1,445,285,114	1,873,465	[c] 3,340,190	14.4	23.1
Pennsylvania	4,942,000,000	6,190,746,550	7,369,682	12,928,422	14.9	20.9
South Atlantic Division:						
Delaware	136,000,000	175,678,795	207,281	275,000	15.2	15.7
Maryland	837,000,000	1,085,473,048	1,544,367	1,910,663	18.5	17.6
District of Columbia	220,000,000	343,596,733	438,567	905,777	19.9	26.4
Virginia	707,000,000	862,318,070	946,109	1,604,509	13.4	18.6
West Virginia	350,000,000	438,954,881	707,553	1,198,493	20.2	27.3
North Carolina	461,000,000	584,148,999	376,062	714,900	8.2	12.2
South Carolina	322,000,000	409,911,303	324,629	450,936	10.1	11.2
Georgia	606,000,000	852,469,449	471,029	1,190,354	7.8	14.0
Florida	120,000,000	389,489,388	114,895	516,533	9.6	13.3
South Central Division:						
Kentucky	902,000,000	1,172,232,313	1,069,030	2,140,678	11.9	18.3
Tennessee	705,000,000	887,956,143	744,180	1,526,241	10.6	17.2
Alabama	428,000,000	622,773,504	500,000	890,000	11.7	14.3
Mississippi	354,000,000	454,242,688	830,705	1,109,575	23.5	24.4
Louisiana	382,000,000	495,301,597	411,853	817,110	10.8	16.5
Texas	825,000,000	2,105,576,766	1,030,000	3,178,300	12.5	15.1
Arkansas	286,000,000	455,147,422	287,056	1,016,776	10.0	22.3
Oklahoma						
Indian Territory						
North Central Division:						
Ohio	3,238,000,000	3,951,382,384	7,166,963	10,602,238	22.1	26.8
Indiana	1,681,000,000	2,095,176,626	4,491,850	5,245,218	26.7	25.0
Illinois	3,210,000,000	5,066,751,719	7,014,092	11,645,126	21.9	23.0
Michigan	1,580,000,000	2,095,016,272	2,775,917	5,349,366	17.6	25.5
Wisconsin	1,139,000,000	1,833,308,523	2,177,023	3,801,212	19.1	20.7
Minnesota	792,000,000	1,691,851,927	1,328,429	4,187,310	16.8	24.7
Iowa	1,721,000,000	2,287,348,333	4,484,043	6,382,953	26.1	27.9
Missouri	1,562,000,000	2,397,902,945	2,675,364	5,434,262	17.1	22.7
North Dakota	118,000,000	337,066,506	245,000	626,949	20.8	18.6
South Dakota		425,141,299		1,199,630		28.2
Nebraska	385,000,000	1,275,685,514	1,108,617	3,376,332	28.8	26.5
Kansas	760,000,000	1,799,343,501	1,818,337	4,972,967	23.9	27.6
Western Division:						
Montana	40,000,000	453,135,209	78,720	364,084	19.7	8.0
Wyoming	54,000,000	169,773,710	28,505	225,000	5.3	13.3
Colorado	240,000,000	1,145,712,267	395,227	1,681,379	16.5	14.7
New Mexico	49,000,000	231,459,897	28,973	85,060	5.9	3.7
Arizona	41,000,000	188,880,976	61,172	181,914	14.9	9.6
Utah	114,000,000	349,411,234	132,194	394,685	11.6	11.3
Nevada	156,000,000	180,323,668	220,245	161,481	14.1	9.0
Idaho	29,000,000	207,896,591	38,411	169,020	13.2	8.1
Washington	62,000,000	760,698,726	112,615	958,111	18.2	12.6
Oregon	154,000,000	590,396,194	307,031	805,979	19.9	13.7
California	1,343,000,000	2,533,733,627	2,864,571	5,187,162	21.3	20.5

[a] From United States census reports. [b] Includes debt paid, if any. [c] Amount of revenue.

TABLE 20.—*Wealth and school expenditure, 1900 and 1904.*

State or Territory.	True valuation of real and personal property.[a]		Expenditure for public schools (excluding debt paid).		Expended for public schools on each $100 of true valuation of all real and personal property.	
	1900.	1904.	1900.	1904.	1900.	1904.
					Cents.	*Cents.*
United States	$88,517,306,775	$107,104,211,917	$214,964,018	$273,216,227	24.3	25.5
North Atlantic Division	32,206,482,253	38,301,608,078	83,910,564	105,332,839	26.0	27.5
South Atlantic Division	6,679,190,048	7,936,882,961	12,921,797	15,907,956	19.4	20.0
South Central Division	8,207,174,377	10,052,467,528	14,753,816	19,870,733	[b] 18.8	19.8
North Central Division	33,446,949,385	40,820,672,079	86,165,827	107,663,687	25.8	26.4
Western Division	7,877,510,712	9,992,581,271	17,212,614	24,441,012	21.8	24.5
North Atlantic Division:						
Maine	682,133,741	775,622,722	1,712,795	2,080,109	25.1	26.8
New Hampshire	472,145,849	516,809,204	1,052,202	1,376,899	22.3	26.6
Vermont	329,916,808	360,350,089	1,074,222	1,176,784	32.6	32.6
Massachusetts	4,358,903,855	4,956,578,913	13,826,243	16,436,668	31.7	33.2
Rhode Island	710,564,856	799,349,601	1,548,675	1,804,762	21.8	22.6
Connecticut	1,198,753,757	1,414,635,063	3,189,249	3,795,260	26.6	26.8
New York	12,505,350,137	14,709,042,207	33,421,491	43,750,277	26.7	29.8
New Jersey	2,733,593,134	3,235,619,973	6,608,692	8,838,515	24.2	27.3
Pennsylvania	9,315,140,116	11,473,620,306	21,476,995	26,073,565	23.1	22.7
South Atlantic Division:						
Delaware	211,711,483	230,260,976	453,670	[c] 453,670	21.4	.....
Maryland	1,317,372,958	1,511,488,172	2,803,032	2,755,288	21.3	18.2
District of Columbia	928,739,773	1,040,383,173	1,076,620	1,576,354	11.6	15.1
Virginia	1,102,309,696	1,287,970,180	1,989,238	2,137,365	18.0	16.6
West Virginia	659,652,551	840,000,149	2,009,123	2,531,655	30.5	30.1
North Carolina	681,982,120	842,072,218	950,317	2,075,566	13.9	24.6
South Carolina	485,678,048	585,853,222	894,004	1,191,963	18.8	20.3
Georgia	936,000,450	1,167,445,671	1,980,016	2,240,247	21.2	19.2
Florida	355,742,969	431,469,200	765,777	945,848	21.5	21.9
South Central Division:						
Kentucky	1,365,130,718	1,527,486,230	3,037,908	2,662,863	22.3	17.4
Tennessee	956,672,009	1,104,223,979	1,751,047	2,602,141	18.3	23.6
Alabama	774,682,478	965,014,261	923,464	1,252,247	11.8	13.0
Mississippi	557,581,543	688,249,022	1,385,112	1,868,544	24.7	27.1
Louisiana	815,158,003	1,032,229,006	[d] 1,135,125	1,551,232	13.9	15.0
Texas	2,322,151,631	2,836,322,003	4,465,255	6,200,587	19.2	21.9
Arkansas	604,218,211	803,907,972	1,369,810	1,729,879	22.7	21.5
Oklahoma	463,307,150	636,013,700	686,095	1,359,624	14.8	21.4
Indian Territory	348,272,643	459,021,355	.....	643,616	.....	14.0
North Central Division:						
Ohio	5,019,004,453	5,946,969,466	13,335,211	15,802,002	26.6	26.6
Indiana	2,606,493,004	3,105,781,739	8,182,526	9,363,450	31.4	30.1
Illinois	6,976,476,466	8,816,556,191	17,757,145	21,792,751	25.5	24.7
Michigan	2,654,281,523	3,282,419,117	7,297,691	9,158,014	27.5	27.9
Wisconsin	2,495,354,427	2,838,678,239	5,493,370	7,885,050	22.8	27.8
Minnesota	2,513,620,826	3,343,722,076	5,630,013	8,073,323	22.4	24.1
Iowa	3,367,869,054	4,048,516,076	8,496,522	10,696,693	25.2	26.4
Missouri	3,244,532,987	3,759,597,451	7,816,050	9,878,198	24.1	26.3
North Dakota	542,380,565	735,802,909	1,526,090	2,316,346	28.1	31.5
South Dakota	552,732,580	679,840,939	1,605,623	2,239,135	29.0	32.9
Nebraska	1,626,203,203	2,009,563,633	4,403,222	4,774,146	27.1	23.8
Kansas	1,938,000,363	2,253,224,243	4,622,364	5,684,579	23.9	25.2
Western Division:						
Montana	613,897,157	746,311,213	923,310	1,236,253	15.0	16.6
Wyoming	281,432,079	329,572,241	253,551	[c] 253,551	9.0	.....
Colorado	938,170,624	1,207,542,107	2,793,648	3,984,967	29.8	33.0
New Mexico	268,285,425	332,262,650	343,429	353,012	12.8	10.6
Arizona	263,015,492	306,302,305	299,730	438,828	11.4	14.3
Utah	412,656,095	487,768,615	1,094,757	1,657,234	26.5	34.0
Nevada	190,626,987	220,734,507	224,622	257,591	11.8	11.7
Idaho	276,374,806	342,871,863	400,043	1,001,394	14.5	29.1
Washington	781,599,063	1,051,671,432	2,375,753	4,053,468	30.4	38.6
Oregon	632,879,729	852,053,232	1,594,420	1,803,339	25.2	21.2
California	3,218,573,255	4,115,491,106	6,909,351	9,401,465	21.5	22.8

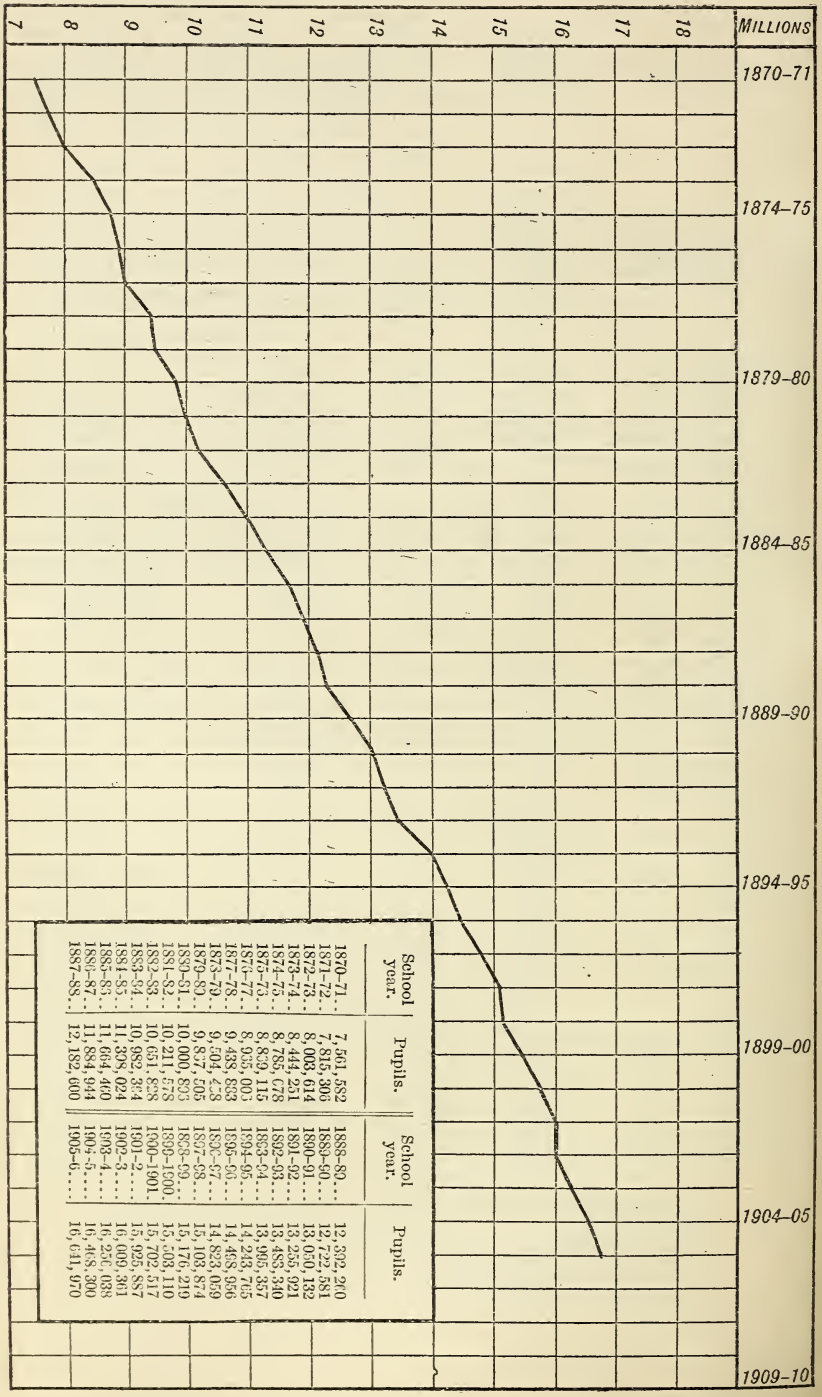
[a] From United States census reports.
[b] Excluding Indian Territory.
[c] Expenditure in 1900.
[d] Expenditure in 1899.

TABLE 21.—*Permanent school funds and school lands.*

State or Territory.	Permanent common school funds, State and local.[a]	Productive school lands.		Total value of permanent funds and productive lands.	Unproductive school lands.	
		Acres under lease.	Estimated value of same.		Acres not under lease.	Estimated value of same.
1	2	3	4	5	6	7
United States	$200,965,754					
North Atlantic Division	23,356,228					
South Atlantic Division	4,419,195					
South Central Division	50,985,133					
North Central Division	102,937,354					
Western Division	19,267,844					
North Atlantic Division:						
Maine	445,625					
New Hampshire (1904–5)	59,470	0	0	$59,470	0	0
Vermont	1,120,218	0	0	1,120,218	0	0
Massachusetts	4,980,111					
Rhode Island (1904–5)	257,414					
Connecticut	3,060,097					
New York	8,996,863	0	0	8,996,863	0	0
New Jersey (1904–5)	4,436,430	[b]			[b]	
Pennsylvania						
South Atlantic Division:						
Delaware (1896–7)	[c] 350,000	0	0	[c] 350,000	0	0
Maryland						
District of Columbia	0	0	0	0	0	0
Virginia (1902–3)	1,783,828	0	0	1,783,828	0	0
West Virginia (1904–5)	[d] 1,000,000					
North Carolina (1903–4)	200,000	0	0	200,000	500,000	$500,000
South Carolina						
Georgia	[e]	[f]				
Florida	1,085,367				140,300	
South Central Division:						
Kentucky (1901–2)	2,315,627					
Tennessee	2,512,000					
Alabama (1902–3)	2,135,313					
Mississippi (1902–3)	3,466,667					
Louisiana						
Texas (1904–5)	39,421,018	7,000,000	$10,500,000	49,921,018	8,000,000	8,195,444
Arkansas	1,134,508					
Oklahoma		2,055,000	20,000,000			
Indian Territory						
North Central Division:						
Ohio (1901–2)	2,315,627					
Indiana	10,743,409				805	35,413
Illinois	17,656,923	7,258				
Michigan (1904–5)	5,228,333					
Wisconsin	3,718,972	0	0	3,718,972	21,733	64,199
Minnesota	17,824,135				1,000,000	6,000,000
Iowa (1904–5)	4,769,521					
Missouri	13,326,141					
North Dakota	8,500,000				[g] 2,000,000	20,000,000
South Dakota	4,850,014	1,300,000	26,000,000	30,850,014	700,000	[h] 7,000,000
Nebraska	6,459,958	1,827,736	12,000,000	18,459,958	18	
Kansas (1904–5)	7,553,330	85,000	250,000	7,803,330	450,000	1,245,000
Western Division:						
Montana	1,120,439	1,548,479	3,000,000	4,120,439	1,297,592	1,500,000
Wyoming	173,514	1,997,511	1,657,934	1,831,448	1,130,521	
Colorado	[i] 1,251,901	1,877,042	6,569,647	7,821,548	1,912,156	6,692,546
New Mexico	24,791	430,000	1,230,000	1,314,791	2,500,000	7,500,000
Arizona						
Utah	553,683	75,000	187,500	741,183	1,425,000	3,562,500
Nevada	1,773,000					
Idaho	1,843,000	220,385			2,277,615	22,776,150
Washington	3,685,768	591,753	11,900,170	15,585,938	1,114,469	22,411,978
Oregon	4,253,398	0	0	4,253,398	500,000	
California	4,588,350					

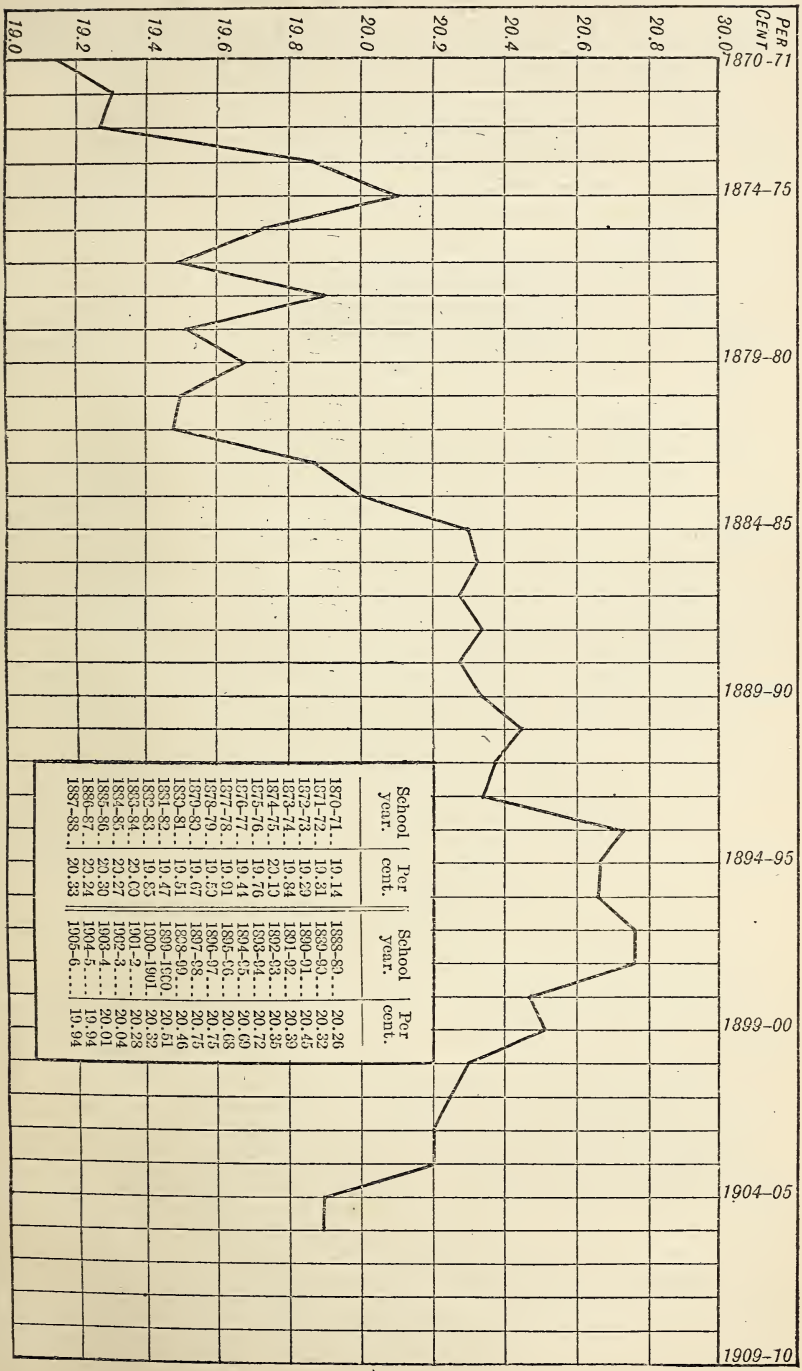
[a] Including unpaid principal due on contracts for purchase of school lands.
[b] Riparian lands; amount not determined.
[c] Approximately.
[d] Limited to $1,000,000 by constitutional amendment of 1902.
[e] Half the Western and Atlantic R. R. and some stock of the Georgia R. R.
[f] Oyster lands; amount not known.
[g] Includes lands under lease.
[h] Constitutional minimum price, $10 per acre.
[i] In 1901–2.

DIAGRAM 1.—*Number of pupils enrolled in the common schools of the United States.*



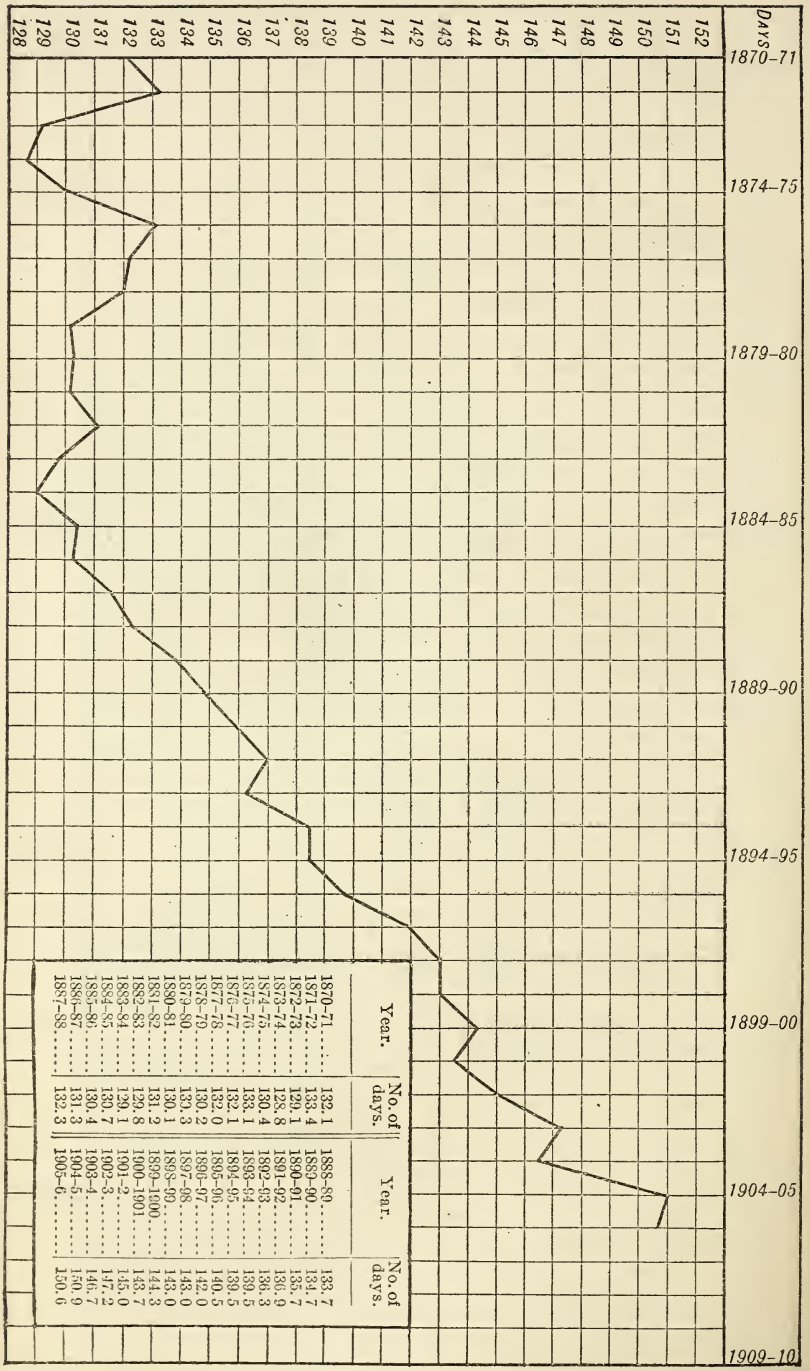
School year.	Pupils.	School year.	Pupils.
1870–71	7,561,582	1886–87	12,302,260
1871–72	7,815,306	1887–88	12,722,581
1872–73	8,003,614	1888–89	13,050,132
1873–74	8,444,251	1889–90	13,255,921
1874–75	8,785,678	1890–91	13,483,340
1875–76	8,839,115	1891–92	13,995,357
1876–77	8,955,000	1892–93	14,243,795
1877–78	9,033,333	1893–94	14,468,956
1878–79	9,304,238	1894–95	14,823,059
1879–80	9,857,505	1895–96	15,103,874
1880–81	10,000,895	1896–97	15,176,219
1881–82	10,211,578	1897–98	15,503,110
1882–83	10,651,838	1898–99	15,702,517
1883–84	10,982,384	1899–1900	15,925,887
1884–85	11,308,024	1900–1901	16,009,361
1885–86	11,664,460	1901–2	16,256,038
1886–87	11,884,944	1902–3	16,468,300
1887–88	12,182,600	1903–4	16,641,970
		1904–5	16,855,641
		1905–6	17,092,512

DIAGRAM 2.—*Per cent of population enrolled in common schools.*



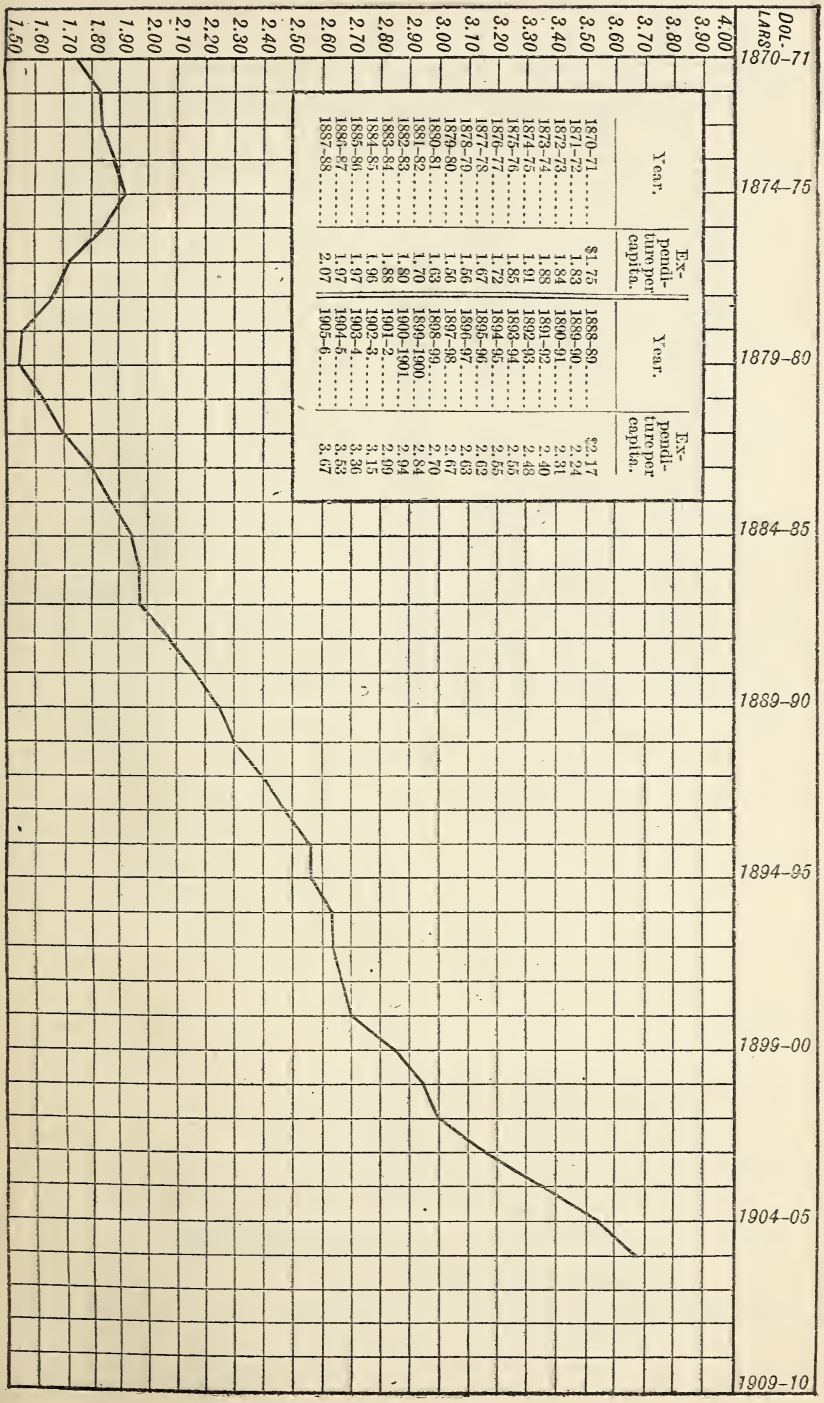
School year.	Per cent.	School year.	Per cent.
1870–71	19.14	1888–89	20.26
1871–72	19.31	1889–90	20.32
1872–73	19.29	1890–91	20.45
1873–74	19.84	1891–92	20.39
1874–75	20.19	1892–93	20.35
1875–76	19.76	1893–94	20.72
1876–77	19.44	1894–95	20.69
1877–78	19.91	1895–96	20.68
1878–79	19.89	1896–97	20.75
1879–80	19.67	1897–98	20.75
1880–81	19.51	1898–99	20.46
1881–82	19.47	1899–1900	20.51
1882–83	19.85	1900–1901	20.32
1883–84	20.00	1901–2	20.28
1884–85	20.27	1902–3	20.04
1885–86	20.30	1903–4	20.01
1886–87	20.24	1904–5	19.94
1887–88	20.33	1905–6	19.94

DIAGRAM 3.— *Length of common school term.*



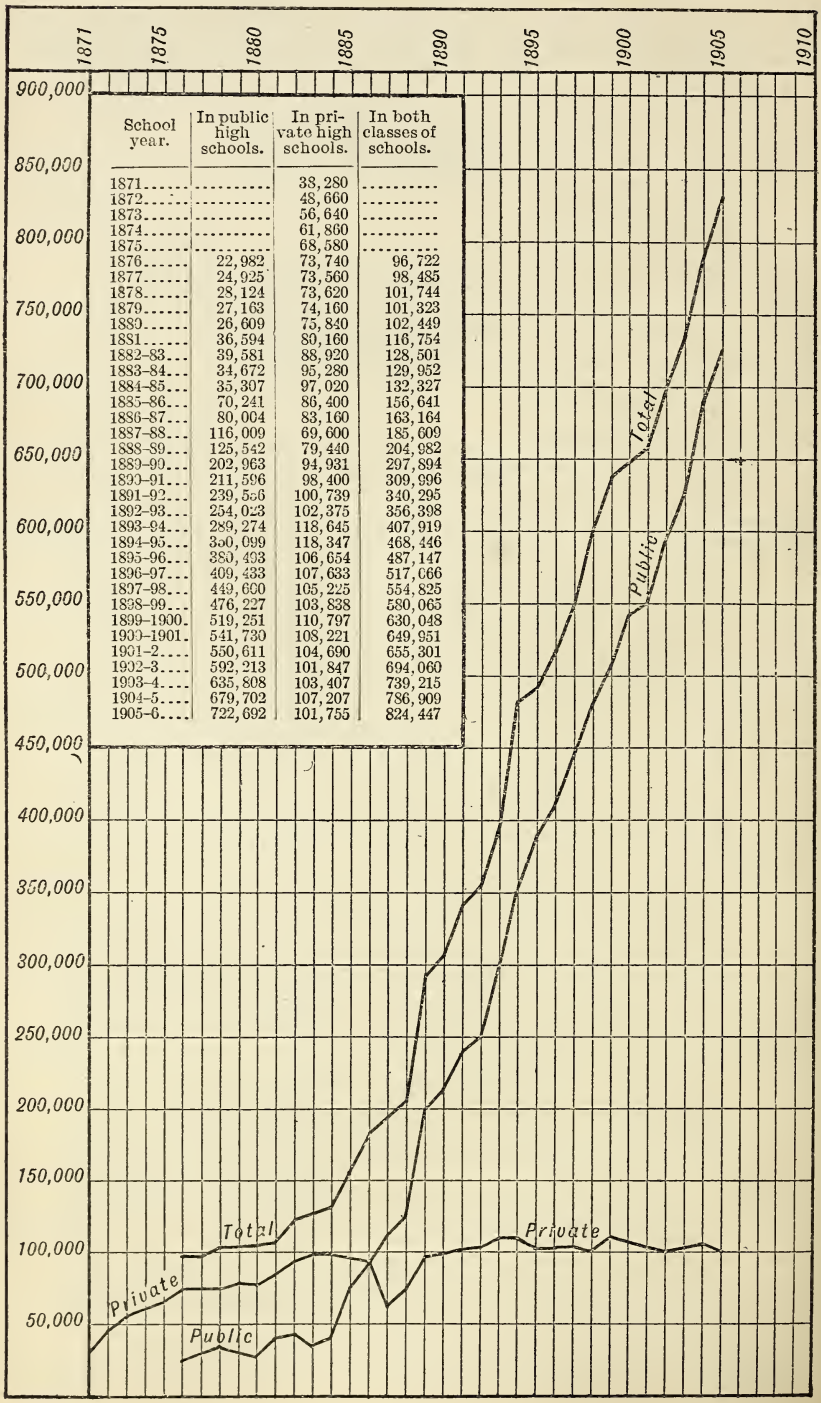
Year.	No. of days.	Year.	No. of days.
1870–71.....	132.1	1888–89.....	133.7
1871–72.....	133.4	1889–90.....	134.7
1872–73.....	129.1	1890–91.....	135.7
1873–74.....	128.8	1891–92.....	136.9
1874–75.....	130.4	1892–93.....	136.3
1875–76.....	133.1	1893–94.....	139.5
1876–77.....	132.1	1894–95.....	139.5
1877–78.....	132.0	1895–96.....	140.5
1878–79.....	130.2	1896–97.....	142.0
1879–80.....	130.3	1897–98.....	143.0
1880–81.....	130.1	1898–99.....	143.0
1881–82.....	131.2	1899–1900.....	144.3
1882–83.....	129.8	1900–1901.....	143.7
1883–84.....	129.1	1901–2.....	145.0
1884–85.....	130.7	1902–3.....	147.2
1885–86.....	130.4	1903–4.....	146.7
1886–87.....	131.3	1904–5.....	150.9
1887–88.....	132.3	1905–6.....	150.6

DIAGRAM 4.—*Expenditure for common schools per capita of population.*



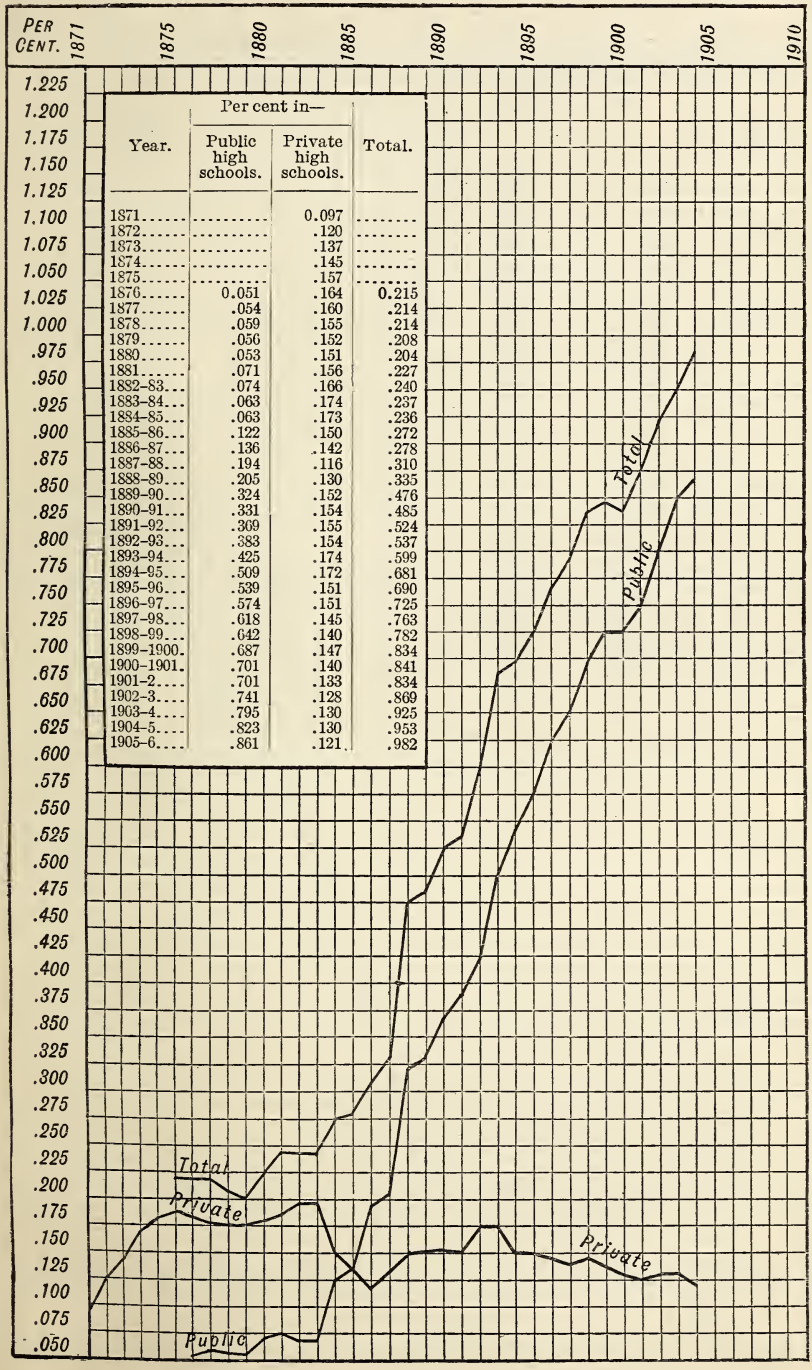
Year.	Expenditure per capita.	Year.	Expenditure per capita.
1870–71	$1.75	1888–89	$2.17
1871–72	1.83	1889–90	2.24
1872–73	1.84	1890–91	2.31
1873–74	1.88	1891–92	2.40
1874–75	1.91	1892–93	2.48
1875–76	1.85	1893–94	2.55
1876–77	1.72	1894–95	2.55
1877–78	1.67	1895–96	2.62
1878–79	1.56	1896–97	2.63
1879–80	1.56	1897–98	2.67
1880–81	1.63	1898–99	2.70
1881–82	1.70	1899–1900	2.84
1882–83	1.80	1900–1901	2.94
1883–84	1.88	1901–2	2.99
1884–85	1.96	1902–3	3.15
1885–86	1.97	1903–4	3.36
1886–87	1.97	1904–5	3.53
1887–88	2.07	1905–6	3.67

DIAGRAM 5.—*Number of secondary students in public and private secondary schools.*



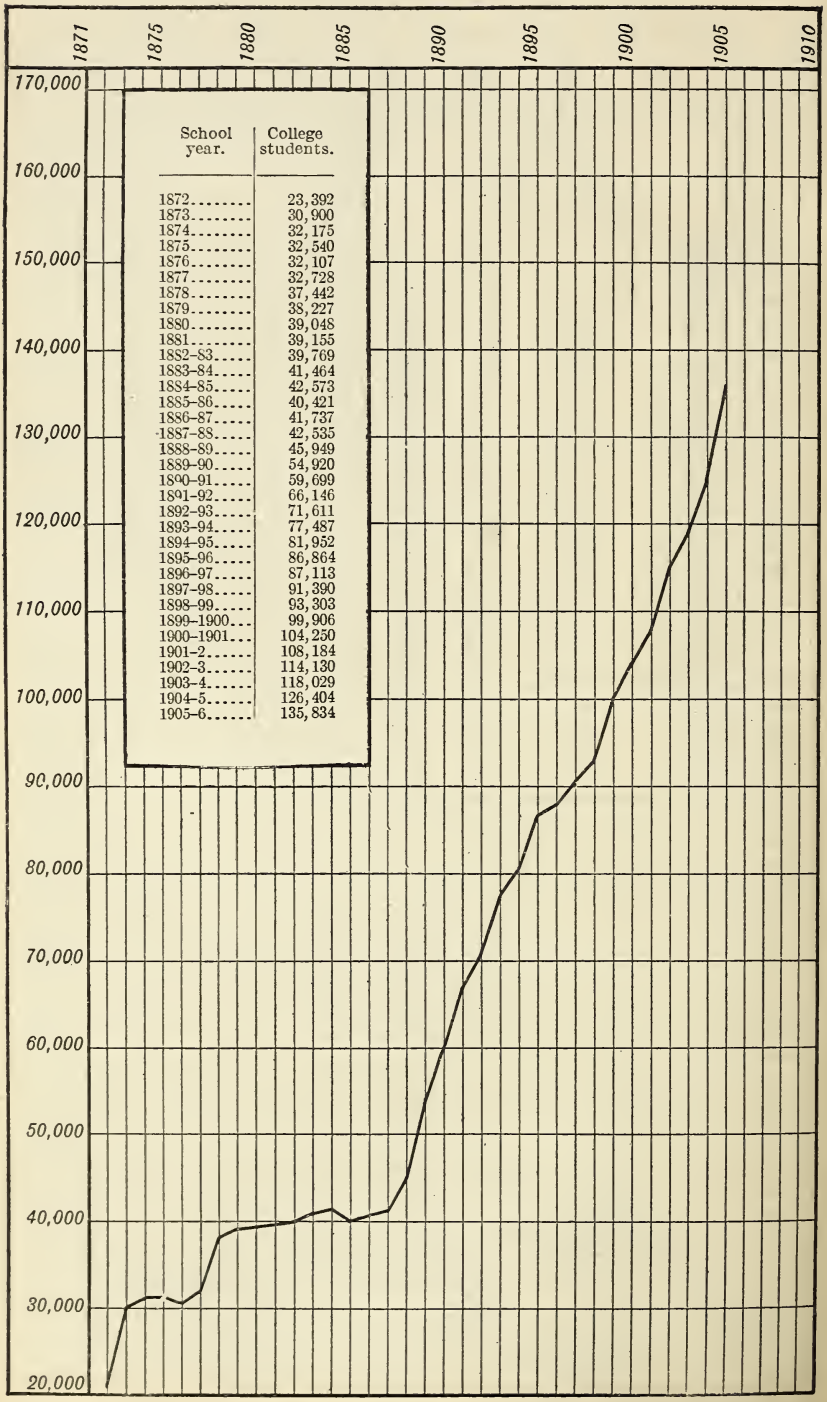
School year.	In public high schools.	In private high schools.	In both classes of schools.
1871	.....	38,280	.....
1872	.....	48,660	.....
1873	.....	56,640	.....
1874	.....	61,860	.....
1875	.....	68,580	.....
1876	22,982	73,740	96,722
1877	24,925	73,560	98,485
1878	28,124	73,620	101,744
1879	27,163	74,160	101,323
1880	26,609	75,840	102,449
1881	36,594	80,160	116,754
1882–83	39,581	88,920	128,501
1883–84	34,672	95,280	129,952
1884–85	35,307	97,020	132,327
1885–86	70,241	86,400	156,641
1886–87	80,004	83,160	163,164
1887–88	116,009	69,600	185,609
1888–89	125,542	79,440	204,982
1889–90	202,963	94,931	297,894
1890–91	211,596	98,400	309,996
1891–92	239,556	100,739	340,295
1892–93	254,023	102,375	356,398
1893–94	289,274	118,645	407,919
1894–95	350,099	118,347	468,446
1895–96	380,493	106,654	487,147
1896–97	409,433	107,633	517,666
1897–98	449,600	105,225	554,825
1898–99	476,227	103,838	580,065
1899–1900	519,251	110,797	630,048
1900–1901	541,730	108,221	649,951
1901–2	550,611	104,690	655,301
1902–3	592,213	101,847	694,060
1903–4	635,808	103,407	739,215
1904–5	679,702	107,207	786,909
1905–6	722,692	101,755	824,447

DIAGRAM 6.—*Per cent of population enrolled as secondary students in public and private secondary schools.*



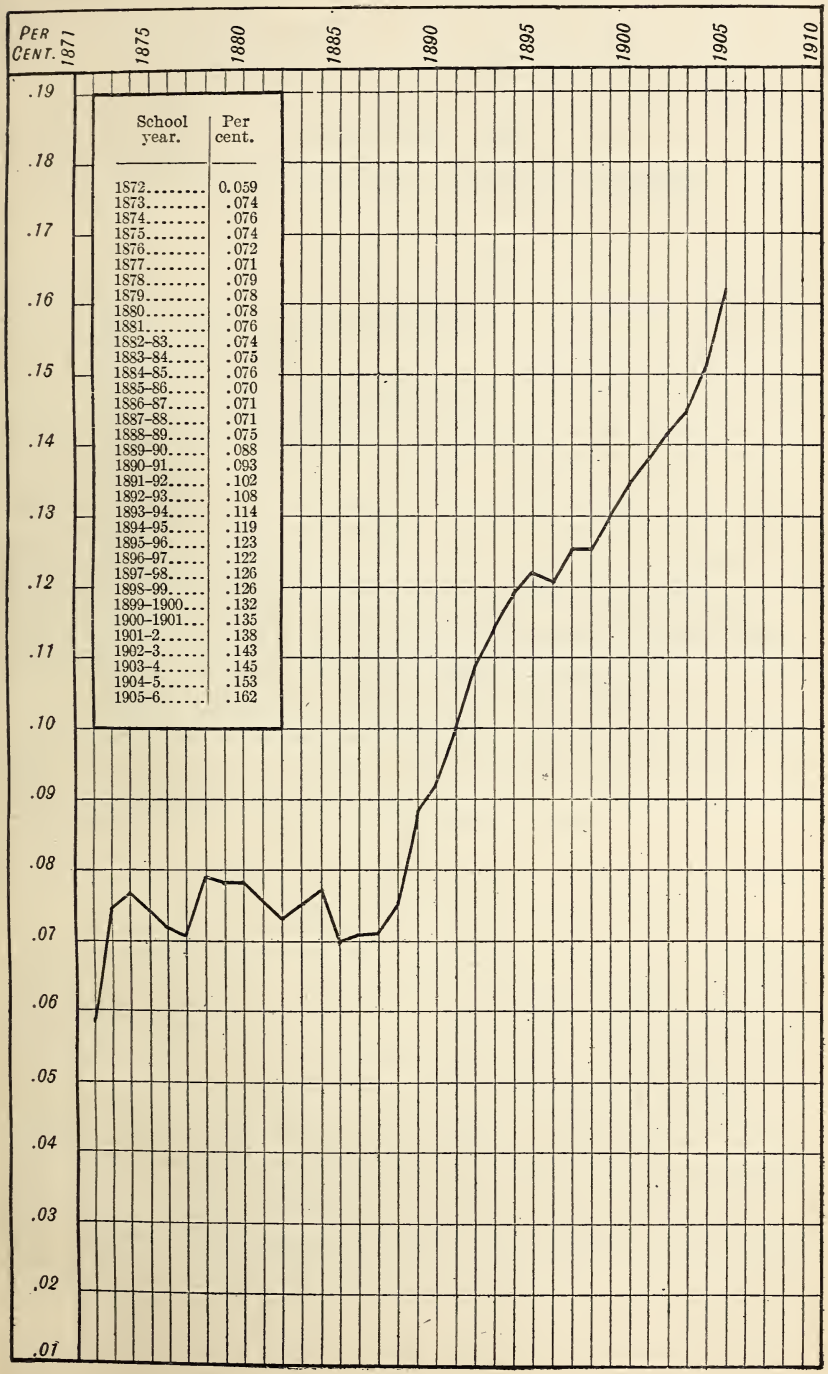
Year.	Per cent in— Public high schools.	Private high schools.	Total.
1871	.....	0.097	.....
1872	.....	.120	.....
1873	.....	.137	.....
1874	.....	.145	.....
1875	.....	.157	.....
1876	0.051	.164	0.215
1877	.054	.160	.214
1878	.059	.155	.214
1879	.056	.152	.208
1880	.053	.151	.204
1881	.071	.156	.227
1882–83	.074	.166	.240
1883–84	.063	.174	.237
1884–85	.063	.173	.236
1885–86	.122	.150	.272
1886–87	.136	.142	.278
1887–88	.194	.116	.310
1888–89	.205	.130	.335
1889–90	.324	.152	.476
1890–91	.331	.154	.485
1891–92	.369	.155	.524
1892–93	.383	.154	.537
1893–94	.425	.174	.599
1894–95	.509	.172	.681
1895–96	.539	.151	.690
1896–97	.574	.151	.725
1897–98	.618	.145	.763
1898–99	.642	.140	.782
1899–1900	.687	.147	.834
1900–1901	.701	.140	.841
1901–2	.701	.133	.834
1902–3	.741	.128	.869
1903–4	.795	.130	.925
1904–5	.823	.130	.953
1905–6	.861	.121	.982

DIAGRAM 7.—*Number of students in universities, colleges, and schools of technology.*



School year.	College students.
1872	23,392
1873	30,900
1874	32,175
1875	32,540
1876	32,107
1877	32,728
1878	37,442
1879	38,227
1880	39,048
1881	39,155
1882-83	39,769
1883-84	41,464
1884-85	42,573
1885-86	40,421
1886-87	41,737
1887-88	42,535
1888-89	45,949
1889-90	54,920
1890-91	59,699
1891-92	66,146
1892-93	71,611
1893-94	77,487
1894-95	81,952
1895-96	86,864
1896-97	87,113
1897-98	91,390
1898-99	93,303
1899-1900	99,906
1900-1901	104,250
1901-2	108,184
1902-3	114,130
1903-4	118,029
1904-5	126,404
1905-6	135,834

DIAGRAM 8.—*Per cent of total population enrolled in universities, colleges, and schools of technology.*



School year.	Per cent.
1872	0.059
1873	.074
1874	.076
1875	.074
1876	.072
1877	.071
1878	.079
1879	.078
1880	.078
1881	.076
1882–83	.074
1883–84	.075
1884–85	.076
1885–86	.070
1886–87	.071
1887–88	.071
1888–89	.075
1889–90	.088
1890–91	.093
1891–92	.102
1892–93	.108
1893–94	.114
1894–95	.119
1895–96	.123
1896–97	.122
1897–98	.126
1898–99	.126
1899–1900	.132
1900–1901	.135
1901–2	.138
1902–3	.143
1903–4	.145
1904–5	.153
1905–6	.162

CHAPTER XIV.

STATISTICS OF CITY SCHOOL SYSTEMS.

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TABLE 16.—Public kindergartens in cities of over 4,000 inhabitants in 1905–6.

SCHOOLS IN CITIES OF 8,000 POPULATION AND UPWARDS.

The following table exhibits the status of city school systems for the year 1905–6 in respect to the main features. A comparison with corresponding items of the previous year's statistics is also shown. Owing to the large number of transfers from the list of cities of the second class during the present year, this table has small value for comparative purposes. The net additions amount to 67. The decennial censuses taken by a number of States (1905) formed the basis of most of these transfers. The school population and enrollment reported were used in a number of instances as a basis for estimates, and these items, coupled with the average annual ratio of growth during the preceding decade, constituted what was thought to be a fairly conservative basis. The correctness of these estimates is, however, in no wise assumed by this Office. The only purpose in holding to a classification on the basis of population is that of presenting together statistics from units where conditions are approximately alike. The matter of population is therefore not vital.

All the geographical divisions indicate substantial growth, except that many items in the Western Division were undoubtedly affected by the earthquake disaster in 1906. Reference to Tables 4 and 5 shows that while there was an absolute increase in all the items, relatively much derangement of the usual ratios is noticeable.

Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.

	1904–5.	1905–6.	Increase.	Increase, per cent.
Number of city school systems	594	661	67	11.28
Enrollment	4,506,678	4,722,637	215,959	4.79
Aggregate number of days' attendance	651,970,275	682,388,121	30,367,846	4.66
Average daily attendance	3,434,323	3,670,210	235,887	6.87
Average length of the school term in days	189.8	185.9	[a] 3.9	[a] 2.50
Enrollment in private and parochial schools	1,012,380	1,067,958	55,578	5.49
Male supervising officers	2,811	3,084	273	9.71
Female supervising officers	2,918	3,516	598	20.53
Whole number of supervising officers	5,729	6,600	871	15.20
Number of male teachers	7,769	8,345	576	7.41
Number of female teachers	92,417	97,680	5,263	5.69
Whole number of teachers	100,186	106,025	5,839	5.83
Number of buildings	10,179	10,672	493	4.84
Number of seats	4,314,319	4,603,151	288,832	6.69
Value of school property	$424,859,805	$477,653,449	$52,793,644	12.43
Expenditure for tuition	$78,328,420	$85,032,960	$6,704,540	8.56
Total expenditure	$139,417,318	$153,344,697	$13,927,379	9.99

[a] Decrease.

For convenience in making comparisons the following list of transfers of cities from the second to the first class is printed. The population of all these in States where no census has been taken has been assumed to be approximately 8,000. The list is as follows:

Albuquerque, N. Mex.; Americus, Ga.; Anderson, S. C.; Baker City, Oreg.; Bessemer, Ala.; Boulder, Colo.; Burlington, N. J.;[a] Calais, Me.; Canton, Ill.; Carnegie, Pa.; Centralia, Ill.; Chanute, Kans.;[a] Charleroi, Pa.; Clearfield, Pa; Coffeyville, Kans.; Columbus, Miss.; Conneaut, Ohio; Connellsville, Pa.; Coshocton, Ohio; Creston, Iowa;[a] Delaware, Ohio; Derby, Conn.; Elizabeth City, N. C.; Englewood, N. J.;[a] Fostoria, Ohio; Frankfort, Ind.; Franklin, Pa.; Fulton, N. Y.;[a] Galion, Ohio; Gloucester, N. J.;[a] Goshen, Ind.; Grafton, W. Va.; Greensburg, Pa.; Greenville, Miss.; Hackensack, N. J.;[a] Hopkinsville, Ky.; Independence, Kans.;[a] Independence, Mo.; Lake Charles, La.; Lead, S. Dak.;[a] McAlester, Ind. T.;[b] Martinsburg, W. Va.; Martins Ferry, Ohio; Mason City, Iowa; Methuen, Mass.; Muskogee, Ind. T.; Nevada, Mo.; New Iberia, La.; Niles, Ohio; Oneida, N. Y.;[a] Oneonta, N. Y.;[a] Phoenix, Ariz.; Port Chester, N. Y.;[a] Red Wing, Minn.;[a] Rensselaer, N. Y.;[a] Rome, Ga.; Salem, Ohio; San Bernardino, Cal.; Santa Barbara, Cal.; Shawnee, Okla.; Shelbyville, Ind.; Tamaqua, Pa.; Temple, Tex.; Tonawanda, N. Y.;[a] Uniontown, Pa.; Valdosta, Ga.; Weehawken, N. J.;[a] Westerly, R. I.; West Orange, N. J.;[a] West Springfield, Mass.;[a] Willimantic, Conn.; Winchester, Mass.[a]

EVENING SCHOOLS.

The number of cities reporting evening schools is greater by 23 than was reported for 1905. The table below is a summary of the main items. This shows an increase of 132 in the number of schools. Reference to Table 10 shows that 72 per cent of the evening schools reported are in the North Atlantic Division.

In those sections having a large foreign population the evening schools give much attention to instruction in the English language. In many places, however, this is subsidiary to the general purpose of giving an opportunity to ambitious adult students to improve their condition in life. The evening drawing schools in Boston are excel-

[a] State census, 1905. [b] Consolidated with South McAlester.

lent examples of this. To those interested in evening schools attention is called to the Special Report of the Committee on Drawing on the Evening Drawing Schools (School Doc. No. 3, 1905) issued by the Boston school board.

The enrollment reported for the year was 314,604, an increase of 22,285 over the previous year. This includes enrollment in the evening high, elementary, drawing, and manual training schools. Only 1.2 per cent of those reported attended day schools.

Summary of evening schools for 1905–6, showing increase from previous year.

	1904–5.	1905–6.	Increase.	Increase, per cent.
Number of cities reporting evening schools	180	203	23	12.83
Number of schools	922	1,054	132	14.32
Number of teachers	6,572	7,497	925	14.07
Number of pupils	292,319	314,604	22,285	7.62
Average daily attendance	107,375	128,955	21,580	20.10
Ratio of average daily attendance to enrollment	36.7	40.99	4.29	11.69

MEDICAL INSPECTION OF SCHOOL CHILDREN.

Below is given a partial list of cities in which medical inspection, in one form or another, is given. This subject continues to occupy a large place in many annual city school reports.

A recent act of the Massachusetts legislature which requires cities and towns to provide medical inspection for all pupils in the public schools has attracted much attention to the subject. The following excerpt indicates the scope of the new law:

The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year to ascertain whether he is suffering from defective sight or hearing or from any other disability or defect tending to prevent his receiving the full benefit of his school work or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results.

The Vermont act providing for medical inspection of school children, passed in 1904, contains the following:

The superintendent, principal, or teacher in every school during the month of September, each year, shall test the sight and hearing of all pupils under his charge and keep a record of such examination according to the instructions furnished, and shall notify in writing the parent or guardian of every pupil who shall be found to have any defect of vision or hearing, or disease of eyes or ears, with a brief statement of such defect or disease, and shall make written report of all such examinations to the superintendent of education as he may require.

The instructions referred to are furnished by the State superintendent and State board of health.

The list below does not include cities of Massachusetts or Vermont, where the State law requires inspection. The system of inspection in several cases is in an experimental stage. The various types of inspection, namely, (1) that by regularly paid medical inspectors, (2) that by volunteer medical inspectors, (3) that by teachers under medical direction, and (4) that by trained nurses, are all represented in the list given.

Asbury Park, N. J.; Atlantic City, N. J.; Buffalo, N. Y.; Camden, N. J.; Chicago, Ill.; Des Moines (west side), Iowa; Detroit, Mich.; Elgin, Ill.; Evansville, Ind.; Ann Arbor, Mich.; Grand Rapids, Mich.; Hartford, Conn.; Jersey City, N. J.; Kansas City, Mo.; Lancaster, Pa.; Milwaukee, Wis.; Minneapolis, Minn.; Montclair, N. J.; Newark, N. J.; New Haven, Conn.; New York, N. Y.; Ogden, Utah; Orange, N. J.; Passaic, N. J.; Paterson, N. J.; Pawtucket, R. I.; Philadelphia, Pa.; Plainfield, N, J.; Providence, R. I.; Salt Lake City, Utah; San Francisco, Cal.; Syracuse, N. Y.; Washington, D. C.; Waterbury, Conn; Indianapolis, Ind.; Baltimore, Md.; Cincinnati, Ohio; Englewood and Mt. Holly, N. J.

SCHOOLS OF CITIES, TOWNS, AND VILLAGES OF 4,000 TO 8,000 POPULATION.

The table below shows a net total of 46 more cities, towns, and villages of this class than were made the basis of last year's summary. Considering the large number of changes, it is not possible to make any valuable comparisons with preceding years from the figures here given.

In Tables 12 and 13 of this chapter the statistics given in detail in Table 14 are summarized.

Summary of statistics of cities and villages containing from 4,000 to 8,000 inhabitants, showing increase from previous year.

	1904–5.	1905–6.	Increase.	Increase, per cent.
Number of city and village school systems	618	664	46	7.44
Enrollment	707,205	718,576	11,371	1.61
Aggregate number of days' attendance	97,468,177	101,801,905	4,333,728	4.45
Average daily attendance	543,965	558,352	14,387	2.65
Average length of the school term, in days	179.2	182.3	3.1	1.78
Enrollment in private and parochial schools	95,550	94,733	[a] 817	[a] .85
Whole number of supervising officers	1,213	1,289	76	6.26
Number of male teachers	1,793	1,787	[a] 6	[a] .33
Number of female teachers	14,735	15,073	338	2.29
Whole number of teachers	16,528	16,860	332	2.01
Number of buildings	3,122	3,128	6	.19
Number of seats	714,175	716,837	2,662	.37
Value of school property	$49,990,848	$51,340,510	$1,349,662	2.70
Expenditure for tuition	$8,786,570	$9,132,465	$345,895	3.94
Total expenditure	$13,590,101	$14,178,167	$588,066	4.33

[a] Decrease.

Following are the names of the villages and towns added the present year. Statistics of all of these are included in the tables which follow. It will be noted that a large proportion of the added villages are in those States where a census was taken during 1905. The others were conservatively estimated and may be assumed to have approximately a population of 4,000.

Aberdeen, S. Dak.;[a] Aiken, S. C.; Albia, Iowa;[a] Anoka, Minn.;[a] Athens, Pa.; Barnesville, Ohio; Batavia, Ill.; Bellevue, Pa.; Belton, Tex.; Bismarck, N. Dak.;[a] Bozeman, Mont.; Bristol, Conn.; Burlington, N. C.; Chelmsford, Mass.;[a] Cherryvale, Kans.;[a] Chickasha, Ind. T.; Clarinda, Iowa;[a] Cleveland, Tenn.; Collingwood, Ohio; Concordia, Kans.;[a] Corinth, Miss.; Dansville, N. Y.;[a] Darby, Pa.; Deadwood, S. Dak.;[a] Decorah, Iowa;[a] Donora, Pa.; Dublin, Ga.; Durant, Ind. T.; Duryea, Pa.; Dyersburg, Tenn.; East Chicago, Ind.; Effingham, Ill.; El Reno, Okla.; Ely, Minn.;[a] Enid, Okla.; Eugene, Oreg.; Eveleth, Minn.;[a] Fairhaven, Mass.;[a] Fishkill, N. Y.;[a] Florence, Colo.; Galena, Kans.;[a b] Garfield, N. J.;[a] Garrett, Ind.; Gas City, Ind.; Gouverneur, N. Y.;[a] Grand Junction, Colo.; Granville, N. Y.;[a] Harriman, Tenn.; Hastings, Minn.;[a] Hempstead, N. Y.;[a] Hooperton, Ill.; Horton, Kans.;[a] Houghton, Mich.;[a] Houma, La.; Independence, Iowa;[a] Jamestown, N. Dak.;[a] Jersey Shore, Pa.; Knoxville, Pa.; Laurel, Miss.; Lee, Mass.;[a] Lestershire, N. Y.;[a] Linton, Ind.; Madisonville, Ky.; Maynard, Mass.;[a] Mendota, Ill.; Minot, N. Dak.;[a] Monessen, Pa.; Manson, Mass.;[a] Montpelier, Ind.; Mount Pleasant, Mich.;[a] Newnan, Ga.; Newton, Iowa;[a] Normal, Ill.; North Baltimore, Ohio; North Platte, Nebr.; North Yakima, Wash., Palatka, Fla.;[a] Paragould, Ark.; Perry, Okla.; Plymouth, Ind.; Ponca, Okla.; Potsdam, N. Y.;[a] Pratt City, Ala.; Prescott, Ariz.; Radford, Va.; Ridgeway, Pa.; Ridgewood, N. J.;[a] Rockville, Conn.;[c] Rosedale, Kans.;[a] Rye, N. Y.;[a] St. Bernard, Ohio; Salida, Colo.; Sewickley, Pa.; Shenandoah, Iowa;[a] Sheridan, Wyo.;[a] Slatington, Pa.; Solvay, N. Y.;[a] Somerset, Ky.; South Milwaukee, Wis.;[a] South Sharon, Pa.; Stoughton, Wis.;[a] Sturgeon Bay, Wis.;[a] Sycamore, Ill.; Tewksbury, Mass.;[a] The Dalles, Oreg.; Three

[a] State census, 1905.
[b] Formerly in city list.
[c] Statistics formerly reported as included in town of Vernon.

Rivers, Mich.;[a] Toronto, Ohio; Turtle Creek, Pa.; Valley City, N. Dak.;[a] Virginia, Minn.;[a] Wallingford, Conn.; Watertown, S. Dak.;[a] Water Valley, Miss.; Watsonville, Cal.; Westfield, N. J.;[a] Willmar, Minn.;[a] Wilmington, Ohio; Wilson, N. C.; Windber, Pa.; Woodlawn, Ala.

KINDERGARTENS IN CITIES, TOWNS, AND VILLAGES (4,000 INHABITANTS AND UPWARD).

The statistics for the present year show a total of 369 cities in which kindergartens form a regular part of the public school system.

Tables 15 and 16 are devoted to the statistics of this grade of schools. Of the 369 cities maintaining kindergartens, 181 are in the North Atlantic Division and 135 in the North Central Division.

Summary of public kindergartens, showing increase from previous year.

	1904–5.	1905–6.	Increase.	Increase, per cent.
Number of cities and villages reporting	358	369	11	3.10
Number of schools	3,176	3,391	215	6.77
Number of pupils	205,118	227,390	22,272	10.86
Number of teachers	4,795	5,097	302	6.30

COMPARISON OF URBAN AND RURAL SCHOOL STATISTICS.

The short summary following exhibits comparatively the main items of educational statistics in urban and in rural schools for the current year. All that portion of the country outside of towns having a population of 4,000 or more is roughly classed as rural.

The statistics on which these calculations are based are those reported by the various State superintendents.

	In cities, villages, and towns of 4,000 population and over.	Per cent.	Outside of cities, towns, etc., of 4,000 population and over.	Per cent.
Enrollment in public day schools	5,441,213	32.7	11,200,757	67.3
Aggregate number of days' attendance	784,190,026	44.5	979,322,365	55.5
Average daily attendance	4,228,562	36.1	7,483,738	63.9
Number of male teachers[a]	13,817	12.6	95,362	87.4
Number of female teachers[a]	116,957	32.8	239,927	67.2
Whole number of teachers[a]	130,774	18.1	335,289	71.9
Number of buildings	13,800	5.4	243,929	94.6
Value of school property	$528,993,959	67.6	$254,134,181	32.4
Expenditure for tuition	$94,165,425	50.5	$92,318,039	49.5
Total expenditure	$167,522,864	54.4	$140,242,795	45.6

[a] Includes all engaged in the work of instruction in the public day schools (superintendents, supervisors, principals, special teachers, and grade teachers).

DISTRIBUTION OF PUPILS IN THE SEVERAL GRADES.

The enrollment in the several grades in certain cities is given below. One hundred and twenty-seven cities appear in this table. The aggregate enrollment in high and elementary schools and kindergartens was 2,089,769. This number represents 44.2 per cent of the entire enrollment in all grades of the public schools of cities of 8,000 and upward for the year 1906.

The enrollment in all public high schools in cities of 8,000 and upward for the year 1906 was 351,986. This constitutes 7.4 per cent of the entire enrollment (4,722,637). This ratio is especially valuable, as it is based on exact figures reported directly to this Office during the year.

[a] State census, 1905.

Number of pupils in the several school grades in certain cities.

	City.	Remarks.	Kindergartens.	Elementary.										High schools.				Total in graded and ungraded elementary schools.	Total in high schools.	Total in graded and ungraded elementary schools and high schools.
				First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	Ninth year.	Ungraded.	First year.	Second year.	Third year.	Fourth year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Adrian, Mich	Total enrollment, 1905–6	299	171	164	172	159	171	179	148	104		2	130	75	38	39	1,270	282	1,552
2	Aurora (East side), Ill	Enrollment for October, 1903		390	281	266	214	254	281	175	225			123	88	72	57	2,086	340	2,426
3	Austin, Tex	Total enrollment, 1904–5		828	586	559	493	422	355					246	198	114	105	3,243	663	3,906
4	Baltimore, Md	Number belonging Dec. 31, 1904.		16,676	12,000	10,456	8,701	6,668	4,611	3,082	1,992			1,324	787	513	403	a64,186	3,027	a67,213
5	Bayonne, N. J	Total enrollment, 1904–5		542	1,184	943	628	925	795	1,289	74							6,380	258	6,638
6	Beloit, Wis	Total enrollment, 1903–4	592	337	332	284	280	238	243	185	176			122	74	61	53	2,075	310	2,385
7	Berlin, N. H	Total enrollment, fall, 1904		196	151	140	142	128	114	93	49		25					1,028	114	1,152
8	Beverly, Mass	Total enrollment, 1904–5		543	377	317	327	322	308	239	222	126		123	93	54	65	2,781	335	3,116
9	Boston, Mass	Enrollment for June 30, 1905	5,510	13,694	10,167	9,209	8,960	8,221	7,757	6,415	5,271	4,466	2,704	2,477	1,670	1,314	558	43,794	b6,019	b49,813
10	Bradford, Pa	Total enrollment, 1903–4		434	338	295	325	335	269	204	203			200	124	65	61	2,403	450	2,853
11	Bristol, Conn	Enrollment, Sept. 4, 1906	204	223	217	131	176	209	159	133	135			80	53	37	21	1,383	191	1,574
12	Bristol, Tenn	Total enrollment, 1904–5		345	237	155	125	112	87	42	40			16	11			1,143	27	1,170
13	Brockton, Mass	Enrollment for October, 1905		1,114	998	958	1,003	861	735	744	614	475						7,552	688	8,240
14	Cambridge, Mass	Enrollment for December, 1905.	834	2,283	1,761	1,810	1,623	1,535	1,125	1,181	953	816		330	266	232	148	13,087	976	14,063
15	Camden, N. J	Total enrollment, 1904–5	243	3,590	2,094	2,063	1,780	1,265	743	451	277			123	87	80	67	12,263	357	12,620
16	Chattanooga, Tenn	do		1,154	717	645	578	423	371	290	235			156	81	103		4,413	340	4,753
17	Chelsea, Mass	Enrollment for October, 1905	94	1,006	785	757	734	717	637	518	506	361		218	87	84	45	6,021	434	6,455
18	Chester, Pa	Enrollment for Sept. 30, 1905.		1,130	672	587	716	523	503	335	242	185		99	46	40	6	4,893	191	5,084
19	Chicago, Ill	Average daily membership, 1904–5.	9,087	42,812	34,380	34,310	29,824	27,512	21,755	16,251	12,340			5,239	2,912	1,750	1,306	219,184	11,207	230,391
20	Cincinnati, Ohio	Total enrollment, 1904–5		8,567	6,534	6,099	5,508	4,719	3,772	2,726	1,834			1,046	447	405	304	39,759	2,202	41,961
21	Cleveland, Ohio	do	2,409	13,184	9,665	9,335	8,914	7,645	6,178	4,568	3,222			1,741	1,251	851	648	62,711	4,491	67,202
22	Clinton, Iowa	Total enrollment, 1903–4	486	405	389	397	333	308	285	174	168			128	51	52	40	2,459	271	2,730
23	Colorado Springs, Colo	Total enrollment, 1902–3		1,359	688	690	591	611	638	425	276							5,278	527	5,805
24	Columbia, S. C	Total enrollment, 1905–6		1,135	458	421	314	247	199	175				118	87	36		2,949	241	3,190
25	Columbus, Ohio	Total enrollment, 1904–5		4,000	2,392	2,517	2,555	2,301	1,905	1,598	1,143			920	698	500	326	18,411	2,444	20,855
26	Corsicana, Tex	Total enrollment, 1902–3		391	253	244	208	154	162	146				74	86	61	38	1,558	259	1,817
27	Covington, Ky	Total enrollment, 1904–5	593	920	694	671	615	490	378	307	180							4,255	206	4,461

28	Danvers, Mass	do		184	166	180	194	155	149	147	123	91		102	83	48	29	1,389	262	1,651
29	Danville, Ill	Averageenrollment,1904–5c		477	379	357	387	313	247	217	156							2,533	263	2,796
30	Davenport, Iowa	Total enrollment, 1902–3		1,504	670	721	748	743	716	558	427	333		278	132	103	48	6,420	561	6,981
31	Dayton, Ohio	Enrollment, June 15, 1905	609	1,601	1,477	1,556	1,396	1,235	981	797	621							9,664	502	10,166
32	Decatur, Ill	Enrollment for December, 1905.		761	561	603	539	531	365	297				144	209	108	83	3,657	544	4,201
33	Denver, Colo	Total enrollment, 1904–5	2,499	5,411	3,471	3,819	3,766	3,314	2,950	2,282	1,712							26,725	2,783	29,508
34	Elgin, Ill	Total enrollment, second semester, 1904–5.		543	489	453	442	419	409	353	294			200	118	89	125	3,402	d 532	d 3,934
35	Elmira, N. Y	Average attendance, 1904–5		802	448	495	425	358	348	330	232			269	254	147	132	3,438	e 802	4,240
36	Everett, Mass	Total enrollment, 1904–5		890	764	881	742	685	635	535	474	329						5,935	499	6,434
37	Frankfort, Ky	do	50	264	129	144	157	113	87	51	50							995	107	1,152
38	Geneva, N. Y	Total enrollment, 1902–3	255	206	138	116	111	116	96	127	75	83		101	88	48	21	1,326	f 255	f 1,581
39	Greenville, S. C	Total enrollment, 1903–4		546	393	296	242	159	153	119	89	40						2,037		2,037
40	Haverhill, Mass	Enrollment for December, 1905.	281	755	598	593	636	642	539	503	390	312		230	142	128	84	4,968	584	5,552
41	Henderson, Ky	Total enrollment, 1904–5		447	273	260	233	136	102	97	79							1,627	143	1,770
42	Hillsboro, Tex	Total enrollment, 1905–6		386	182	238	246	150	103	101				80	48	34	23	1,406	185	1,591
43	Hopkinsville, Ky	do		158	110	109	126	95	65	63	71							797	123	920
44	Houston, Tex	do		2,207	1,657	1,669	1,234	973	643	506				337	205	151	68	8,889	761	9,650
45	Jackson, Tenn	Total enrollment, 1902–3		628	424	368	378	245	218	164				107	52	13		2,415	182	2,597
46	Janesville, Wis	do	259	407	282	250	238	225	209	183	159							1,953	409	2,362
47	Jersey City, N. J	Enrollment on Nov. 30, 1904	275	6,122	4,819	4,544	3,453	2,910	2,382	1,670	1,098			65	101	175	342	26,998	683	27,681
48	Johnson City, Tenn	Total enrollment, 1904–5		416	175	194	171	112	75	76	51			24	13			1,270	37	1,307
49	Johnstown, Pa	Total enrollment, fall of 1904		1,065	785	736	821	792	641	514	393	219		124	96	48	49	5,966	317	6,283
50	Kankakee, Ill	Total enrollment, 1904–5		350	276	271	255	191	220	174	135							1,872	215	2,087
51	Kansas City, Kans	Total enrollment, 1903–4		1,824	1,410	1,397	1,245	955	876	759	543			402	216	100	71	9,009	g 789	g 9,798
52	Kansas City, Mo	Total enrollment, 1904–5	1,363	7,968	3,968	4,011	3,991	3,197	2,410	1,949				1,486	1,059	690	563	27,494	3,798	31,292
53	Knoxville, Tenn	do		1,853	726	766	657	422	446	306	264			120	76			5,440	196	5,636
54	La Crosse, Wis	Total enrollment, 1905–6		1,160	626	665	693	544	476	277	212							4,653	325	4,978
55	Leadville, Colo	Total enrollment (first term), 1904–5.		335	186	174	169	169	157	98	59			48	27	18	16	1,347	109	1,456
56	Lexington, Ky	Total enrollment for June, 1905.	442	1,057	670	593	450	409	320	287	153							3,939	185	4,124
57	Los Angeles, Cal	Total enrollment, 1904–5	3,169	6,064	3,855	4,523	3,970	3,561	3,088	2,355	1,538			1,286	524	239	154	28,954	2,203	31,157
58	Lynn, Mass	Total membership, 1904–5		1,895	1,421	1,395	1,308	1,378	1,251	983	817	523						10,971	873	11,844
59	Madison, Wis	Total enrollment, 1905–6	103	529	463	434	405	357	314	279	222			289	170	131	90	3,003	680	3,683
60	Malden, Mass	Totalenrollment, December, 1905.		1,123	831	715	656	622	575	548	378	398		255	196	137	110	5,846	698	6,544
61	Marlboro, Mass	Total enrollment, September, 1905.		310	269	334	271	270	280	192	170	114		85	51	46	28	2,210	210	2,420
62	Marshall, Tex	Total enrollment, 1904–5		338	241	224	187	143	133	71	97			43	39	14	8	1,494	104	1,598
63	Medford, Mass	Enrollment, Sept. 30, 1905	172	457	430	448	437	390	363	353	283	272		164	89	100	70	3,433	423	3,856
64	Melrose, Mass	Total enrollment, December, 1905.		329	325	320	331	308	284	240	278	192		155	106	91	75	2,607	427	3,034
65	Memphis, Tenn	Total enrollment, 1904–5		4,617	1,748	1,439	1,138	829	711	393	307			236	130	64		11,182	431	11,613
66	Meriden, Conn	Enrollment, Sept. 15, 1905	52	596	470	468	447	405	395	322	275	148		123	80	35	37	3,526	275	3,801
67	Methuen, Mass	Total enrollment, 1904–5		256	236	153	175	179	159	125	73	61						1,417	104	1,521

a Does not include 781 pupils unclassified.
b Does not include 175 pupils in Latin schools designated "out of class course."
c Average based on exact number present in each grade on the following dates: Sept. 21 and Dec. 12, 1904; Feb. 27 and May 22, 1905.
d Does not include 5 in postgraduate class.
e Total high school enrollment for 1904–5.
f Does not include 14 in postgraduate class.
g Does not include 21 in postgraduate class.

Number of pupils in the several school grades in certain cities—Continued.

	City.	Remarks.	Kindergartens.	Elementary.										High schools.				Total in graded and ungraded elementary schools.	Total in high schools.	Total in graded and ungraded elementary schools and high schools.
				First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	Ninth year.	Ungraded.	First year.	Second year.	Third year.	Fourth year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
68	Michigan City, Ind	Total enrollment, 1904-5	245	409	274	253	228	224	205	146	101	.....	.....	.....	.....	.....	.....	1,840	202	2,042
69	Milford, Mass	Total enrollment, September, 1905.	.....	363	218	201	174	179	144	113	95	63	.....	58	43	27	32	1,550	160	1,710
70	Milwaukee, Wis	Average enrollment, 1904-5	3,835	7,084	5,096	4,376	4,107	3,775	3,158	2,299	1,678	.....	.....	.....	.....	.....	.....	31,573	1,908	33,481
71	Minneapolis, Minn	Total enrollment, 1904-5	443	9,218	5,187	4,877	4,927	4,728	3,741	2,943	2,170	.....	.....	.....	.....	.....	.....	37,791	3,851	41,642
72	Nashua, N. H	do	187	1,055	537	408	265	208	147	190	210	113	71	.....	.....	.....	.....	3,204	285	3,489
73	Nashville, Tenn	do	.....	1,878	1,585	1,433	1,349	1,104	844	707	525	.....	.....	280	151	89	.....	9,435	520	9,955
74	Needham, Mass	do	.....	116	93	93	86	93	86	65	53	43	.....	30	29	24	14	728	97	825
75	Newark, N. J	Average enrollment, 1904-5	4,290	7,700	6,065	5,995	5,353	3,712	2,707	1,791	1,287	.....	105	1,169	378	255	122	34,715	[a]1,924	36,639
76	New Brunswick, N. J	Total enrollment, 1904-5	77	523	343	344	317	317	207	170	132	.....	.....	124	104	44	34	2,353	306	2,659
77	Newburyport, Mass	Enrollment, December, 1905	.....	237	212	237	239	230	207	154	138	105	.....	.....	.....	.....	.....	1,759	304	2,063
78	New Haven, Conn	Enrollment, Dec. 31, 1904	1,344	3,263	2,414	2,426	2,117	1,899	1,621	1,214	902	.....	.....	595	392	344	272	15,856	1,603	17,459
79	New Orleans, La	Total enrollment, 1904-5	1,267	7,793	5,720	5,672	4,195	2,675	1,523	1,030	690	.....	.....	500	264	271	.....	29,298	1,035	30,333
80	Newport, R. I	Total enrollment, 1905-6	267	538	415	407	433	394	342	271	223	186	.....	159	103	57	48	3,209	367	3,576
81	Newton, Mass	Total enrollment, September, 1904.	480	691	634	583	539	544	486	449	388	336	.....	281	220	205	177	4,650	883	5,533
82	New York, N. Y	Enrollment, June 30, 1905	13,911	58,330	83,881	84,364	81,114	72,277	54,910	39,982	27,176	.....	.....	11,857	6,335	3,295	1,641	502,034	23,128	525,162
83	Niagara Falls, N. Y	Total enrollment, 1903-4	436	711	477	467	456	368	322	278	243	.....	39	.....	.....	.....	.....	3,361	433	3,794
84	Norwich, Conn	Enrollment at end of 1904-5	178	139	115	100	88	102	89	82	64	72	.....	.....	.....	.....	.....	851	.....	851
85	Ogden, Utah	Total enrollment, 1903-4	[b] 452	472	476	582	540	423	372	283	210	.....	.....	107	62	40	43	3,358	252	3,610
86	Olean, N. Y	Total enrollment, 1902-3	293	386	261	264	285	230	183	159	118	86	.....	.....	.....	.....	.....	1,972	256	2,228
87	Omaha, Nebr	Total enrollment, 1904-5	1,847	2,308	1,930	2,013	2,062	2,039	1,684	1,527	1,071	.....	.....	832	399	274	168	14,634	1,673	16,307
88	Paducah, Ky	Total enrollment, 1903-4	.....	760	491	508	447	333	294	231	179	.....	.....	83	50	38	.....	3,243	171	3,414
89	Paterson, N. J	Total enrollment, second term, 1904-5.	1,512	2,817	2,540	2,665	2,332	1,882	1,320	916	679	.....	.....	.....	.....	.....	.....	15,151	[c]1,002	16,153
90	Pawtucket, R. I	Number belonging last day of school year, 1904-5.	570	1,081	746	655	525	507	404	281	243	184	.....	.....	.....	.....	.....	4,626	288	[d] 4,914
91	Peabody, Mass	Total enrollment for September, 1904.	.....	294	238	245	224	187	165	160	125	103	.....	109	57	42	70	1,741	238	1,979
92	Philadelphia, Pa	Number belonging, close of 1903.	7,066	35,853	28,096	25,172	20,440	15,877	10,189	7,016	4,760	.....	.....	.....	.....	.....	.....	147,403	5,843	153,246

93	Plainfield, N. J.	Total enrollment, 1904–5	317	590	325	348	298	317	191	163	127	c 47		115	65	52	25	2,406	255	2,661
94	Portland, Me.	do		1,375	1,140	1,026	1,024	893	799	639	463	434	208	303	237	155	126	8,001	821	8,822
95	Portland, Oreg.	Enrollment, second term, 1905–6.		2,025	1,502	1,705	1,741	1,665	1,505	1,182	1,027	785						13,137	1,226	14,363
96	Portsmouth, N. H.	Total enrollment, 1904–5	184	201	197	160	166	171	135	129	111		67	110	92	55	44	1,337	f 301	f 1,638
97	Quincy, Mass.	Enrollment, September, 1905		921	688	671	646	561	563	583	461			285	215	111	72	5,094	f 683	f 5,777
98	Racine, Wis.	Total enrollment, 1902–3	881	903	573	780	630	596	373	262	265			155	84	82	42	4,382	363	4,745
99	Reading, Pa.	Total enrollment, 1903–4		2,061	1,703	1,651	1,657	1,582	1,301	664	413							11,032	660	11,692
100	Richmond, Va.	do		1,925	1,802	1,928	1,681	1,572	1,099	888				654	329	185	74	10,895	1,242	12,137
101	Saginaw (East side), Mich.	Total enrollment, 1901–2		737	679	624	559	594	490	440	324			255	133	73	57	4,447	518	4,965
102	St. Louis, Mo.	Enrollment at end of 1904–5	6,374	8,726	8,926	9,469	8,772	6,688	5,158	3,483	3,015			1,784	740	431	283	54,237	3,238	57,475
103	Salem, Mass.	Total enrollment, 1904–5	252	827	593	568	588	468	415	360	320	222	121	211	147	105	78	4,482	g 541	g 5,023
104	Salt Lake City, Utah.	do	67	3,004	2,069	1,761	1,699	1,943	1,284	944	737			440	216	104	100	13,441	860	14,301
105	Sedalia, Mo.	do		539	324	328	348	376	283	310	268			165	113	70	52	2,776	400	3,176
106	Shelbyville, Ind.	Total enrollment, 1905–6	207	240	213	192	200	201	146	120	70							1,382	202	1,584
107	Somerville, Mass.	Enrollment, Dec. 15, 1905	195	1,581	1,456	1,336	1,274	1,189	1,152	967	917	690		489	344	281	233	10,562	1,347	11,909
108	South Bend, Ind.	Total enrollment, second semester, 1902–3.	h 397	798	689	578	646	559	387	251	193							h 4,101	400	4,501
109	Southbridge, Mass.	Total enrollment, 1905–6		327	187	168	102	81	121	53	39	41	8					1,127	110	1,137
110	Spokane, Wash.	do		2,346	1,549	1,510	1,614	1,371	1,165	965	711			549	393	202	204	11,231	1,348	12,579
111	Springfield, Mass.	Enrollment for September, 1905.		1,663	1,293	1,271	1,266	1,140	977	881	661	560		350	248	229	132	i 6,823	j 959	7,782
112	Springfield, Ohio.	Total enrollment, 1905–6		995	906	858	861	745	701	501	383			266	156	89	66	5,950	577	6,527
113	Trenton, N. J.	Enrollment for November, 1903.	447	2,701	1,212	1,248	1,082	830	778	587	396			212	149	93	62	8,834	516	9,350
114	Wakefield, Mass.	Enrollment for January, 1905.		284	233	260	218	189	188	177	137	125		104	55	65	59	1,811	283	2,094
115	Ware, Mass.	Total enrollment, 1904–5		194	125	132	105	136	98	67	50	48	100	41	32	25	24	1,055	122	1,177
116	Washington, D. C.	do	2,079	9,313	6,737	6,400	6,102	5,550	4,400	3,494	3,071			1,355	805	394	314	45,06	k2,868	k47,955
117	Waterbury, Conn.	Enrollment for September, 1905.	677	1,436	1,306	1,154	1,068	988	797	612	446	302		183	145	115	69	8,109	512	8,621
118	Watertown, Mass.	Enrollment, Feb. 1, 1904	32	236	152	165	158	142	144	125	95	77		65	32	32	23	1,294	152	1,446
119	Waterville, Me.	Enrollment for half year ending Feb. 2, 1906.	l 358	155	139	151	139	115	106	78	70	64		44	21	30	13	1,017	108	1,125
120	Westfield, Mass.	Total enrollment, 1903–4	149	286	212	285	307	255	200	150	109		97					1,901	252	2,153
121	Wheeling, W. Va.	Total enrollment, 1904–5		1,456	810	730	692	604	387	282	171			122	60	53	31	5,132	f 266	5,398
122	Weymouth, Mass.	Enrollment, September, 1904	176	235	206	220	265	218	205	208	153	119		89	64	50	42	1,829	245	2,074
123	Williamsport, Pa.	Enrollment, 1903–4		759	678	681	648	500	446	383	268	210		174	117	51	46	4,573	388	4,961
124	Wilmington, Del.	Number belonging, February, 1905.		1,438	1,237	1,187	1,301	1,081	1,054	815	523			428	157	123		8,636	708	9,344
125	Woburn, Mass.	Enrollment, September, 1904		494	354	333	331	313	284	228	152	137		116	83	79	28	2,626	306	2,932
126	Worcester, Mass.	Total enrollment, 1904–5	956	3,193	1,937	2,309	2,138	1,988	1,923	1,848	1,387	1,153	892	808	561	395	340	m 18,768	n 2,104	m 20,872
127	York, Pa.	Number at close of 1904–5		1,158	921	928	859	725	509	363	256			172	131	66	80	5,719	449	6,168

a Total high school enrollment for 1904–5.
b Beginners.
c Total high school enrollment.
d Does not include 41 special students.
e Preparatory class in high school.
f Does not include 11 postgraduates.
g Does not include 18 postgraduates.
h Total enrollment for year.
i Includes 111 pupils in grammar preparatory.
j Enrollment for November, 1905, and does not include 16 postgraduates.
k Does not include 1,046 in the manual training high schools.
l Subgrade pupils.
m Does not include 314 pupils in preparatory grammar grade.
n Does not include 28 students in fifth year in classical high school.

TABLE 1.—*Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants, 1905–6.*

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).
						Men.	Women.	Total.	Men.	Women.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	661	25,807,893	4,722,637	682,388,121	3,670,210	3,084	3,516	6,600	8,346	97,680	106,026	1,067,958
North Atlantic Division	266	12,555,687	2,294,359	335,037,718	1,782,749	1,399	1,811	3,210	3,849	47,551	51,400	499,943
South Atlantic Division	52	1,881,926	308,549	42,067,254	230,643	174	188	362	648	6,057	6,705	a 51,500
South Central Division	64	1,654,748	281,072	37,087,992	208,016	161	109	270	640	5,290	5,930	57,987
North Central Division	234	8,342,486	1,514,448	225,116,877	1,205,443	1,044	1,169	2,213	2,666	32,051	34,717	406,628
Western Division	45	1,373,046	324,209	43,078,280	243,359	306	239	545	543	6,731	7,274	51,900
North Atlantic Division:												
Maine	10	172,294	29,106	3,934,895	22,079	26	23	49	49	803	852	7,550
New Hampshire	10	158,920	21,036	3,083,368	17,275	25	15	40	38	531	569	8,987
Vermont	3	38,587	7,181	1,043,883	5,800	4	6	10	12	162	174	2,261
Massachusetts	60	2,162,830	395,066	62,647,797	333,484	248	173	421	788	9,288	10,076	79,910
Rhode Island	11	355,433	60,852	8,550,678	45,389	23	22	45	122	1,376	1,498	15,851
Connecticut	20	518,266	98,937	14,841,489	78,589	84	63	147	128	2,274	2,402	22,097
New York	56	5,028,178	959,201	138,424,471	725,043	536	1,040	1,576	1,682	18,550	20,232	212,280
New Jersey	33	1,193,635	225,275	32,246,528	168,475	165	137	302	219	4,777	4,996	41,977
Pennsylvania	63	2,927,544	497,705	70,264,609	386,615	288	332	620	811	9,790	10,601	109,030
South Atlantic Division:												
Delaware	1	76,508	11,194	1,752,800	9,153	2	31	33	9	253	262	.....
Maryland	5	557,374	89,300	11,506,615	60,850	37	24	61	177	1,627	1,804	16,000
District of Columbia	1	278,718	51,992	7,401,138	41,185	25	36	61	175	1,303	1,478	4,500
Virginia	10	271,695	41,110	5,843,515	32,120	35	16	51	72	759	831	8,747
West Virginia	6	86,817	18,865	2,560,960	14,429	16	8	24	54	398	452	3,080
North Carolina	10	117,474	21,544	2,671,968	15,008	11	13	24	51	381	432	1,580
South Carolina	5	105,668	18,839	2,372,925	12,916	11	11	22	25	254	279	2,950
Georgia	10	308,543	42,579	6,494,393	35,498	31	46	77	64	825	889	7,000
Florida	4	79,129	13,126	1,462,940	9,484	6	3	9	21	257	278	4,500
South Central Division:												
Kentucky	10	370,239	56,843	8,029,647	42,355	39	44	83	105	1,146	1,251	16,557
Tennessee	6	269,918	42,570	5,879,395	32,607	27	16	43	85	716	801	7,631
Alabama	7	140,064	21,605	2,634,488	15,373	16	7	23	47	394	441	6,348
Mississippi	6	63,036	13,139	1,536,802	8,815	13	6	19	17	250	267	2,600
Louisiana	5	327,881	37,066	4,965,942	28,277	10	16	26	37	926	963	9,600
Texas	21	381,009	80,616	10,113,785	58,447	42	13	55	269	1,360	1,629	12,210
Arkansas	4	71,363	15,310	2,125,624	11,976	8	3	11	44	236	280	1,811

Oklahoma	3	23,505	9,962	1,365,542	7,739	4	3	7	27	208	235	570
Indian Territory	2	7,733	3,961	436,767	2,427	2	1	3	9	54	63	660
North Central Division:												
Ohio	46	1,659,208	292,094	43,814,800	236,947	147	222	369	671	6,313	6,984	92,300
Indiana	29	644,920	121,369	16,550,570	95,785	110	110	220	350	2,713	3,063	26,805
Illinois	38	2,300,602	404,324	63,119,545	329,164	281	219	500	485	7,880	8,365	111,585
Michigan	28	795,124	144,657	21,960,969	114,179	83	170	253	205	3,289	3,494	43,170
Wisconsin	22	634,437	115,823	17,312,534	90,218	117	55	172	259	2,548	2,807	41,637
Minnesota	10	492,963	95,959	14,565,805	78,815	51	115	166	100	2,083	2,183	21,773
Iowa	23	397,210	81,985	11,474,755	63,887	71	118	189	119	1,979	2,098	13,626
Missouri	14	977,980	161,806	22,893,212	121,255	144	87	231	304	3,287	3,591	44,900
North Dakota	2	17,241	4,211	638,803	3,459	3	2	5	10	98	108	650
South Dakota	2	16,476	3,978	556,023	3,003	5	9	14	7	94	101	300
Nebraska	5	183,788	35,151	5,145,954	27,887	11	48	59	34	774	808	4,870
Kansas	15	222,537	53,091	7,083,907	40,844	21	14	35	122	993	1,115	5,012
Western Division:												
Montana	4	65,623	14,375	2,064,972	11,661	11	17	28	8	368	376	2,497
Wyoming	1	14,087	1,400	207,464	1,212	1	2	3	4	33	37	250
Colorado	7	211,853	54,298	7,261,942	39,924	64	47	111	121	1,145	1,266	3,487
New Mexico	1	6,238	1,928	230,199	1,331	1	2	3	4	34	38	800
Arizona	2	13,075	3,614	417,874	2,467	7	7	14	6	70	76	739
Utah	2	69,844	20,138	2,805,686	16,316	27	9	36	33	449	482	1,008
Idaho	1	5,957	2,686	345,500	1,974	2	1	3	6	50	56	300
Washington	7	188,750	55,000	7,799,431	41,582	55	27	82	113	1,139	1,252	3,271
Oregon	3	105,470	20,130	2,951,294	15,602	23	6	29	15	455	470	2,260
California	17	692,149	150,640	18,993,918	111,290	115	121	236	233	2,988	3,221	37,288

[a] Including estimate for Delaware.

TABLE 2.—*Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants, 1905–6.*

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	10,672	[a] 4,603,151	$477,653,449	$85,032,960	$153,344,697
North Atlantic Division	5,094	[a] 2,243,616	261,372,418	45,326,928	84,029,672
South Atlantic Division	734	286,074	17,794,773	4,027,070	5,854,864
South Central Division	689	263,017	17,590,000	3,607,861	5,613,753
North Central Division	3,330	1,498,198	146,941,780	25,685,032	47,005,310
Western Division	825	312,246	33,954,478	6,386,069	10,841,098
North Atlantic Division:					
Maine	212	27,703	2,286,089	406,024	596,316
New Hampshire	125	20,753	2,500,088	337,671	637,032
Vermont	35	8,025	646,900	84,405	140,470
Massachusetts	1,436	413,303	54,034,446	7,994,871	13,127,500
Rhode Island	280	62,538	5,601,161	1,079,759	1,899,182
Connecticut	271	95,986	12,427,105	1,546,882	2,660,209
New York	1,218	896,656	119,020,897	22,618,774	43,812,675
New Jersey	399	210,473	17,884,817	3,668,311	6,668,067
Pennsylvania	1,118	[b] 508,179	46,970,915	7,590,231	14,488,221
South Atlantic Division:					
Delaware	29	11,080	931,985	157,592	226,299
Maryland	171	85,937	3,484,998	1,160,585	1,530,941
District of Columbia	155	47,832	6,500,000	1,074,712	1,767,714
Virginia	90	35,959	1,790,723	413,645	540,954
West Virginia	60	18,655	1,468,279	227,451	426,535
North Carolina	56	18,789	837,000	187,925	229,102
South Carolina	27	14,193	557,803	130,207	201,706
Georgia	97	41,908	1,859,060	[c] 542,480	[c] 724,930
Florida	49	11,721	364,925	132,473	206,683
South Central Division:					
Kentucky	133	57,677	3,492,650	865,067	1,176,546
Tennessee	77	35,514	2,143,469	478,400	762,650
Alabama	55	18,253	1,384,000	223,978	533,014
Mississippi	29	13,530	680,500	127,721	203,631
Louisiana	95	38,569	2,628,654	557,245	729,265
Texas	222	72,727	4,655,127	1,024,496	1,500,420
Arkansas	38	14,110	1,124,600	169,277	356,507
Oklahoma	25	9,725	1,175,000	130,500	227,500
Indian Territory	15	2,912	306,000	31,177	124,220
North Central Division:					
Ohio	624	315,136	30,077,287	5,099,787	9,262,978
Indiana	320	118,930	11,166,364	2,023,893	3,550,147
Illinois	739	381,608	42,056,683	7,331,654	14,551,872
Michigan	377	139,276	12,832,281	2,324,017	4,231,700
Wisconsin	299	119,339	9,722,476	1,957,299	2,777,018
Minnesota	187	99,027	9,580,805	1,689,315	2,600,623
Iowa	240	81,617	7,529,225	1,285,522	2,009,402
Missouri	289	144,880	16,114,535	2,626,522	5,728,406
North Dakota	11	4,900	380,000	65,621	156,149
South Dakota	17	4,345	542,500	78,511	144,508
Nebraska	82	35,511	3,336,332	594,714	1,041,565
Kansas	145	53,629	3,603,292	608,177	957,942
Western Division:					
Montana	46	15,305	1,600,000	348,047	523,408
Wyoming	5	1,425	120,000	26,775	41,013
Colorado	131	53,284	5,991,179	1,117,851	1,945,618
New Mexico	5	1,520	150,000	27,750	43,177
Arizona	12	3,300	307,300	55,681	74,692
Utah	39	20,025	1,572,148	327,968	573,642
Idaho	6	2,600	175,000	41,676	80,940
Washington	132	52,503	5,936,824	991,122	2,069,582
Oregon	44	21,475	1,653,436	362,960	605,350
California	405	140,809	16,448,591	3,086,239	4,883,676

[a] Including estimates for cities not reporting.
[b] Including estimates for Philadelphia, McKeesport, and Johnstown
[c] Including estimates for Macon and Savannah.

TABLE 3.—*Various items relating to schools in cities containing over 8,000 inhabitants, computed from data given in Tables 1 and 2, by States, etc., 1905–6.*

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
	Per cent.	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
United States	18.4	77.7	144.5	185.9	34.6	16.1	125.4	431	$130.14	$23.17	$41.78	12.46	22.47
North Atlantic Division	17.9	77.7	146.0	187.9	34.7	16.0	125.9	441	146.61	25.42	47.13	13.53	25.08
South Atlantic Division	14.3	74.7	136.3	182.4	34.4	18.5	124.0	389	77.15	17.46	25.38	9.57	13.91
South Central Division	17.1	74.0	131.9	178.3	35.0	21.9	126.4	382	84.56	17.34	26.99	9.73	15.14
North Central Division	21.2	79.6	148.6	186.7	34.7	15.7	124.3	450	121.90	21.31	38.99	11.41	20.09
Western Division	13.8	75.1	132.9	177.0	33.5	13.3	128.3	378	139.52	26.24	44.55	14.82	25.17
North Atlantic Division:													
Maine	20.6	75.8	135.2	178.2	25.9	17.4	125.5	131	103.54	18.39	27.01	10.32	15.16
New Hampshire	29.9	82.1	146.6	178.4	30.4	14.2	120.1	166	144.72	19.55	36.88	10.96	20.67
Vermont	23.9	80.8	145.4	179.9	33.3	17.4	138.4	229	111.53	14.55	24.22	8.09	13.46
Massachusetts	16.8	84.4	158.6	187.9	33.1	23.9	123.9	288	162.00	23.97	39.36	12.76	20.95
Rhode Island	20.7	74.6	140.5	188.4	30.3	33.3	37.8	223	123.40	23.79	41.84	12.63	22.21
Connecticut	18.3	79.4	150.0	188.8	32.7	16.3	122.1	354	158.13	19.68	33.85	10.43	17.93
New York	18.1	75.6	144.3	190.9	35.8	12.8	123.7	736	164.16	31.20	60.43	16.34	31.65
New Jersey	15.7	74.7	143.1	191.4	33.7	16.5	124.9	527	106.16	21.77	39.58	11.37	20.67
Pennsylvania	18.0	77.7	141.2	181.7	36.5	17.1	131.4	454	121.49	19.63	37.47	10.80	20.62
South Atlantic Division:													
Delaware	.....	81.8	156.6	191.5	34.9	8.0	121.1	382	101.82	17.22	24.72	8.99	12.91
Maryland	15.2	68.1	128.8	189.1	33.7	29.6	141.2	502	57.27	19.07	25.16	10.08	13.30
District of Columbia	8.0	79.2	142.3	179.5	27.9	24.2	116.1	309	157.82	26.09	42.92	14.53	23.92
Virginia	17.5	78.1	142.1	181.9	38.6	16.3	111.9	400	55.75	12.88	16.84	7.08	9.21
West Virginia	14.0	76.5	135.7	177.5	31.9	18.8	129.3	311	101.76	15.76	29.56	8.88	16.09
North Carolina	6.8	69.7	124.0	178.0	34.7	18.0	125.1	335	55.77	12.52	15.27	7.03	14.19
South Carolina	13.5	68.6	126.0	183.7	46.3	12.7	109.9	525	43.19	10.08	15.62	5.49	8.50
Georgia	14.1	83.3	152.5	182.9	39.9	11.5	118.1	432	52.09	15.28	20.42	8.35	11.16
Florida	25.5	72.3	111.5	154.2	34.1	30.9	123.6	239	38.48	13.97	21.79	9.06	14.13
South Central Division:													
Kentucky	22.6	74.5	141.3	189.6	33.9	15.1	136.2	434	82.46	20.42	27.78	10.77	14.12
Tennessee	15.2	76.6	138.1	180.3	40.7	18.6	108.9	461	65.74	14.67	23.39	8.14	12.97
Alabama	22.7	71.1	121.9	171.4	34.9	19.1	118.7	332	90.03	14.57	34.67	9.08	20.22

TABLE 3.—*Various items relating to schools in cities containing over 8,000 inhabitants, computed from data given in Tables 1 and 2, by States, etc., 1905–6*—Continued.

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
South Central Division—Continued.	*Per cent.*	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
Mississippi	16.5	67.1	117.0	174.3	33.0	14.1	153.5	466	$77.20	$14.49	$23.10	8.31	13.25
Louisiana	20.6	76.3	133.0	175.6	29.4	37.0	136.4	406	92.61	19.71	25.79	11.22	14.68
Texas	13.2	72.5	125.6	173.0	35.9	29.6	124.4	328	79.65	17.52	25.67	10.13	14.84
Arkansas	10.6	78.2	138.8	177.5	42.8	25.4	117.8	361	93.90	14.13	29.77	7.96	16.77
Oklahoma	5.4	77.7	137.1	176.4	32.9	33.6	125.7	389	151.83	16.86	29.38	9.56	16.65
Indian Territory	14.3	61.3	110.3	180.0	38.5	21.0	120.0	194	126.08	12.84	51.18	7.13	28.43
North Central Division:													
Ohio	24.0	81.1	150.0	184.9	33.9	18.9	133.0	505	126.94	21.52	39.09	11.64	21.14
Indiana	18.1	78.9	136.4	172.8	31.2	13.9	124.2	372	116.58	21.13	37.06	12.23	21.45
Illinois	21.6	81.4	156.1	191.8	39.3	16.7	115.9	516	127.77	22.27	44.21	11.61	23.05
Michigan	23.0	78.9	151.8	192.3	32.7	13.8	122.0	369	112.39	20.35	37.06	10.58	19.27
Wisconsin	26.4	77.9	149.5	191.9	32.2	16.3	132.3	399	107.77	21.69	30.78	11.30	16.04
Minnesota	18.5	82.1	151.8	184.8	36.1	13.1	125.6	530	121.56	21.43	33.00	11.60	17.85
Iowa	14.3	77.9	140.0	179.6	30.4	11.1	127.8	340	117.85	20.12	31.45	11.20	17.51
Missouri	21.6	74.9	141.5	188.8	33.8	15.5	119.5	501	132.88	21.66	47.24	11.47	25.02
North Dakota	13.4	82.1	151.7	184.7	32.0	21.6	141.7	445	109.86	18.97	45.14	10.27	24.44
South Dakota	7.0	75.5	139.8	185.1	29.7	7.2	144.7	256	186.01	26.14	48.12	14.12	26.00
Nebraska	12.2	79.3	146.4	184.5	34.5	13.7	127.3	433	119.63	21.32	37.35	11.56	20.24
Kansas	8.6	76.9	133.4	173.4	36.6	31.9	131.5	370	88.22	14.89	23.45	8.59	13.52
Western Division:													
Montana	14.8	81.1	143.6	177.1	31.0	13.4	131.2	332	137.21	29.85	44.89	16.85	25.29
Wyoming	15.1	86.6	148.2	171.2	32.8	12.3	117.6	285	99.01	22.09	33.84	12.90	19.10
Colorado	6.0	73.5	133.7	181.9	31.5	11.4	133.4	407	150.06	28.00	48.73	15.39	26.79
New Mexico	29.3	69.0	119.4	172.9	35.0	12.6	114.2	304	112.70	20.85	32.44	12.06	18.71
Arizona	17.0	68.3	115.6	169.4	32.5	5.4	133.7	275	124.56	22.57	30.28	13.32	17.87
Utah	4.8	81.0	139.3	171.9	33.8	13.4	122.7	513	96.36	20.10	35.16	11.69	20.45
Idaho	10.0	73.5	128.6	175.0	35.2	18.6	131.7	433	88.65	21.11	41.00	12.06	23.43
Washington	5.6	75.6	141.8	187.6	33.2	15.3	126.3	398	142.77	23.83	49.77	12.70	26.53
Oregon	10.1	77.5	146.6	189.2	33.2	16.2	137.6	488	105.28	23.26	38.80	12.29	20.51
California	19.8	73.9	126.1	170.7	34.6	13.7	126.5	348	147.80	27.73	43.88	16.24	25.71

TABLE 4.—*Summarized statistics of schools in cities of over 8,000 inhabitants, by divisions, etc., from 1890–91 to 1905–6, 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).
						Men.	Women.	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	37,317,858	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	2,898,205	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	824,009
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	312,698,660	55,689,787	93,413,046	913,369
1899–1900	568	3,949,561	553,118,781	2,946,978	4,742	6,319	77,310	83,629	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	80,952	87,561	9,374	3,799,092	341,074,052	63,433,167	107,663,785	897,099
1901–2	580	4,174,812	591,719,445	3,159,441	5,025	6,969	83,775	90,744	9,512	3,938,001	356,986,076	66,561,505	111,159,665	877,210
1902–3	587	4,270,473	609,811,464	3,249,554	5,373	7,274	86,782	94,056	9,853	4,092,077	380,437,679	70,183,871	122,233,724	967,535
1903–4	588	4,374,463	630,662,688	3,354,806	5,619	7,289	89,335	96,624	10,069	4,151,938	410,326,526	74,332,482	129,836,203	1,006,552
1904–5	594	4,506,678	651,970,275	3,434,323	5,729	7,769	92,417	100,186	10,179	4,318,319	424,859,805	78,328,420	139,417,318	1,012,380
1905–6	661	4,722,637	682,388,121	3,670,210	6,600	8,345	97,680	106,025	10,672	4,603,151	477,653,449	85,032,960	153,344,697	1,067,958
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	97,070,536	17,350,426	30,065,635	354,355
1892–93	195	1,377,808	190,042,057	981,200	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	1,462,594	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	1,561,959	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	1,877,205	266,549,111	1,403,875	2,161	2,732	37,031	39,763	4,496	1,719,183	162,853,646	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	1,834,204	187,728,075	33,772,007	60,894,290	419,349
1901–2	242	2,046,001	289,832,744	1,537,500	2,567	3,145	41,257	44,402	4,662	1,927,144	190,857,570	35,543,105	59,950,666	380,276
1902–3	242	2,068,408	299,421,370	1,584,200	2,546	3,321	42,950	46,271	4,765	1,974,900	202,004,065	37,589,427	67,203,670	450,760
1903–4	242	2,132,257	310,081,638	1,632,457	2,697	3,300	44,056	47,446	4,894	2,037,620	223,040,878	39,659,919	70,617,085	478,218
1904–5	243	2,201,442	321,595,506	1,691,068	2,741	3,611	45,528	49,139	4,920	2,150,507	224,117,028	41,640,361	77,426,281	480,570
1905–6	266	2,294,359	335,037,718	1,782,749	3,210	3,849	47,551	51,400	5,094	2,243,616	261,372,418	45,326,928	84,029,672	499,943

TABLE 4.—*Summarized statistics of schools in cities of over 8,000 inhabitants, by divisions, etc., from 1890–91 to 1905–6, inclusive*—Continued.

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).
						Men.	Women.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Atlantic Division:														
1890–91	37	192,820	27,756,177	148,831	110	411	3,462	3,873	460	180,727	$8,577,207	$2,147,475	$3,278,942	50,001
1891–92	38	212,952	29,238,310	153,325	142	450	3,660	4,110	459	186,980	8,908,588	2,268,220	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	49,501
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	52,009
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
1901–2	44	292,143	37,412,810	205,948	205	651	5,445	6,096	693	263,612	14,498,331	3,436,613	5,398,312	42,188
1902–3	45	301,386	38,894,925	214,659	341	634	5,632	6,266	730	274,998	16,581,537	3,619,175	5,724,627	45,801
1903–4	45	297,272	39,584,601	217,325	310	583	5,774	6,357	735	279,747	16,399,817	3,845,343	5,371,379	51,995
1904–5	45	295,448	39,829,198	218,436	332	581	5,715	6,296	707	280,530	16,611,349	3,933,805	5,547,287	51,015
1905–6	52	308,549	42,067,254	230,643	362	648	6,057	6,705	734	286,074	17,794,773	4,027,070	5,854,864	51,500
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	48,308
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	191,750	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
1901–2	51	223,538	30,447,823	167,816	197	501	4,079	4,580	558	205,333	11,467,366	2,483,299	3,539,463	44,438
1902–3	52	231,985	30,895,182	171,276	197	517	4,268	4,785	566	218,310	12,411,850	2,683,020	4,046,743	45,732
1903–4	52	243,977	32,138,008	178,689	222	510	4,562	5,072	587	226,796	13,332,465	2,890,879	4,356,941	61,766
1904–5	53	252,567	33,571,545	186,119	242	536	4,613	5,149	605	236,138	14,294,791	3,107,710	4,396,227	65,900
1905–6	64	281,072	37,087,992	208,016	270	640	5,290	5,930	689	263,017	17,590,000	3,607,861	5,613,753	54,987

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	150,775,295	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	1,648	2,161	26,212	28,373	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
1901-2	205	1,371,398	200,195,207	1,066,804	1,675	2,339	28,030	30,369	3,016	1,319,453	116,489,394	20,729,416	35,112,492	380,188
1902-3	209	1,402,843	203,504,806	1,079,549	1,853	2,342	28,510	30,852	3,107	1,374,758	123,586,111	21,238,002	36,345,058	390,716
1903-4	211	1,422,568	208,644,145	1,112,693	1,933	2,337	29,106	31,533	3,118	1,336,436	128,521,379	22,695,382	40,057,112	371,924
1904-5	215	1,466,289	215,720,552	1,117,205	2,038	2,501	30,486	32,987	3,206	1,369,187	138,367,316	23,945,316	42,381,322	366,943
1905-6	234	1,514,448	225,116,877	1,205,443	2,213	2,666	32,051	34,717	3,330	1,498,198	146,941,780	25,685,032	47,005,310	406,628
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	26	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	19,400,372	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
1901-2	38	241,732	33,830,863	181,373	381	333	4,964	5,297	583	222,459	23,673,415	4,369,072	7,158,732	30,120
1902-3	39	265,851	37,095,181	199,761	436	460	5,422	5,882	685	249,051	25,854,116	5,054,237	8,813,626	34,526
1903-4	38	278,389	40,214,266	213,642	457	459	5,757	6,216	735	271,339	29,031,987	5,240,959	9,433,686	42,649
1904-5	38	290,932	41,253,474	221,495	376	540	6,075	6,615	731	281,957	31,469,261	5,701,219	9,656,201	47,952
1905-6	45	324,209	43,078,280	243,359	545	542	6,731	7,273	825	312,246	33,954,478	6,386,069	10,841,098	51,900

TABLE 5.—*Comparative statistics of cities containing over 8,000 inhabitants, summarized by divisions, etc., 1891–1906.*

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	35.2	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
1901–2	17.4	75.7	141.7	187.3	34.8	18.1	124.7	414	112.99	21.07	35.18	11.25	18.79
1902–3	18.5	76.1	142.8	187.7	34.5	17.5	125.9	415	117.07	21.60	37.62	11.51	20.04
1903–4	18.7	76.7	144.2	187.9	34.7	17.2	123.8	412	122.31	22.16	38.70	11.71	20.60
1904–5	18.5	76.2	144.7	189.8	34.3	17.5	125.7	424	123.70	22.81	40.59	12.01	21.33
1905–6	18.4	77.7	144.5	185.9	34.6	16.1	125.4	431	130.14	23.17	41.78	12.46	22.47
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
1901–2	15.7	75.2	141.7	188.4	34.6	17.3	125.3	411	124.14	23.12	38.99	12.27	20.69
1902–3	17.9	76.6	144.8	189.0	34.2	18.2	124.7	414	127.50	23.73	42.48	12.55	22.48
1903–4	18.3	76.6	145.4	189.9	34.4	17.6	124.8	416	136.63	24.29	43.26	12.79	22.78
1904–5	17.8	76.8	146.1	190.2	34.4	17.9	127.2	436	132.53	24.62	45.79	12.94	24.07
1905–6	17.9	77.7	146.0	187.9	34.7	16.0	125.9	441	146.61	25.42	47.13	13.53	25.08

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	22.26	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
1901–2	12.6	70.5	128.1	181.7	33.8	29.7	128.0	380	70.40	16.69	26.21	9.19	14.43
1902–3	13.2	71.2	129.1	181.2	34.3	18.4	128.1	377	77.25	16.86	26.67	9.31	14.72
1903–4	14.9	73.3	133.2	182.1	34.1	20.5	128.7	385	75.46	17.69	24.72	9.71	13.57
1904–5	14.7	70.9	134.8	182.3	34.7	18.9	128.4	397	76.08	18.01	25.39	9.88	13.93
1905–6	14.3	74.7	136.3	182.4	34.4	18.5	124.0	389	77.15	17.46	25.38	9.57	13.91
South Central Division:													
1891–92	24.4	70.7	131.2	185.5	38.5	16.4	112.2	324	72.01	15.30	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	71.67	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
1901–2	16.6	75.4	136.2	181.5	36.6	23.2	122.4	368	68.33	14.80	21.09	8.15	11.62
1902–3	16.5	73.8	133.2	180.4	35.8	24.3	127.5	386	72.47	15.66	23.63	8.68	13.10
1903–4	20.2	73.2	131.7	179.8	35.2	22.8	126.9	386	74.61	16.18	24.38	9.00	13.56
1904–5	20.6	73.7	132.9	180.4	36.2	21.1	126.9	390	76.80	16.69	23.62	9.25	13.09
1905–6	17.1	74.0	131.9	178.3	35.0	21.9	126.4	382	84.56	17.34	26.99	9.73	15.14
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	9.41	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	35.5	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
1901–2	21.7	77.8	146.0	187.6	35.1	18.1	123.7	437	109.20	19.43	32.91	10.35	17.54
1902–3	21.8	77.0	145.1	188.5	35.0	16.6	127.3	442	114.48	19.67	33.67	10.44	17.86
1903–4	20.7	78.2	146.7	187.5	35.3	16.3	120.1	428	115.50	20.40	36.00	10.88	19.20
1904–5	20.1	76.2	147.8	193.1	33.9	16.2	122.6	427	123.85	21.42	37.00	11.09	19.16
1905–6	21.2	79.6	148.6	186.7	34.7	15.7	124.3	450	121.90	21.31	38.99	11.41	20.09

TABLE 5.—*Comparative statistics of cities containing over 8,000 inhabitants, summarized by divisions, etc., 1891–1906*—Continued.

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
Western Division:	*Per cent.*	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents*
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	72.3	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
1901–2	11.1	75.0	140.0	186.5	34.2	13.9	122.7	382	130.53	24.09	39.47	12.91	21.16
1902–3	11.5	75.1	139.5	185.7	34.0	13.5	124.7	364	129.43	25.30	44.12	13.63	23.76
1903–4	13.3	76.8	144.5	188.2	34.4	13.6	127.0	369	135.89	24.53	44.16	13.03	23.46
1904–5	14.1	76.1	141.8	186.2	33.5	17.6	127.3	385	142.98	25.74	44.39	13.72	23.84
1905–6	13.8	75.1	132.9	177.0	33.5	13.3	128.3	378	139.52	26.24	44.55	14.82	25.17

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6.*

	City	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Anniston	9,695	10,905	7–21	4,518	600	683	749	1,432	168	166,814	992
2	Bessemer	6,358	.....	7–21	2,915	75	712	811	1,523	176	162,448	923
3	Birmingham	38,415	44,640	7–21	13,858	600	3,083	3,587	6,670	178	[a] 870,870	4,915
4	Huntsville	8,068	8,103	7–21	2,500	250	545	565	1,110	180	[a] 153,000	850
5	Mobile	38,469	42,164	7–21	[a] 13,535	3,033	2,345	2,763	5,108	166	597,268	3,598
6	Montgomery	30,346	39,769	7–21	9,191	.....	2,110	2,492	4,602	171	564,838	3,300
7	Selma	8,713	11,902	7–21	4,500	*800	560	600	1,160	150	119,250	795
	ARIZONA.											
8	Phoenix	5,544	.....	6–21	2,168	239	915	948	1,863	[b] 170	217,259	1,273
9	Tucson	7,531	.....	6–21	2,900	*500	916	835	1,751	168	200,615	1,194
	ARKANSAS.											
10	Fort Smith	11,587	23,327	6–21	5,481	200	1,675	1,802	3,477	177	455,952	2,576
11	Hot Springs	9,973	10,918	6–21	6,019	100	1,592	1,665	3,257	180	543,240	3,018
12	Little Rock	38,307	38,716	6–21	14,066	.....	2,768	3,104	5,872	175	786,432	4,494
13	Pine Bluff	11,496	12,875	6–21	4,801	431	1,302	1,402	2,704	180	340,000	1,888
	CALIFORNIA.											
14	Alameda	16,464	19,114	5–17	4,463	340	1,722	1,799	3,521	183	506,582	2,767
15	Berkeley	13,214	18,600	5–17	5,331	611	2,458	2,380	4,838	187	758,126	4,000
16	Eureka	7,327	.....	5–17	2,511	*27	1,017	1,012	2,029	189	302,784	1,601
17	Fresno	12,470	13,295	5–17	4,501	193	2,077	2,108	4,185	178	551,469	3,098
18	Los Angeles	102,479	.....	5–17	39,664	4,568	18,541	18,936	37,477	181	4,924,261	27,266
19	Oakland	66,960	72,670	5–17	19,820	2,932	6,861	7,306	14,167	183	1,837,772	10,046
20	Pasadena	9,117	13,737	5–17	4,549	458	2,125	2,396	4,521	176	638,176	3,626
21	Riverside [c]	7,973	.....	5–17	2,247	*0	992	1,001	1,993	170	283,102	1,665
22	Sacramento	29,282	30,732	5–17	6,217	696	2,695	2,652	5,347	189	758,079	4,011
23	San Bernardino	6,150	.....	5–17	2,377	*150	1,042	995	2,037	172	288,630	1,679
24	San Diego	17,700	18,900	5–17	4,379	447	2,158	2,085	4,243	189	558,939	2,957
25	San Francisco	342,782	364,677	5–17	98,178	24,902	24,359	28,822	53,181	150	5,850,750	39,005

* Statistics of 1904–5. [a] Approximate. [b] High school, 180 days. [c] Statistics for Riverside school district only.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	CALIFORNIA—continued.											
26	San Jose	21,500	23,220	5–17	5,960	816	2,265	2,251	4,516	175	558,606	3,192
27	Santa Barbara	6,587	.....	5–14	2,203	240	1,023	1,081	2,104	190	277,784	1,463
28	Santa Rosa	6,673	.....	5–17	1,991	100	924	1,083	2,007	185	256,214	1,385
29	Stockton	17,506	19,046	5–17	3,555	371	1,549	1,570	3,119	178	428,242	2,406
30	Vallejo	7,965	.....	5–17	2,247	337	705	650	1,355	191	214,402	1,123
	COLORADO.											
31	Boulder*	6,150	.....	6–21	2,050	.....	1,003	957	1,960	176	273,921	1,567
32	Colorado Springs	21,085	28,186	6–21	6,660	275	2,591	2,911	5,502	185	753,875	4,075
33	Cripple Creek	10,147	10,187	6–21	4,800	200	1,656	1,840	3,496	175	[a] 452,375	2,585
34	Denver	133,859	150,317	6–21	46,884	*1,500	17,267	17,094	34,361	182	4,565,306	25,083
35	Leadville	12,455	.....	6–21	2,513	500	746	850	1,596	185	229,385	1,240
	Pueblo:											
36	District No. 1	28,157	30,457	6–21	5,297	*247	1,549	1,709	3,258	187	444,804	2,378
37	District No. 20			6–21	7,314	750	1,972	2,153	4,125	181	542,276	2,996
	CONNECTICUT.											
38	Ansonia	12,681	13,851	.....	3,773	170	.....	.....	2,677	194	428,359	[a] 2,208
39	Bridgeport	70,996	82,061	4–16	18,876	2,500	5,921	6,158	12,079	184	1,919,614	10,432
40	Danbury [b]	19,474	16,537	.....	.....	1,200	1,352	2,112	3,464	190	456,760	2,404
41	Derby	7,930	.....	5–16	1,841	539	458	454	912	185	144,468	782
42	Hartford	79,850	93,160	4–16	18,818	2,375	.....	.....	15,099	191	[a] 2,155,817	11,287
	Manchester:											
43	Town schools	[c] 10,601	11,791	4–16	1,338	5	575	578	1,153	190	152;000	800
44	Ninth district			4–16	1,618	0	895	926	1,821	185½	253,136	1,347
45	Meriden	[d] 28,695	25,616	4–16	6,896	1,906	2,187	2,096	4,283	178	605,200	3,400
46	Middletown*	9,589	9,879	4–16	2,189	600	.....	.....	1,482	176	[a] 217,254	1,234
47	Naugatuck	10,541	12,701	4–16	3,138	425	1,155	1,163	2,318	189	330,341	1,748
48	New Britain*	25,998	30,178	4–16	.....	1,900	2,301	2,730	5,031	184	779,586	4,237
49	New Haven	108,027	119,027	4–16	21,177	2,864	.....	.....	21,177	190	3,368,016	17,726
50	New London	17,548	19,443	5–16	3,781	1,005	.....	.....	3,000	183	[a] 419,619	2,293
51	Norwalk	19,932	.....	4–16	4,998	729	1,939	1,926	3,865	195	567,060	2,908

	Norwich:												
52	Central district	17,251	19,637	4-16	1,585	400			1,156	193	170,226	882
53	West Chelsea district			4-16	1,128	86	500	515	1,015	192	147,456	768
54	Stamford	15,997	17,332	4-16	5,054	705	2,360	2,386	4,746	189½	626,328	3,305
55	Torrington	8,360	10,400	4-16	3,352	950			2,526	193	351,890	1,834
56	Waterbury	45,859	60,109	4-16	16,448	2,988	4,956	4,827	9,783	195	1,539,739	7,896
57	Willimantic*	8,937		4-16	2,328	750			1,390	190		
	DELAWARE.											
58	Wilmington	76,508	83,860	6-21					11,194	191½	1,752,800	9,153
	DISTRICT OF COLUMBIA.											
59	Washington	278,718	302,883	6-17		4,500	24,513	27,479	51,992	179½	7,401,138	41,185
	FLORIDA.											
60	Jacksonville	28,429	35,301				2,945	3,217	6,162	160	686,126	4,288
61	Key West*	17,114	20,498	6-21	a 6,000	1,500	893	915	1,808	160	a 242,880	a 1,518
62	Pensacola	17,747	20,747	6-21	a 6,000	500	1,223	1,511	2,734	165	280,675	2,095
63	Tampa	15,839	22,823	6-21	a 5,000	500	1,202	1,200	2,422	160	253,259	1,583
	GEORGIA.											
64	Americus	7,674		6-18	2,068	300	595	726	1,321	176	187,792	1,097
65	Athens	10,245	11,050	6-18		200	763	928	1,691	174	201,753	1,160
66	Atlanta	89,872	102,702	6-18					15,040	185	2,305,559	12,462
67	Augusta*	39,441	42,511	6-18	13,104	1,300	1,925	2,182	4,107	165	598,125	3,625
68	Brunswick	9,081	9,391	6-18	2,534				1,182			812
69	Columbus*	17,614	17,769	6-18		400	1,457	1,897	3,354	175	490,000	2,800
70	Macon*	23,272	32,618	6-18		1,000	2,693	3,094	5,787	185	1,070,565	5,298
71	Rome	7,291		6-18	2,100	200	725	815	1,540	180	208,080	1,156
72	Savannah	71,239	67,311	6-18	14,512	350	3,233	4,024	7,257	183	1,082,994	5,918
73	Valdosta	5,613		6-18	a 1,500	100	600	700	1,300	175	195,000	1,170
	IDAHO.											
74	Boise*	5,957		6-21	3,040	300	1,338	1,348	2,686	175	345,500	1,974
	ILLINOIS.											
75	Alton	14,210	16,170	6-21	4,735	1,200	1,231	1,397	2,628	192	387,648	2,019
	Aurora:											
76	East Side	24,147	26,377	6-21	6,560	1,652	1,330	1,335	2,665	193	404,814	2,098
77	West Side			6-21	1,807	*25	734	758	1,492	190	226,891	1,175
78	Belleville	17,484	18,544	6-21	6,439	1,175	1,494	1,372	2,866	192	492,288	2,408
79	Bloomington	23,286	25,219	6-21	6,937	*1,100	2,147	2,224	4,371	177	601,977	3,401
80	Cairo	12,566	13,686	6-21	5,205	264	1,159	1,294	2,453	181	355,313	1,907
81	Canton	6,564		6-21	2,228	0	954	983	1,937	177	275,759	1,555
82	Centralia	6,721		6-21	2,674	186	860	901	1,761	167	246,043	1,473
83	Champaign	9,098	10,728	6-21	3,568	250	1,072	1,063	2,135	185	329,040	1,784
84	Chicago	1,698,575	1,990,750	6-21	489,197	81,612	144,625	142,488	287,113	194	46,060,452	237,425
85	Danville	16,354	18,679	6-21	4,623	548	1,786	1,823	3,609	189	506,112	2,665

*Statistics of 1904-5. a Approximate. b Statistics of town of Danbury. c Population of town of Manchester. d Population of town of Meriden.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	ILLINOIS—continued.											
86	Decatur	20,754	24,395	6–21	7,995	900	2,282	2,466	4,748	186	685,838	3,687
	Dixon:											
87	North Side	7,917		6–21	642	15	266	281	547	177	79,910	452
88	South Side*			6–21	1,769	250	460	500	960	175	132,477	757
89	East St. Louis	29,655	39,385	6–21	16,807	1,952	3,467	3,556	7,023	199	983,591	4,955
90	Elgin	22,433	24,738	6–21	6,146	*746	2,078	2,051	4,129	185	675,666	3,549
	Evanston:											
91	District No. 75[a]	19,259	22,334	6–21	3,204	547	1,173	1,171	2,344	190	346,497	1,809
92	District No. 76			6–21	2,100	350	627	647	1,274	190	194,505	1,023
93	Freeport	13,258	14,793	6–21	3,889	719	1,192	1,313	2,505	185	363,693	2,137
94	Galesburg	18,607	20,277	6–21	5,014	300	1,871	1,981	3,852	175	541,625	3,095
95	Jacksonville	15,078	16,148	6–21	*3,833	.....	1,111	1,238	2,349	180	[b] 301,900	1,855
96	Joliet	29,353	31,713	6–21	11,550	2,321	2,773	2,647	5,420	184	782,699	4,254
97	Kankakee	13,595	15,880	6–21	5,611	868	1,058	1,148	2,206	185	333,829	1,805
98	Kewanee	8,382	10,287	6–21	3,476	372	1,376	1,314	2,690	172	385,768	2,215
99	Lasalle	10,446	10,741	6–21	3,684	1,210	686	599	1,285	190	178,842	1,008
100	Lincoln	8,962	10,650	6–21	3,850	309	700	839	1,539	176	229,991	1,210
101	Mattoon	9,622	11,022	6–21	3,078	183	1,248	1,265	2,513	179	357,456	1,987
102	Moline	17,248	20,023	6–21	4,748	335	1,958	1,989	3,947	177	572,979	3,237
103	Monmouth	7,460	.....	6–21	2,326	.....	881	988	1,869	183	275,964	1,508
104	Ottawa	10,588	11,088	6–21	3,562	285	898	868	1,766	[b] 192	263,556	1,372
105	Pekin	8,420	9,455	6–21	2,700	156	859	871	1,730	176	279,480	1,531
106	Peoria	56,100	65,026	6–21	17,607	3,000	4,129	3,926	8,055	195	1,206,593	[b] 6,187
107	Quincy	36,252	38,632	6–21	5,040	2,800	2,730	2,669	5,399	188	[b] 681,876	3,627
108	Rockford	31,051	34,621	6–21	10,109	*200	3,575	3,670	7,245	188	1,109,933	5,903
109	Rock Island	19,493	22,423	6–21	5,806	*842	2,068	1,939	4,007	177	579,483	3,274
110	Springfield	34,159	38,234	6–21	12,514	2,766	3,693	3,878	7,571	191	1,032,068	5,403
111	Streator	14,079	15,504	6–21	7,019	687	1,242	1,125	2,367	191	346,054	1,812
112	Waukegan	9,426	11,681	6–21	.....	*300	966	988	1,954	194	310,895	1,602
	INDIANA.											
113	Alexandria	7,221	.....	6–21	1,894	240	522	583	1,105	180	153,810	854
114	Anderson	20,178	24,898	6–21	6,502	300	1,885	1,860	3,745	180	570,060	3,167

115	Brazil	7,786		6-21	2,500	224	986	1,107	2,093	180	263,441	1,532
116	Columbus	8,130	8,835	6-21	2,184	165	839	944	1,783	180	248,580	1,381
117	Elkhart	15,184	17,119	6-21	3,781	200	1,508	1,490	2,998	180	452,526	2,514
118	Elwood	12,950	18,185	6-21	4,160	450			2,250	180	b 352,800	1,960
119	Evansville	59,007	63,132	6-21	18,043	3,000	4,400	4,475	8,875	200	1,288,750	6,615
120	Fort Wayne	45,115	49,975	6-21	14,706	3,000	3,121	3,295	6,416	187	921,359	4,927
121	Frankfort	7,100		6-21	2,199	0	906	919	1,825	180	268,020	1,489
122	Goshen	7,810		6-21	2,238	76	755	799	1,554	177½	231,279	1,303
123	Hammond	12,376	15,526	6-21	5,361	900	1,117	1,108	2,225	190	308,798	1,710
124	Huntington*	9,491	10,541	6-21	2,746		845	818	1,663	182½	243,273	1,333
125	Indianapolis	169,164	212,198	6-21	43,517		16,679	15,830	32,509	181	b 3,761,200	25,200
126	Jeffersonville	10,774	10,829	6-21	4,109		982	1,049	2,031	180	279,816	1,556
127	Kokomo	10,609	11,784	6-21	3,501	150	1,301	1,460	2,761	175	386,557	2,209
128	Lafayette	18,116	19,051	6-21	5,913		1,422	1,505	2,927	182		
129	Logansport*	16,204	17,644	6-21	4,874	650	1,345	1,423	2,768	175	b 395,500	2,260
130	Marion	17,337	23,056	6-21	6,743	100	1,974	2,102	4,076	177	587,232	3,317
131	Michigan City	14,850	16,885	6-21	7,371	* 1,200	1,211	1,199	2,410	175	355,302	2,030
132	Muncie	20,942	26,301	7-21		453	1,950	2,137	4,087	178	b 557,194	3,429
133	New Albany	20,628		6-21	6,532	* 800	1,703	1,804	3,507	176	524,666	2,942
134	Peru	8,463	11,347	6-21	3,002	325	911	889	1,800	180	260,362	1,446
135	Richmond	18,226	19,436	6-21	4,920	480	1,638	1,679	3,317	185	476,005	2,573
136	Shelbyville	7,169		6-21	2,178	150	778	806	1,584	170	269,270	1,231
137	South Bend	35,999	43,204	6-21	14,154	3,442	3,010	2,909	5,919	180	870,424	4,796
138	Terre Haute	36,673	51,903	6-21	13,127	1,000	4,540	4,644	9,184	190	1,336,403	7,033
139	Vincennes	10,249	11,155	6-21	3,853		1,238	1,234	2,472	189	338,688	1,792
140	Wabash	8,618	9,723	5-21	2,381	0	931	958	1,889	174	277,887	1,615
141	Washington	8,551	9,796	6-21	2,605		807	787	1,594	176		
	INDIAN TERRITORY.											
142	McAlester	3,479		6-21	2,200	60	872	889	1,761	180	184,867	1,027
143	Muskogee	4,254		6-21		600	1,094	1,106	2,200	180	251,900	1,400
	IOWA.											
144	Boone	8,880	9,500	6-21	2,691	231			2,021	177	291,554	1,647
145	Burlington	23,201	25,318	5-21	7,406	600	1,991	2,151	4,142	185	643,985	3,481
146	Cedar Rapids	25,656	28,759	7-14	4,224	* 561			5,910	178	849,950	4,775
147	Clinton	22,698	22,756	5-21	6,000	500	1,499	1,652	3,151	181	b 453,586	2,506
148	Council Bluffs	25,802	25,231	5-21	7,138		2,725	2,879	5,604	175	792,946	4,531
149	Creston	7,752	† 8,382	5-21	2,343	117	886	904	1,790	174	239,436	1,376
150	Davenport	35,254	39,797	5-21	12,386	1,000	3,732	3,653	7,385	190	1,096,300	5,770
	Des Moines:											
151	Capital Park			* 5-21	* 940	* 12	457	447	904	174	116,712	676
152	East Side	62,139	75,626	6-21	6,089		2,128	2,254	4,382	175	569,581	3,259
153	West Side			5-21	15,051				9,757	175	1,155,525	6,603
154	Dubuque	36,297	41,941	5-21	13,131	3,000	2,181	2,185	4,366	183	621,659	3,397
155	Fort Dodge	12,162	14,369	5-21	3,333	700	* 1,040	* 1,130	* 2,170	* 176	* b 278,960	* 1,585
156	Fort Madison*	9,278	8,767	5-21	2,678		628	699	1,327	175	180,110	1,029
157	Iowa City	7,987	† 8,497	5-21	2,200	250	810	1,040	1,850	185	281,200	1,520
158	Keokuk	14,641	14,604	5-21	3,939	280	1,084	1,174	2,258	172½	326,543	1,893

*Statistics of 1904-5. † Taken from State census of 1905. a Consolidated with district 74. b Approximate.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905-6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	IOWA—continued.											
159	Marshalltown	11,544	12,045	5–21	3,480	200	1,209	1,315	2,524	175	359,885	2,056
160	Mason City	6,746	†8,357	5–21	2,236	125	846	822	1,668	175	230,391	1,324
161	Muscatine	14,073	15,087	5–21	4,589	400	1,391	1,387	2,778	184	405,720	2,205
162	Oskaloosa	9,212	10,203	5–21	3,018	.....	1,090	1,129	2,219	176	302,384	1,700
163	Ottumwa	18,197	20,181	5–21	5,429	*200	2,117	2,417	4,534	185½	657,967	3,562
164	Sioux City	33,111	40,952	5–21	14,579	1,200	3,757	3,861	7,618	182½	1,133,861	6,212
	Waterloo:											
165	East Side	12,580	18,071	5–21	3,200	.....	1,050	1,150	2,200	175	288,925	1,651
166	West Side			5–21	1,706	50	658	769	1,427	175	197,575	1,129
	KANSAS.											
167	Atchison	15,722	18,159	5–21	3,985	1,000	909	992	1,901	173	249,522	1,443
168	Chanute	4,208	†9,074	5–21	2,300	*0	1,033	995	2,028	158	260,000	1,650
169	Coffeyville	4,953	.....	5–21	2,975	42	1,289	1,344	2,633	158	277,833	1,792
170	Emporia	8,223	8,974	5–21	2,654	250	934	1,033	1,967	176	264,176	1,501
171	Fort Scott	10,322	12,248	5–21	.....	100	1,140	1,180	2,320	160	269,426	1,682
172	Hutchinson	9,379	11,215	5–21	2,933	150	1,169	1,273	2,442	171	333,477	1,949
173	Independence	4,851	†11,206	5–21	2,000	75	800	890	1,690	160	221,600	1,300
174	Iola	5,791	†10,287	5–21	3,205	25	1,325	1,451	2,776	175	364,844	2,082
175	Kansas City	51,418	67,614	5–21	17,086	.....	5,038	5,507	10,545	175½	1,404,175	8,001
176	Lawrence	10,862	11,708	5–21	4,042	0	1,145	1,317	2,462	176	354,322	2,024
177	Leavenworth*	20,735	20,934	5–21	6,695	750	1,600	1,600	3,200	180	462,780	2,571
178	Parsons	7,682	†11,720	5–21	3,462	200	1,083	1,241	2,324	a 166	297,412	1,786
179	Pittsburg	10,112	15,012	5–21	5,231	*150	1,600	1,750	3,350	177	437,544	2,472
180	Topeka	33,608	37,641	5–21	10,932	*700	3,473	3,850	7,323	180	1,040,660	5,787
181	Wichita	24,671	31,110	5–21	8,955	.....	2,829	3,301	6,130	176	846,136	4,804
	KENTUCKY.											
182	Bowling Green	8,226	8,386	6–20	2,267	300	699	710	1,409	190	185,060	974
183	Covington	42,938	45,877	6–20	18,997	*4,325	2,446	2,546	4,992	184	676,384	3,676
184	Frankfort	9,487	10,287	6–20	2,534	250	634	950	1,584	195	211,575	1,085
185	Henderson	10,272	14,992	6–20	3,678	250	1,050	1,176	2,226	188	286,790	1,525
186	Hopkinsville	7,280	.....	6–20	2,283	120	733	946	1,679	b 176	236,870	1,285

187	Lexington*	26,369	28,769	6-20	10,130	500	2,195	3,221	5,416	190	710,030	3,737
188	Louisville	204,731	222,660	6-20	64,093	9,000	14,173	15,201	29,374	190	4,240,750	22,325
189	Newport	28,301	29,991	6-20	9,327	1,112	1,801	1,885	3,686	200	c 611,600	3,058
190	Owensboro	13,189	14,250	6-20	4,431	400	1,277	1,527	2,804	183	359,961	1,962
191	Paducah	19,446	.21,961	6-20	6,300	300	1,734	1,939	3,673	187	510,627	2,728
	LOUISIANA.											
192	Baton Rouge*	11,269	11,664	6-18	c 1,400	d 300	d 436	d 533	d 969	d 170	d 121,380	d 714
193	Lake Charles	6,680	.....	6-18	3,000	300	833	897	1,730	155	192,260	1,240
194	New Iberia	6,815	.....	.....	.....	200	305	380	685	176	115,480	656
195	New Orleans	287,104	309,639	4-18	96,543	.....	14,869	16,700	31,569	177	4,320,747	24,411
196	Shreveport	16,013	17,528	6-18	4,393	801	984	1,129	2,113	172	c 216,075	1,256
	MAINE.											
197	Auburn	12,951	13,801	5-21	3,818	500	757	945	1,702	175	288,750	1,650
198	Augusta e	11,683	12,263	5-21	3,236	.....	.....	.....	1,608	f 175	.....	.....
199	Bangor	21,850	23,225	5-21	7,196	738	1,776	1,910	3,686	174	641,364	3,306
200	Bath e	10,477	11,352	5-21	2,975	.....	.....	.....	2,472	f 160	.....	.....
201	Biddeford	16,145	16,995	5-21	6,023	2,000	.....	.....	1,623	174	174,870	1,005
202	Calais	7,655	.....	5-21	2,481	125	677	834	1,511	180	260,280	1,446
203	Lewiston	23,761	24,791	5-21	8,005	2,179	1,444	1,267	2,711	175	335,441	1,917
204	Portland	50,145	54,330	5-21	15,040	1,294	.....	.....	10,567	180	1,312,380	7,291
205	Rockland	8,150	.....	5-21	1,976	0	869	936	1,805	175	199,850	1,142
206	Waterville	9,477	10,662	5-21	3,171	410	707	714	1,421	180	c 219,960	1,222
	MARYLAND.											
207	Annapolis	8,402	8,985	.....	.....	300	350	410	760	188	.....	.....
208	Baltimore*	508,957	546,217	.....	.....	.....	39,886	41,319	81,205	190	10,462,730	55,067
209	Cumberland	17,128	19,328	5-21	.....	.....	1,413	1,499	2,912	181	377,928	2,088
210	Frederick*	9,296	9,846	6-21	.....	.....	809	902	1,711	177	213,108	1,204
211	Hagerstown*	13,591	15,326	6-21	3,760	300	1,431	1,281	2,712	179	355,841	1,975
	MASSACHUSETTS.											
212	Adams	11,134	12,486	5-15	2,380	496	.....	.....	1,897	187	308,642	1,595
213	Amesbury*	9,473	8,840	7-14	1,133	700	580	601	1,181	195	195,195	1,001
214	Arlington	8,603	9,668	.....	.....	.....	.....	.....	.....	.....	.....	.....
215	Attleboro	11,335	12,702	5-15	2,330	90	1,169	1,252	2,421	190	c 364,040	1,916
216	Beverly	13,884	15,223	5-15	2,651	46	1,485	1,531	3,016	196	499,604	2,549
217	Boston	560,892	595,380	5-15	101,865	15,913	53,387	51,742	105,129	188½	17,612,686	93,436
218	Brockton	40,063	47,794	7-14	5,464	898	4,041	3,929	7,970	181	c 1,302,476	7,196
219	Brookline	19,935	23,436	7-14	2,465	333	2,210	2,037	4,247	187	635,713	3,399
220	Cambridge	91,886	97,434	7-14	11,188	4,100	7,932	7,820	15,752	200	2,710,000	13,550
221	Chelsea	34,072	37,289	7-14	4,460	1,035	3,416	3,498	6,914	183	1,022,055	5,585
222	Chicopee	19,167	20,191	7-14	2,663	1,323	.....	.....	2,724	194	444,221	2,289
223	Clinton	13,667	13,105	5-15	2,437	456	.....	.....	2,253	*190	c 364,230	1,917
224	Danvers	8,542	9,063	5-15	*1,376	25	893	835	1,728	c 180	257,431	1,427
225	Everett	24,336	29,111	5-20	6,799	0	3,367	3,432	6,799	190	c 1,130,078	5,948

* Statistics of 1904–5.
† Taken from State census of 1905.

a High school, 176 days.
b Colored schools, 193 days.

c Approximate.
d White schools only.

e Copied from State report, 1906.
f Average.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	MASSACHUSETTS—continued.											
226	Fall River	104,863	105,762	5-15	20,951	5,829	8,333	7,840	16,173	193	2,333,928	13,638
227	Fitchburg	31,531	33,021	5-15	6,539	2,136	2,248	2,227	4,475	190	850,250	3,798
228	Framingham	11,302	11,548	5-15	1,877	*0	1,123	1,112	2,235	181	332,135	1,835
229	Gardner	10,813	12,012	5-15	2,118	586	821	850	1,671	166½	247,104	1,485
230	Gloucester	26,121	26,011	7-14	3,090	243	2,486	2,499	4,985	186½	854,729	4,583
231	Greenfield	7,927	†9,156	5-15	1,507	20	839	858	1,697	187	a268,681	1,434
232	Haverhill	37,175	37,830	5-15	6,636	1,952	2,888	2,998	5,886	195	995,865	5,107
233	Holyoke	45,712	49,934	5-15	10,385	4,631	3,552	3,613	7,165	192½	1,115,340	5,655
234	Hyde Park	13,244	14,510	7-14	1,879	866	.....	.....	2,135	180	327,960	1,822
235	Lawrence	62,559	70,050	5-15	12,546	3,912	.....	.....	8,409	194½	a1,387,952	7,136
236	Leominster	12,392	14,297	.....	.....	.....	.....	.....	.....	.....	.....	.....
237	Lowell	94,969	94,889	5-15	14,658	4,000	6,220	6,118	12,338	181	1,900,862	9,644
238	Lynn	68,513	77,042	7-14	8,590	3,040	.....	.....	11,972	183½	1,675,722	9,132
239	Malden	33,664	38,037	7-14	4,639	1,321	3,630	3,596	7,226	a181	1,081,410	5,956
240	Marlboro	13,609	14,013	5-15	2,896	450	.....	.....	2,530	185	a387,945	2,097
241	Medford	18,244	19,686	7-14	2,651	84	2,239	2,242	4,481	183½	723,252	3,629
242	Melrose	12,962	14,295	7-14	1,987	*0	1,539	1,547	3,086	184	504,206	2,740
243	Methuen	7,512	†8,676	7-14	1,211	123	.....	.....	1,571	182½	242,976	1,330
244	Milford	11,376	12,105	7-14	1,346	379	900	924	1,824	175	a270,873	1,545
245	Natick	9,488	9,609	7-14	1,625	0	.....	.....	1,832	190	a308,370	1,623
246	New Bedford	62,442	74,362	5-15	12,636	2,980	5,096	4,966	10,062	190½	1,565,148	8,216
247	Newburyport	14,478	14,675	5-15	2,421	486	.....	.....	2,088	200	350,400	1,752
248	Newton	33,587	36,827	5-15	6,273	468	3,355	3,504	6,859	185	1,021,107	5,519
249	North Adams	24,200	22,150	7-15	4,366	1,440	1,798	1,847	3,645	187	a538,934	2,882
250	Northampton	18,643	19,957	7-14	2,237	805	1,508	1,626	3,134	190	481,470	2,534
251	Peabody	11,523	13,098	7-14	1,689	563	1,150	923	2,073	194	325,362	1,720
252	Pittsfield	21,766	25,001	7-14	3,083	630	2,248	2,282	4,530	192	714,069	3,761
253	Plymouth	9,592	11,119	7-14	1,299	.....	956	950	1,906	190	313,690	1,651
254	Quincy	23,899	28,076	5-15	6,286	240	3,051	2,990	6,041	184	1,015,312	5,518
255	Revere	10,395	12,659	7-14	1,880	0	1,482	1,458	2,940	186	a487,320	2,620
256	Salem	35,956	37,627	5-15	6,738	2,798	2,897	2,508	5,405	200	a861,000	4,305
257	Somerville	61,643	69,272	7-14	8,395	1,601	7,078	7,218	14,296	182	1,893,254	10,897
258	Southbridge	10,025	11,000	7-14	1,486	961	644	593	1,237	187	a169,145	904
259	Springfield	62,059	73,540	5-16	13,059	1,934	6,569	5,949	12,518	187	1,983,322	10,606

260	Taunton	31,036	30,967	7-14	3,952	839	2,460	2,440	4,900	b 190	822,950	4,311
261	Wakefield	9,290	10,268	7-14	1,419	0	1,215	1,196	2,411	192	a 378,432	1,971
262	Waltham	23,481	26,282	7-14	2,631	1,271	1,586	1,703	3,289	188½	531,214	2,818
263	Ware	8,263	8,594	5-15	1,548	385	585	592	1,177	a 187½	184,715	1,002
264	Watertown	9,706	11,258	5-15	1,772	700	.....	.....	1,619	185	a 276,760	1,496
265	Webster	8,804	10,018	7-14	1,490	1,143	380	336	716	194	114,460	590
266	Westfield	12,310	13,611	5-15	2,285	275	1,213	1,137	2,350	c 191	359,223	1,875
267	West Springfield	7,105	†8,101	7-14	1,085	24	928	917	1,845	182	278,096	1,528
268	Weymouth	11,324	11,585	5-15	2,014	0	1,164	1,130	2,294	189	a 369,684	1,956
269	Winchester	7,248	†8,242	7-14	1,103	20	1,016	1,014	2,030	195	295,173	1,478
270	Woburn	14,254	14,402	7-14	2,120	317	1,698	1,427	3,125	183	470,676	2,572
271	Worcester	118,421	128,135	7-14	16,242	4,740	11,482	11,372	22,854	200	3,671,040	18,355
	MICHIGAN.											
272	Adrian	9,654	10,937	5-20	2,600	200	938	913	1,851	195	283,399	1,453
273	Alpena	11,802	12,565	5-20	4,113	.....	1,078	986	2,064	192½	318,604	1,655
274	Ann Arbor	14,509	14,622	5-20	3,283	300	1,295	1,230	2,525	184	390,948	2,125
275	Battle Creek	18,563	23,126	5-20	4,663	300	1,886	1,966	3,852	190	a 620,920	3,268
276	Bay City d	40,747	40,614	5-20	13,966	4,000	3,514	3,514	7,028	189	1,085,314	5,742
277	Calumet school district	e 40,000	.....	5-20	8,250	1,058	3,050	2,981	6,031	193	1,017,003	5,269
278	Detroit	285,704	325,563	5-20	89,043	18,290	22,845	21,632	44,477	192	6,757,915	33,789
279	Escanaba	9,549	11,485	5-20	3,752	600	1,443	1,244	2,687	a 190	364,527	1,802
280	Flint	13,103	15,229	5-20	*3,608	*200	1,242	1,344	2,586	191	464,334	2,321
281	Grand Rapids	87,565	97,756	5-20	27,508	5,928	7,773	7,848	15,621	195	2,494,846	12,406
282	Holland	7,790	†8,966	5-20	2,562	400	926	972	1,898	197	296,132	1,504
283	Iron Mountain	9,242	8,421	4-20	3,298	0	1,266	1,289	2,555	190	421,199	2,217
284	Ironwood	9,705	10,098	5-20	3,000	500	1,200	1,350	2,550	180	450,000	2,500
285	Ishpeming	13,255	11,215	5-20	4,125	*500	1,590	1,630	3,220	190	541,500	2,850
286	Jackson	25,180	25,330	5-20	5,651	1,500	1,905	2,016	3,921	191	642,035	3,361
287	Kalamazoo	24,404	31,127	5-20	7,180	950	2,746	2,785	5,531	183	816,992	3,977
288	Lansing	16,485	21,224	5-20	4,865	550	1,617	1,672	3,289	180	486,992	2,705
289	Manistee	14,260	12,320	5-20	4,359	1,385	1,062	1,095	2,157	196	397,100	2,026
290	Marquette	10,058	10,817	5-20	3,100	650	1,099	1,071	2,170	185	294,485	1,581
291	Menominee	12,818	10,665	5-20	.....	553	1,299	1,256	2,555	184	a 374,077	2,033
292	Muskegon	20,818	20,917	5-20	6,813	972	2,983	2,911	5,894	189	a 633,906	3,354
293	Owosso	8,696	9,257	5-20	2,471	250	922	895	1,817	198	a 278,190	1,405
294	Pontiac*	9,769	11,163	5-20	2,426	275	916	957	1,873	192	a 280,128	1,459
295	Port Huron	19,158	20,246	5-20	5,802	750	1,582	1,587	3,169	190	268,565	2,972
	Saginaw:											
296	East Side	42,345	47,676	5-20	8,424	600	2,402	2,542	4,944	192	a 777,984	4,052
297	West Side			5-20	5,650	1,000	1,593	1,547	3,140	197	498,809	2,532
298	Sault Ste. Marie	10,538	11,668	5-20	3,423	450	1,210	1,374	2,584	192	366,818	1,910
299	Traverse City	9,407	11,695	5-20	3,167	400	1,290	1,378	2,668	177	a 338,247	1,911
	MINNESOTA.											
300	Brainerd	7,524	†8,133	6-21	2,492	0	.....	.....	2,224	177	319,725	1,807
301	Duluth	52,969	64,942	5-21	a 15,000	1,500	5,713	5,861	11,574	180	1,607,153	9,430
302	Faribault	7,868	†8,279	*5-21	*a 2,000	*400	600	673	1,273	180	183,528	a 1,019

* Statistics of 1904–5.
† Taken from State census of 1905.
a Approximate.
b High school, 200 days.
c High school, 197 days.
d Including West Bay City.
e Estimated population of the district.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	MINNESOTA—continued.											
303	Mankato	10,599	10,996	.....	.....	1,100	809	831	1,640	180	248,983	1,513
304	Minneapolis	202,718	261,974	5–21	.....	.....	21,505	22,099	43,604	187	6,726,514	35,971
305	Red Wing	7,525	†8,149	5–21	a 1,700	150	729	756	1,485	180	227,172	1,262
306	St. Cloud	8,663	9,422	5–21	2,531	1,123	575	611	1,186	176	179,477	1,019
307	St. Paul	163,065	197,023	.....	.....	8,600	13,800	14,140	27,940	190	4,298,150	22,631
308	Stillwater	12,318	12,435	5–21	.....	500	853	980	1,833	174	285,090	1,638
309	Winona	19,714	20,334	5–21	.....	1,600	1,595	1,605	3,200	194	490,013	2,525
	MISSISSIPPI.											
310	Columbus	6,484	.....	5–21	3,400	50	869	1,100	1,969	180	214,850	1,181
311	Greenville	7,642	.....	5–21	3,658	150	699	875	1,574	160	125,692	929
312	Jackson	7,816	.....	5–21	a 6,000	400	1,141	1,387	2,528	170	a 298,860	1,758
313	Meridian *	14,050	.....	5–21	5,800	.....	1,410	1,576	2,986	170	324,660	1,910
314	Natchez	12,210	13,265	5–21	3,893	500	838	1,044	1,882	178	202,740	1,137
315	Vicksburg	14,834	15,564	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MISSOURI.											
316	Carthage	9,416	10,136	6–20	3,018	100	1,054	1,134	2,188	180	303,300	1,685
317	Hannibal	12,780	.....	6–20	5,225	400	1,395	1,502	2,897	176	388,970	2,136
318	Independence	6,974	.....	6–20	2,349	100	966	1,039	2,005	180	270,553	1,503
319	Jefferson City *b	9,664	11,124	.....	2,929	.....	.....	.....	1,270	180	a 185,040	1,028
320	Joplin *	26,023	34,063	6–20	7,453	.....	2,655	2,955	5,610	176	671,545	3,815
321	Kansas City	163,752	179,272	6–20	69,734	.....	15,694	16,909	32,603	184	a 4,497,880	24,445
322	Moberly *	8,012	.....	6–20	3,840	.....	810	847	1,657	178	a 228,285	1,282
323	Nevada	7,461	.....	6–20	2,384	300	764	773	1,537	180	256,398	1,424
324	St. Charles *b	7,982	.....	6–20	2,592	192	.....	.....	888	200	a 121,400	607
325	St. Joseph	102,979	115,479	6–20	35,865	1,500	5,473	5,872	11,345	178	1,549,000	8,702
326	St. Louis	575,238	636,973	6–21	178,260	*30,000	42,814	44,260	87,074	195	12,839,397	65,843
327	Sedalia	15,231	15,811	*6–20	*4,280	300	1,712	1,795	3,507	180	487,800	2,710
328	Springfield	23,267	23,977	5–20	7,932	600	3,438	3,521	6,959	180	a 835,740	4,643
329	Webb City *	9,201	11,281	6–20	2,800	.....	1,006	1,260	2,266	160	257,904	1,432

	MONTANA.											
330	Anaconda	9,453	11,798	8–21	2,607	350	797	977	1,774	178	a 266,110	1,495
331	Butte	30,470	41,757	6–21	.....	1,500	3,796	4,065	7,861	184	1,103,886	6,263
332	Great Falls	14,930	20,405	6–21	3,232	*0	1,182	1,310	2,492	184	388,851	2,113
333	Helena	10,770	15,770	6–21	3,578	647	1,079	1,169	2,248	171	306,125	1,790
	NEBRASKA.											
334	Beatrice	7,875	.....	5–21	2,891	100	926	1,081	2,007	177	271,430	1,590
335	Hastings	7,188	.....	5–21	4,370	348	1,048	1,194	2,242	175	325,455	1,860
336	Lincoln	40,169	46,874	5–21	12,430	.....	3,819	4,004	7,823	176	1,035,513	a 5,883
337	Omaha	102,555	120,565	5–21	37,108	3,000	9,001	9,176	18,177	185	2,829,120	14,752
338	South Omaha	26,001	34,971	5–21	6,743	615	2,403	2,499	4,902	180	684,436	3,802
	NEW HAMPSHIRE.											
339	Berlin*	8,886	11,466	5–16	2,510	1,160	740	625	1,365	185	166,202	895
	Concord:											
340	Union district	c 19,632	20,947	.....	.....	548	1,406	1,480	2,886	a 202	492,319	2,432
341	Penacook district, No. 20			6–16	350	0	174	186	360	172	46,504	282
342	Dover	13,207	13,417	5–16	2,344	955	775	798	1,573	172	227,384	1,322
343	Keene (Union district)	9,165	10,025	5–16	1,842	355	794	838	1,632	170	225,590	1,327
344	Laconia	8,042	.....	5–16	1,446	250	683	746	1,429	180	248,243	1,379
345	Manchester	56,987	63,417	5–21	.....	4,000	2,857	2,846	5,703	174½	790,659	4,531
346	Nashua	23,898	26,193	6–14	3,871	1,100	1,498	1,499	2,997	175	454,300	2,596
347	Portsmouth	10,637	11,042	5–16	1,910	379	871	955	1,826	172½	257,409	1,492
348	Rochester	8,466	9,001	6–16	1,089	240	593	672	1,265	171½	a 174,758	1,019
	NEW JERSEY.											
349	Atlantic City	27,838	37,593	5–20	6,500	100	2,950	2,820	5,770	174	684,455	4,055
350	Bayonne	32,722	42,262	4–20	12,000	2,000	3,658	3,688	7,346	191	1,019,485	5,337
351	Bloomfield	9,668	11,668	4–20	3,000	403	1,200	1,225	2,425	192	336,000	1,737
352	Bridgeton	13,913	13,624	5–20	3,200	75	1,245	1,304	2,549	185	334,458	1,787
353	Burlington* b	7,392	†8,038	5–18	1,837	.....	544	566	1,110	195	148,194	788
354	Camden	75,935	83,363	b 5–18	b 19,415	1,974	6,628	6,896	13,524	189	1,813,712	9,565
355	East Orange	21,506	25,175	b 5–18	b 5,283	.....	2,448	2,403	4,851	189	696,901	3,687
356	Elizabeth* b	52,130	60,509	5–18	8,827	.....	3,924	3,911	7,835	199	1,127,611	5,929
357	Englewood	6,253	†7,922	6–14	a 1,500	400	666	661	1,327	189	184,541	973
358	Gloucester City	6,840	†8,055	5–20	1,800	419	590	563	1,153	193	133,329	691
359	Hackensack	9,443	†11,098	.....	.....	400	1,190	1,207	2,397	189	335,475	1,775
360	Harrison	10,596	12,823	5–20	2,100	1,000	*b 647	*b 591	*b 1,238	*b 200	*b 154,800	*b 774
361	Hoboken	59,364	65,468	b 5–18	b 17,179	2,000	5,495	5,180	10,675	195½	1,594,279	8,132
362	Jersey City	206,433	232,699	5–18	58,142	.....	17,062	16,747	33,809	194½	5,132,539	26,429
363	Kearney (P. O., Arlington)	10,896	13,601	5–20	a 3,400	500	1,280	1,314	2,594	192	387,549	2,041
364	Long Branch	8,872	12,183	b 5–18	b 2,600	125	1,307	1,291	2,598	182½	362,525	1,986
365	Millville	10,583	11,884	5–20	2,800	150	1,111	1,160	2,271	187	301,819	1,669
366	Montclair	13,962	16,370	b 5–18	b 3,801	360	1,699	1,560	3,259	184	443,632	2,420
367	Morristown	11,267	12,146	5–18	2,594	.....	788	816	1,604	192	239,031	1,239
368	Newark	246,070	283,289	b 5–18	b 78,059	.....	24,631	24,316	48,947	191½	7,059,067	36,862
369	New Brunswick	20,006	23,133	5–18	4,000	800	1,456	1,380	2,836	189½	411,395	2,174

*Statistics of 1904–5. †Taken from State census of 1905. a Approximate. b Copied from State Report, 1905. c Population of city of Concord.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	NEW JERSEY—continued.											
370	Orange	24,141	26,101	4–20	6,462	1,400	2,045	2,056	4,101	191	552,304	2,944
371	Passaic	27,777	37,837	5–20	8,300	1,600	3,292	3,262	6,554	192	925,747	4,898
372	Paterson	105,171	111,529	4–21	*18,248	*6,000	9,541	9,751	19,292	197	2,871,705	14,604
373	Perth Amboy	17,699	25,895	5–20	6,842	800	2,295	2,181	4,476	192	654,058	3,404
374	Phillipsburg	10,052	13,352	a 5–18	a 3,122	200	1,042	1,074	2,116	188	330,929	1,728
375	Plainfield	15,369	18,468	a 5–18	a 3,983	600	1,532	1,493	3,025	185	418,780	2,232
376	Rahway	7,935	†8,649	4–20	b 2,100	200	764	723	1,487	189	218,450	1,150
377	Town of Union	15,187	17,005	5–18	b 6,000	700	1,842	1,835	3,677	195	520,502	2,669
378	Trenton	73,307	84,180	5–20	20,136	4,000	6,045	5,948	11,993	194	1,716,635	8,924
379	Weehawken	5,325	†8,027	4–18	1,800	.....	807	776	1,683	192	213,211	1,110
380	West Hoboken	23,094	29,082	5–18	7,000	500	2,668	2,514	5,182	196	718,622	3,666
381	West Orange	6,889	†7,872	4–14	b 2,200	550	811	760	1,571	191	204,788	1,048
	NEW MEXICO.											
382	Albuquerque	6,238	.....	5–21	3,252	800	992	936	1,928	173	230,199	1,331
	NEW YORK.											
383	Albany	94,151	97,801	4–18	.....	4,244	6,758	6,916	13,674	177	1,938,080	10,948
384	Amsterdam	20,929	23,807	5–18	5,000	1,200	1,538	1,571	3,109	192	504,715	2,633
385	Auburn	30,345	32,528	5–18	3,846	1,550	1,892	1,954	3,846	187	594,890	3,181
386	Batavia	9,180	9,938	5–18	2,459	.....	902	898	1,800	188	242,473	1,343
387	Binghamton	39,647	43,100	5–18	b 8,500	372	3,584	3,658	7,242	195	1,173,705	6,019
388	Buffalo	352,387	376,945	5–18	100,000	21,505	31,572	30,333	61,905	192	8,869,440	46,195
389	Cohoes	23,910	24,183	5–18	5,878	2,100	1,358	1,356	2,714	191	343,561	1,900
	Corning:											
390	District No. 9	11,061	13,438	5–18	1,900	800	536	565	1,101	189	165,363	874
391	District No. 13			5–18	760	.....	351	353	704	188	110,453	572
392	Cortland	9,011	11,194	5–18	1,442	15	747	743	1,490	189	239,717	1,268
393	Dunkirk	11,616	15,198	5–18	*3,270	1,200	978	968	1,946	192	295,629	1,540
394	Elmira	35,672	35,729	4–18	6,672	619	2,573	2,534	5,107	192	819,228	4,260
395	Fulton	5,281	†8,847	5–18	1,596	0	931	966	1,897	191	290,454	1,527
396	Geneva	10,433	12,162	5–18	2,036	714	794	850	1,644	191	259,378	1,358
397	Glens Falls	12,613	14,650	.....	.....	.....	.....	.....	.....	.....	.....	.....

398	Gloversville	18,349	18,578	5–18	.....	80	1,624	1,575	3,199	193	474,598	2,458
399	Hornell (formerly Hornellsville)	11,918	13,145	5–18	2,700	500	1,027	1,176	2,203	183	323,062	1,766
400	Hudson	9,528	10,364	5–18	1,728	200	.....	.....	1,504	[c] 188	222,430	1,211
401	Ithaca	13,136	14,496	5–16	.....	344	1,224	1,182	2,406	190	364,733	1,888
402	Jamestown	22,892	26,005	.....	.....	375	2,452	2,493	4,945	[d] 191	773,167	4,038
403	Johnstown	10,130	9,765	4–18	2,049	0	901	927	1,828	193	299,014	1,554
404	Kingston	24,535	25,411	*5–18	*5,758	*985	2,146	2,209	4,355	190	641,593	3,326
405	Lansingburg	12,595	.....	5–18	2,634	575	991	963	1,954	176	286,001	1,625
406	Little Falls	10,381	11,038	5–18	1,800	800	626	602	1,228	191	188,760	988
407	Lockport	16,581	17,428	5–18	3,850	430	1,625	1,545	3,170	191	496,830	2,601
408	Middletown	14,522	15,682	*5–18	*2,800	250	1,268	1,299	2,567	188	376,953	1,978
409	Mount Vernon	20,346	24,930	5–18	7,200	321	2,608	2,675	5,283	192	776,273	4,043
410	Newburgh	24,943	26,320	5–18	5,848	442	2,051	2,161	4,212	192	633,757	3,311
411	New Rochelle	14,720	20,387	5–18	[b] 5,000	517	2,223	2,187	4,410	183	597,129	3,263
412	New York	3,437,202	4,000,925	5–18	[b] 992,792	138,478	343,036	337,286	680,322	193	97,624,611	505,827
413	Niagara Falls	19,457	26,431	5–18	[b] 5,600	842	2,258	2,206	4,464	194	699,880	3,608
414	North Tonawanda	9,069	10,135	5–18	2,273	279	984	949	1,933	187	278,971	1,492
415	Ogdensburg	12,633	14,815	5–18	3,235	1,036	853	834	1,687	187	265,696	1,419
416	Olean	9,462	9,776	5–18	2,975	343	1,248	1,295	2,543	191	382,194	2,001
417	Oneida	6,364	†8,420	5–18	1,555	32	625	710	1,335	187	194,714	1,041
418	Oneonta	7,147	†8,054	5–18	1,266	0	510	576	1,086	188	155,366	826
419	Oswego	22,199	22,382	5–18	[b] 5,495	950	1,621	1,702	3,323	195	[b] 531,180	2,724
	Peekskill:											
420	District No. 7 (Drum Hill)	10,358	13,200	5–18	1,461	138	600	666	1,266	189	173,878	920
421	District No. 8 (Oakside)			5–18	1,124	35	471	508	979	187	137,206	735
422	Plattsburg	8,434	9,824	5–18	2,532	557	908	865	1,773	186	191,562	1,029
423	Port Chester	7,440	†11,198	5–18	2,330	334	1,038	1,008	2,046	188	295,377	1,571
424	Port Jervis	9,385	9,695	5–18	1,995	92	946	1,025	1,971	188	301,091	1,601
425	Poughkeepsie	24,029	25,146	5–18	4,325	*929	1,792	1,650	3,442	186	510,730	2,746
426	Rensselaer	7,466	.....	5–18	2,321	592	872	904	1,776	186	253,909	1,366
427	Rochester	162,608	182,028	5–21	41,034	11,144	12,368	12,090	24,458	187	3,652,560	20,789
428	Rome	15,343	17,334	5–18	[b] 2,750	481	1,136	1,069	2,205	191	337,305	1,765
429	Saratoga Springs*	12,409	12,999	5–18	2,636	150	1,205	1,256	2,461	190	382,754	2,068
430	Schenectady	31,682	58,195	5–18	.....	1,837	4,254	4,124	8,378	186	1,180,825	6,462
431	Syracuse	108,374	117,124	5–18	26,000	3,146	10,025	10,492	20,517	191	3,130,681	16,391
432	Tonawanda	7,421	†7,904	5–18	2,028	200	887	842	1,729	192	253,765	1,319
433	Troy	60,651	76,222	5–18	12,000	5,000	.....	.....	6,684	182	1,012,198	5,728
434	Utica	56,383	63,648	4–18	[b] 14,200	1,200	.....	.....	10,940	182	1,224,930	7,971
435	Watertown	21,696	25,276	5–18	4,934	15	2,305	2,292	4,597	189	694,379	3,672
436	Watervliet	14,321	14,481	5–18	3,066	930	826	873	1,699	[b] 186	231,396	1,244
437	White Plains	7,899	†11,579	5–18	2,481	279	837	916	1,753	186	266,576	1,433
438	Yonkers	47,931	61,405	4–16	11,500	2,974	5,340	5,251	10,591	186	1,509,351	8,227
	NORTH CAROLINA.											
439	Asheville	14,694	17,924	6–21	5,041	500	1,401	1,403	2,804	190	353,167	1,859
440	Charlotte*	18,091	21,356	6–21	5,439	300	1,448	1,647	3,095	180	375,480	2,086
441	Concord	7,910	.....	6–21	2,875	50	750	725	1,475	170	174,420	1,026
442	Durham*	6,679	.....	6–21	5,029	.....	1,229	1,309	2,538	185	351,500	1,900
443	Elizabeth City	6,348	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1904-5.
† Taken from State census of 1905.

[a] Copied from State Report, 1905.
[b] Approximate.

[c] High school, 185 days.
[d] High school, 186 days.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	NORTH CAROLINA—continued.											
444	Greensboro	10,035	13,395	6–21	4,000	.....	.....	.....	2,440	176	306,240	1,740
445	Newbern	9,090	9,715	6–21	2,586	80	513	664	1,177	163	118,518	760
446	Raleigh *[a]	13,643	14,128	6–21	6,324	.....	.....	.....	2,705	167	296,683	1,780
447	Wilmington *	20,976	21,436	6–21	.....	250	1,486	1,520	3,006	160	[b] 374,400	2,340
448	Winston *[a]	10,008	11,003	6–21	3,674	.....	.....	.....	1,804	180	271,560	1,217
	NORTH DAKOTA.											
449	Fargo	9,589	12,512	6–21	3,212	350	1,161	1,086	2,247	180	330,033	1,834
450	Grand Forks *	7,652	10,127	6–21	2,966	.....	934	1,030	1,964	190	308,770	1,625
	OHIO.											
451	Akron	42,728	49,403	6–21	12,934	1,500	4,556	4,445	9,001	182	1,500,408	8,244
452	Alliance	8,974	9,659	6–21	3,044	158	1,076	1,023	2,099	185	310,585	1,681
453	Ashtabula	12,949	15,004	6–21	2,860	175	1,146	1,241	2,387	180	351,210	1,925
454	Bellaire *	9,912	.....	6–21	3,607	.....	909	902	1,811	173	229,571	1,327
455	Cambridge	8,241	10,181	6–21	2,850	.....	1,078	1,070	2,148	174	304,500	1,750
456	Canton	30,667	37,907	6–21	11,087	1,000	3,068	3,186	6,254	175	983,500	5,620
457	Chillicothe * [c]	12,976	13,821	.....	.....	.....	.....	.....	2,715	190	[b] 405,840	2,136
458	Cincinnati	325,902	343,337	6–21	131,538	* 26,979	22,118	20,694	42,812	200	6,674,600	33,373
459	Cleveland	381,768	437,114	6–21	114,393	.....	35,490	34,022	69,512	184	10,031,312	54,518
460	Columbus	125,560	142,105	6–21	37,242	.....	10,462	10,746	21,208	186	[b] 3,272,856	17,596
461	Conneaut	7,133	.....	6–21	1,800	200	789	635	1,424	188	238,078	1,306
462	Coshocton	6,473	.....	6–21	2,350	*0	827	891	1,718	173	[b] 225,592	* [c] 1,304
463	Dayton	85,333	98,350	6–21	26,939	3,519	7,222	7,243	14,465	184	2,096,846	11,395
464	Delaware	7,940	.....	6–21	2,614	* 260	794	912	1,706	175	232,050	1,326
465	East Liverpool	16,485	19,557	6–21	5,681	400	1,856	1,901	3,757	175	[b] 534,275	3,053
466	Elyria	8,791	10,381	6–21	2,674	500	1,001	997	1,998	181	[b] 308,605	1,705
467	Findlay * [c]	17,613	.....	6–21	5,049	.....	.....	.....	3,406	180	[b] 412,100	2,845
468	Fostoria	7,730	.....	6–21	2,780	225	825	782	1,607	174	[b] 225,150	1,294
469	Fremont	8,439	9,089	6–21	1,500	500	700	800	1,500	175	* 203,255	* 1,161
470	Galion	7,282	.....	6–21	2,149	250	685	715	1,400	183	[b] 234,240	1,280
471	Hamilton	23,914	27,044	6–21	7,737	1,200	2,041	2,061	4,102	180	612,720	3,404
472	Ironton	11,868	12,133	6–21	4,239	348	1,058	1,275	2,333	173½	336,243	1,938

473	Lancaster	8,991	9,711	6-21	3,391	313	1,006	1,016	2,022	181	310,234	1,714
474	Lima	21,723	27,048	6-21	8,450	800	2,550	2,750	5,300	186	[b] 781,200	4,200
475	Lorain	16,028	21,613	6-21	5,006	1,000	1,729	1,805	3,534	184	[b] 510,232	2,773
476	Mansfield	17,640	19,725	*6-21	*4,625	300	1,694	1,754	3,448	176	529,584	3,009
477	Marietta* [c]	13,348	15,888	6-21	4,402	.....	.....	.....	2,780	190	[b] 413,440	2,176
478	Marion*	11,862	13,647	6-21	4,017	358	1,329	1,338	2,667	173½	376,408	2,169
479	Martins Ferry	7,760	.....	6-21	2,508	.....	828	809	1,637	175	241,850	1,382
480	Massillon	11,944	12,869	6-21	4,385	800	1,125	1,075	2,200	196	361,955	1,888
481	Middletown	9,215	9,290	6-21	2,701	455	793	866	1,659	*c 190	[b] 255,550	1,345
482	Newark	18,157	20,102	6-21	5,668	*592	2,020	2,019	4,039	178	565,862	3,179
483	Niles	7,468	.....	6-21	2,557	200	723	712	1,435	174	[b] 187,746	1,079
484	Piqua	12,172	13,332	6-21	4,359	536	919	932	1,851	180	316,440	1,758
485	Portsmouth	17,870	20,240	6-21	6,837	400	1,924	1,824	3,748	185	487,240	2,912
486	Salem	7,582	.....	6-21	1,999	125	737	771	1,508	175	203,073	1,285
487	Sandusky	19,664	20,259	6-21	6,038	1,500	1,462	1,551	3,013	187	491,062	2,626
488	Springfield	38,253	41,433	6-21	11,526	1,200	3,224	3,372	6,596	189	1,014,363	5,367
489	Steubenville	14,349	14,829	6-21	5,265	800	1,357	1,313	2,670	181	395,666	2,186
490	Tiffin	10,989	11,059	6-21	3,110	700	662	704	1,366	184	[b] 213,624	1,161
491	Toledo	131,822	155,287	6-21	38,429	.....	11,724	11,734	23,458	193	3,627,394	19,465
492	Warren	8,529	9,814	6-21	2,934	0	1,143	1,150	2,293	186	395,064	2,124
493	Wellston*	8,045	9,880	6-21	2,905	0	1,156	1,144	2,300	176	[b] 303,072	1,722
494	Xenia	8,696	9,246	6-21	2,496	150	844	870	1,714	180	240,105	1,333
495	Youngstown	44,885	51,516	6-21	14,146	3,000	3,958	3,778	7,736	188	1,256,780	6,685
496	Zanesville* [c]	23,538	24,603	6-21	6,034	.....	.....	.....	3,757	190	[b] 613,320	3,228
	OKLAHOMA.											
497	Guthrie	10,006	12,341	6-21	4,280	200	1,008	1,112	2,120	176	[b] 299,200	1,700
498	Oklahoma City	10,037	19,550	4-21	6,800	200	2,564	2,717	5,281	176	[b] 756,800	4,300
499	Shawnee	3,462	.....	4-21	6,147	170	1,204	1,357	2,561	178	309,542	1,739
	OREGON.											
500	Astoria	8,381	9,481	4-20	3,186	100	764	773	1,537	183½	235,733	1,284
501	Baker City	6,663	.....	*4-20	*2,047	*160	788	753	1,541	174	217,281	1,238
502	Portland	90,426	104,141	6-20	25,940	*2,000	8,355	8,697	17,052	191	2,498,280	13,080
	PENNSYLVANIA.											
503	Allegheny	129,896	142,848	6-21	23,000	2,800	10,162	9,862	20,024	200	2,810,400	14,052
504	Allentown	35,416	40,571	6-17	6,198	*400	3,119	3,070	6,198	195	[b] 1,123,980	5,764
505	Altoona	38,973	45,557	6-16	7,677	*1,800	3,722	3,883	7,605	180	1,067,175	5,952
506	Beaver Falls	10,054	10,214	6-16	[b] 2,400	500	890	933	1,823	180	[b] 261,360	1,452
507	Braddock	15,654	18,624	6-16	[b] 3,000	700	1,221	1,192	2,413	180	315,540	1,753
508	Bradford	15,029	16,319	6-18	[b] 3,550	300	1,457	1,523	2,980	180	401,760	2,476
509	Butler	10,853	11,913	6-21	[b] 4,000	400	1,361	1,430	2,791	180	374,516	2,086
510	Carbondale*	13,536	14,736	6-21	3,546	300	1,369	1,499	2,868	189	[b] 415,800	2,200
511	Carlisle	9,626	10,631	6-21	2,000	200	783	818	1,601	190	228,600	1,293
512	Carnegie	7,330	.....	6-21	[b] 2,400	750	766	790	1,556	[d] 180	[b] 200,780	1,161
513	Chambersburg	8,864	9,557	6-16	1,900	75	*889	*991	*1,880	*180	*266,580	*1,481

*Statistics of 1904-5.
[a] Copied from Edueational Bulletin VII, issued by State Superintendent, for 1905.
[b] Approximate.
[c] Copied from State Report, 1905.
[d] High school, 200 days.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	PENNSYLVANIA—continued.											
514	Charleroi	5,930	.....	6–21	2,200	0	798	886	1,684	180	241,560	1,342
515	Chester	33,988	37,333	6–21	.....	891	2,416	2,603	5,019	190	838,470	4,413
516	Clearfield	5,081	.....	6–16	1,432	200	680	710	1,390	180	180,864	1,031
517	Columbia	12,316	13,251	6–21	2,900	400	969	1,094	2,063	180	a 308,520	1,714
518	Connellsville	7,160	.....	6–14	1,500	200	782	789	1,571	180	215,460	1,191
519	Danville	8,042	8,062	6–16	1,697	329	586	647	1,233	180	208,449	1,093
520	Dubois	9,375	10,990	6–16	1,917	450	912	1,005	1,917	180	310,554	1,799
521	Dunmore	12,583	14,718	6–16	3,500	300	1,408	1,425	2,833	175	a 387,275	2,213
522	Duquesne	9,036	11,201	6–21	2,237	250	1,186	1,085	2,271	180	320,400	1,780
523	Easton	25,238	27,808	6–21	.....	250	2,266	2,218	4,484	192½	723,680	3,760
524	Erie	52,733	58,783	6–21	18,000	3,700	3,910	4,006	7,916	190	1,207,140	6,353
525	Franklin	7,317	.....	6–21	a 2,000	165	778	847	1,625	180	230,580	1,281
526	Greensburg	6,508	.....	6–16	2,400	250	891	854	1,745	180	234,805	1,326
527	Harrisburg	50,167	54,807	6–16	10,000	700	4,855	4,846	9,701	190	1,367,191	7,324
528	Hazelton	14,230	15,533	6–21	a 5,000	750	1,522	1,581	3,103	180	455,580	2,531
529	Homestead	12,554	15,015	6–21	3,700	718	1,404	1,376	2,780	180	310,140	1,723
530	Johnstown	35,936	42,160	8–16	4,167	* 2,380	3,234	3,397	6,631	180	a 960,300	5,335
531	Lancaster	41,459	46,184	6–16	8,575	918	3,027	3,044	6,071	200	a 979,400	4,897
532	Lebanon	17,628	19,108	6–21	4,200	*350	1,352	1,459	2,811	180	428,940	2,383
533	McKeesport	34,227	42,024	8–16	8,000	400	3,665	3,965	7,630	180	990,000	5,500
534	Mahanoy City	13,504	14,614	6–16	2,956	300	1,238	1,362	2,600	180	383,025	2,128
535	Meadville	10,291	11,684	6–21	2,775	248	894	1,057	1,951	180	256,840	1,538
536	Mount Carmel	13,179	15,644	6–20	a 3,200	800	1,017	1,020	2,037	180	275,116	1,515
537	Nanticoke	12,116	13,151	6–16	3,300	917	1,186	1,241	2,427	180	337,792	1,877
538	Newcastle	28,339	35,429	6–16	a 6,500	600	2,752	2,968	5,720	180	a 818,760	4,562
539	Norristown	22,265	23,500	8–16	4,000	700	.....	.....	3,000	200	a 520,000	2,600
540	Oil City *b	13,264	14,429	.....	.....	.....	1,243	1,346	2,589	180	a 375,840	2,088
541	Philadelphia	1,293,697	1,417,062	6–16	223,591	46,660	100,480	101,455	201,935	171	26,457,362	154,722
542	Phoenixville	9,196	9,536	6–16	1,740	440	*651	*635	*1,286	*190	*187,910	*989
543	Pittsburg	321,616	364,161	6–21	75,000	20,000	26,650	27,060	53,710	200	8,092,000	40,460
544	Pittston *b	12,556	13,681	.....	.....	.....	1,024	1,099	2,123	180	a 288,900	1,605
545	Plymouth	13,649	15,804	6–16	a 4,000	750	1,225	1,219	2,444	180	338,438	1,879
546	Pottstown	13,696	13,901	6–21	3,500	400	1,360	1,458	2,818	200	468,600	2,343
547	Pottsville	15,710	16,505	6–21	2,600	600	1,200	1,400	2,600	200	480,000	2,400

548	Reading	78,961	89,111	6–16	15,575	1,526	6,655	6,546	13,201	195	a 2,077,725	10,655
549	Scranton	102,026	116,111	6–21	29,000	4,500	9,302	9,802	19,104	195	2,890,047	14,837
550	Shamokin	18,202	20,102	6–16	4,476	1,500	1,740	1,775	3,515	180	511,200	2,840
551	Sharon	8,916	11,724	6–16	3,000	400	1,056	1,074	2,130	180	311,540	1,730
552	Shenandoah	20,321	22,511	6–21	a 6,000	600	1,943	1,937	3,880	180	a 554,400	3,080
553	South Bethlehem*	13,241	14,711	6–21	.....	940	1,121	965	2,086	200	.....	.....
554	Steelton	12,086	13,624	6–21	*a 2,300	300	990	922	1,912	180	285,799	1,587
555	Sunbury	9,810	10,775	6–21	*a 2,500	0	1,076	1,114	2,190	180	317,700	1,765
556	Tamaqua	7,267	.....	6–16	1,800	0	862	849	1,711	200	256,400	1,282
557	Titusville	8,244	8,329	6–16	1,960	350	740	821	1,561	187	229,979	1,230
558	Uniontown	7,344	.....	6–16	2,200	150	912	925	1,837	180	a 284,400	1,580
559	Warren*	8,043	10,250	.....	.....	100	915	972	1,887	180	283,140	1,573
560	Washington	7,670	.....	6–16	2,435	400	1,417	1,504	2,921	180	409,140	2,273
561	West Chester	9,524	10,274	6–21	1,906	300	792	843	1,635	200	252,200	1,261
562	Wilkesbarre	51,721	58,721	*6–21	*10,000	*1,100	4,992	4,950	9,942	185	1,561,955	8,443
563	Wilkinsburg	11,886	16,150	6–21	3,000	300	1,301	1,428	2,729	180	a 372,060	2,067
564	Williamsport	28,757	29,572	6–16	a 7,000	700	2,699	2,815	5,514	180	782,640	4,348
565	York	33,708	38,258	.....	.....	600	3,281	3,212	6,493	180	917,902	5,099
	RHODE ISLAND.											
566	Central Falls	18,167	19,446	5–15	4,204	1,271	978	1,007	1,985	192	252,966	1,366
567	Cranston	13,343	17,570	5–15	2,728	24	1,665	1,467	3,132	195	a 454,740	2,332
568	Cumberland	8,925	9,378	5–15	2,119	475	630	636	1,266	184½	179,308	972
569	East Providence	12,138	13,750	6–15	2,874	120	1,214	1,232	2,446	182	380,471	2,140
570	Lincoln	8,937	9,222	7–16	*2,039	698	679	616	1,295	200	176,337	929
571	Newport	22,034	25,039	5–15	4,233	940	1,929	1,924	3,853	195	600,775	3,080
572	Pawtucket	39,231	43,381	7–15	8,797	2,515	3,673	3,555	7,228	190	a 943,540	4,966
573	Providence	175,597	198,635	5–15	38,765	5,610	15,234	15,288	30,522	187½	a 4,297,500	22,920
574	Warwick	21,316	24,773	5–15	5,449	1,075	1,872	1,900	3,772	194	518,853	2,674
575	Westerly	7,541	†8,381	5–15	1,557	12	782	787	1,569	182	235,536	1,273
576	Woonsocket	28,204	32,196	5–15	7,758	3,111	1,944	1,840	3,784	200	510,652	2,737
	SOUTH CAROLINA.											
577	Anderson	5,498	.....	6–21	a 2,000	20	896	1,008	1,904	180	274,680	1,526
578	Charleston	55,807	56,232	6–21	9,987	.....	4,229	4,540	8,769	192	1,080,768	5,629
579	Columbia	21,108	23,988	6–21	a 6,000	600	1,387	1,803	3,190	174	396,416	2,278
580	Greenville*b	11,860	13,485	.....	.....	.....	1,030	1,268	2,298	180	289,440	1,608
581	Spartanburg	11,395	14,320	6–20	a 3,300	500	1,294	1,384	2,678	177	331,621	1,875
	SOUTH DAKOTA.											
582	Lead	6,210	†8,052	6–21	1,911	0	762	763	1,525	193	229,863	1,191
583	Sioux Falls	10,266	12,283	6–20	3,755	300	1,245	1,208	2,453	180	326,160	1,812
	TENNESSEE.											
584	Chattanooga	30,154	34,179	6–21	11,599	1,000	2,842	3,327	6,169	176	777,568	4,418
585	Clarksville*	9,431	10,186	6–21	3,630	250	796	1,001	1,797	191	228,047	1,171
586	Jackson	14,511	16,746	6–21	7,282	611	1,387	1,629	3,016	180	445,169	2,473
587	Knoxville	32,637	35,482	6–21	10,682	500	2,705	3,128	5,833	179	822,547	4,595
588	Memphis	102,320	121,235	6–21	36,911	3,000	5,746	6,685	12,431	175	1,666,375	9,465
589	Nashville	80,865	84,227	6–21	30,669	.....	6,242	7,082	13,324	185	1,939,689	10,485

* Statistics of 1904–5. † Taken from State census of 1905. a Approximate. b Copied from State report, 1905.

TABLE 6.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Total population, census of 1900.	Population, 1905 (Census Office estimate).	School census age.	Children of school census age.	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.
							Boys.	Girls.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12
	TEXAS.											
590	Austin	22,258	24,718	7–18	4,714	500	1,989	2,105	4,094	180	520,573	3,054
591	Beaumont	9,427	12,492	7–17	3,172	200	1,364	1,519	2,883	176	340,225	1,933
592	Cleburne	7,493	.....	7–17	2,442	150	1,186	1,298	2,484	187	347,523	1,853
593	Corsicana	9,313	11,924	7–18	1,870	30	1,026	1,097	2,123	177	275,906	1,552
594	Dallas	42,638	52,248	8–17	10,588	1,500	4,869	5,581	10,450	175	1,338,738	7,797
595	Denison	11,807	12,232	*8–16	*3,200	350	1,261	1,375	2,636	184½	329,297	2,150
596	El Paso	15,906	18,691	8–17	4,400	1,000	1,882	1,861	3,743	177	459,071	2,583
597	Fort Worth	26,688	27,028	8–17	6,150	500	2,947	3,321	6,268	177	856,221	4,837
598	Gainesville	7,874	.....	7–19	1,723	0	732	864	1,596	180	a 221,580	1,231
599	Galveston	37,789	33,484	8–18	6,033	.....	2,221	2,474	4,695	173	587,404	3,917
600	Greenville	6,860	.....	6–17	1,872	.....	899	1,054	1,953	177	222,515	a 1,257
601	Houston	44,633	56,300	8–17	12,514	1,500	4,428	5,117	9,545	176	1,230,389	7,000
602	Laredo	13,429	14,484	7–17	3,036	2,000	524	617	1,141	180	139,731	a 776
603	Marshall	7,855	.....	7–17	2,695	200	.....	.....	1,786	160	170,800	1,067
604	Palestine	8,297	9,527	7–17	2,550	200	898	1,043	1,941	168	246,186	1,465
605	Paris	9,358	9,908	7–17	2,832	100	1,125	1,430	2,555	160	300,734	a 1,879
606	San Antonio	53,321	61,146	8–17	12,195	.....	4,843	5,186	10,029	171	1,194,567	6,986
607	Sherman	10,243	11,698	*8–17	*2,235	*500	1,080	1,185	2,265	169	255,058	1,509
608	Temple	7,065	.....	7–18	1,897	75	971	1,157	2,128	182	239,291	1,317
609	Tyler	8,069	8,649	.....	.....	.....	.....	.....	.....	.....	.....	.....
610	Waco	20,686	23,806	7–21	a 5,800	900	2,176	2,425	4,601	176	577,976	3,284
	UTAH.											
611	Ogden	16,313	17,023	6–18	6,236	345	2,470	2,445	4,915	175	712,715	4,077
612	Salt Lake City	53,531	58,914	6–18	16,932	663	7,534	7,689	15,223	171	2,092,971	12,239
	VERMONT.											
613	Barre	8,448	10,598	5–18	2,453	.....	1,137	1,121	2,258	174	a 337,053	1,937
614	Burlington	18,640	20,665	5–18	4,553	1,200	1,469	1,455	2,924	a 179	386,469	2,159
615	Rutland*	11,499	11,884	5–18	2,800	901	954	1,045	1,999	188	320,361	1,704
	VIRGINIA.											
616	Alexandria	14,528	14,623	7–21	5,127	400	761	884	1,645	198	a 293,832	1,484
617	Danville	16,520	17,730	7–20	4,648	968	1,248	1,449	2,697	173	343,751	1,987
618	Lynchburg	18,891	22,350	7–20	6,785	385	1,687	2,059	3,746	182	a 557,992	2,956

619	Manchester*[b]	9,715	9,950	.....	2,516	.....	.....	.....	1,502	180	208,440	1,158
620	Newport News	19,635	27,230	7–20	4,173	436	1,277	1,417	2,694	182	[a] 353,080	1,940
621	Norfolk*	46,624	58,006	5–21	12,214	1,371	2,611	2,847	5,458	189	847,098	4,482
622	Petersburg	21,810	.....	7–20	6,293	500	1,395	1,749	3,144	180	440,640	2,448
623	Portsmouth*	17,427	18,427	5–20	4,664	402	1,072	1,274	2,346	189	362,124	1,916
624	Richmond	85,050	86,880	7–20	20,098	3,250	5,823	6,750	12,573	[a] 181	1,820,136	10,056
625	Roanoke	21,495	24,165	7–20	6,342	895	2,498	2,807	5,305	173	616,422	3,693
	WASHINGTON.											
626	Ballard	4,568	.....	6–21	3,000	41	1,262	1,337	2,599	183	393,673	2,066
627	Bellingham	11,062	.....	5–21	4,729	0	2,174	2,204	4,378	183	570,014	3,115
628	Everett	7,838	.....	6–21	4,125	225	1,573	1,666	3,239	191	503,583	2,636
629	Seattle	80,671	99,586	6–21	24,247	1,259	9,923	10,088	20,011	197	2,909,827	15,279
630	Spokane	36,848	45,313	5–21	13,284	*769	6,103	6,163	12,266	179	[a] 1,561,596	8,724
631	Tacoma	37,714	51,962	5–21	14,425	617	5,176	4,936	10,112	192	1,530,478	7,955
632	Walla Walla	10,049	12,719	5–21	.....	*360	1,155	1,240	2,395	197	330,260	1,807
	WEST VIRGINIA.											
633	Charleston	11,099	13,279	6–21	4,336	130	1,583	1,644	3,227	175	405,014	2,316
634	Grafton	5,650	.....	6–21	2,129	250	840	870	1,710	157	210,000	[a] 1,400
635	Huntington	11,923	12,833	6–21	5,539	600	.....	.....	2,977	173	364,511	2,107
636	Martinsburg	7,564	.....	6–21	2,452	200	657	620	1,277	185	167,601	904
637	Parkersburg*	11,703	16,049	6–21	4,884	300	1,914	2,004	3,918	180	[a] 562,140	3,123
638	Wheeling	38,878	41,058	6–21	11,075	1,600	2,832	2,924	5,756	186	[a] 851,694	4,579
	WISCONSIN.											
639	Appleton	15,085	17,000	4–20	5,188	1,915	1,410	1,481	2,891	175	405,447	2,221
640	Ashland	13,074	14,519	4–20	4,669	1,000	1,438	1,388	2,826	190	400,434	2,108
641	Beloit	10,436	12,855	4–20	4,500	255	1,507	1,566	3,073	185	425,577	2,300
642	Chippewa Falls	8,094	9,009	4–20	3,509	778	678	798	1,476	174	227,354	1,263
643	Eau Claire	17,517	18,737	4–20	6,801	431	2,090	2,042	4,132	180	544,617	3,025
644	Fond du Lac	15,110	17,284	4–20	5,354	472	1,708	1,729	3,437	180	449,605	2,498
645	Green Bay	18,684	22,854	4–20	7,337	1,140	2,033	2,089	4,122	197	624,848	3,188
646	Janesville	13,185	13,770	4–21	4,003	200	1,280	1,309	2,589	190	383,102	2,016
647	Kenosha	11,606	16,235	4–20	6,085	758	1,083	1,282	2,365	188	307,907	1,870
648	La Crosse	28,895	29,078	4–20	10,102	1,271	2,495	2,483	4,978	192½	777,615	4,097
649	Madison	19,164	24,301	4–20	5,944	976	1,877	1,908	3,785	185	577,892	3,118
650	Manitowoc	11,786	12,733	4–20	4,263	814	1,225	1,267	2,492	200	381,560	1,878
651	Marinette	16,195	15,354	4–20	6,136	550	1,708	1,821	3,529	185	539,819	2,832
652	Merrill	8,537	9,197	4–20	3,570	*800	915	873	1,788	176	254,926	1,448
653	Milwaukee	285,315	312,948	4–20	107,644	23,934	23,596	21,967	45,563	196	6,859,186	35,102
654	Oshkosh	28,284	30,575	4–20	9,920	*1,600	2,448	2,529	4,977	198	761,226	3,845
655	Racine	29,102	32,290	4–20	10,522	1,088	2,831	2,747	5,578	207	1,002,018	4,831
656	Sheboygan	22,962	24,026	4–20	9,005	*0	1,963	1,971	3,934	196	621,712	3,100
657	Stevens Point	9,524	9,022	6–20	3,562	900	641	672	1,313	180	207,000	1,150
658	Superior	31,091	36,551	7–14	4,334	938	3,208	3,253	6,461	190	912,760	4,804
659	Watertown	8,437	8,622	4–20	3,494	800	559	598	1,157	200	185,335	954
660	Wausau	12,354	14,458	4–20	5,669	1,017	1,620	1,737	3,357	180	462,594	2,570
	WYOMING.											
661	Cheyenne	14,087	13,656	6–14	1,715	250	815	583	1,400	172	207,464	1,212

*Statistics of 1904–5.

[a] Approximate.

[b] Copied from State report, 1905.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6.*

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	ALABAMA.													
1	Anniston	1	0	1	4	23	27	All	None	0	0	6	1,255	$46,000
2	Bessemer	1	1	2	3	25	28	1 to 7	3 to 5	1	.....	4	1,200	40,000
3	Birmingham	5	1	6	14	121	135	All	All	0	0	13	6,048	775,000
4	Huntsville	2	1	3	4	21	25	1 to 5	None	0	0	3	*800	40,000
5	Mobile	4	2	6	12	82	94	1 to 7	1 to 7	4	0	10	.....	133,000
6	Montgomery	2	2	4	7	100	107	All	None	0	0	16	.....	275,000
7	Selma	1	0	1	3	22	25	All	All	0	0	3	750	75,000
	ARIZONA.													
8	Phoenix	6	7	13	6	39	45	All	Grammar	0	.....	7	a1,900	194,300
9	Tucson	1	0	1	0	31	31	All	None	0	0	5	*1,400	113,000
	ARKANSAS.													
10	Fort Smith	1	1	2	12	67	79	1 to 8	9 and 10	0	0	10	3,550	300,000
11	Hot Springs	1	2	3	6	44	50	All	None	0	0	8	2,800	150,000
12	Little Rock	4	0	4	12	96	108	First 10	9 and 10	0	0	12	5,200	474,600
13	Pine Bluff	2	0	2	14	29	43	1 to 8	None	0	0	8	2,560	200,000
	CALIFORNIA.													
14	Alameda	6	0	6	8	85	93	All	Elementary	0	1	7	2,942	276,434
15	Berkeley	7	3	10	6	102	108	All	None	0	0	13	4,267	5o7,650
16	Eureka	1	0	1	5	34	39	1 to 8	None	0	0	13	1,884	175,000
17	Fresno	8	2	10	14	83	97	All	7 to 10	1	0	12	3,722	312,550
18	Los Angeles	19	44	63	60	745	805	1 to 12	1 to 12	47	1	116	33,722	3,318,047
19	Oakland	19	5	24	19	265	284	All	All	2	4	20	14,850	2,331,750
20	Pasadena	1	0	1	13	112	125	All	6 to 8	7	0	17	4,714	487,025
21	Riverside	1	3	4	4	43	47	1 to 12	None	1	0	8	2,107	300,000
22	Sacramento	4	1	5	1	143	144	All	.....	9	1	15	4,675	456,825
23	San Bernardino	1	2	3	1	47	48	All	1 to 6	0	.....	12	2,000	150,000
24	San Diego	5	1	6	1	94	95	9 and 10 of high school and all grammar.	3 to 8	6	0	15	3,900	212,271

25	San Francisco	25	56	81	71	953	1,024	All	7 to 8 and high school	1	9	106	49.984	6,681,661
26	San Jose	8	0	8	9	100	109	All	5 to 8	0	1	9	3,683	310,900
27	Santa Barbara	2	3	5	7	51	58	All	All	4	1	14	1,872	250,000
28	Santa Rosa	1	0	1	4	35	39	All	None	0	0	6	1,827	85,000
29	Stockton	6	1	7	7	67	74	1 to 8 and 9 and 11	5 to 8	0	0	15	3,260	493,478
30	Vallejo	1	0	1	3	29	32	3 to 8	None	0	1	7	1,400	50,000
	COLORADO.													
31	Boulder*	6	5	11	5	40	45	All	None	0	.....	8	2,800	.....
32	Colorado Springs	7	9	16	11	110	121	All	1 to 8	.....	.....	15	5,817	700,000
33	Cripple Creek	8	4	12	7	96	103	All	In lower grades	0	0	17	3,500	350,000
34	Denver	34	13	47	78	676	754	All	4 to 8	35	5	65	32,572	3,932,979
35	Leadville	3	2	5	6	35	41	1 to 12	None	0	0	6	1,675	118,200
	Pueblo:													
36	District No. 1	4	8	12	3	81	84	1 to 10	5 to 10	1	0	8	3,120	380,000
37	District No. 20	2	6	8	11	107	118	All	5 and above	5	0	12	3,800	350,000
	CONNECTICUT.													
38	Ansonia	1	0	1	0	73	73	All	None	0	1	7	*2,899	212,000
39	Bridgeport	7	7	14	5	263	268	All	In normal school	0	4	25	12,850	1,285,320
40	Danbury	1	2	3	6	74	80	1 to 8	None	0	3	18	3,500	325,000
41	Derby	2	1	3	1	25	26	All below high school	All below high school	0	.....	3	947	60,000
42	Hartford	14	7	21	20	359	379	All	5 to 9	14	4	21	13,595	2,809,700
	Manchester:													
43	Town schools	2	2	4	0	23	23	1 to 8	None	0	1	8	1,000	35,000
44	Ninth district	1	12	13	2	20	22	All	Elementary	1	0	3	*1,550	(b)
45	Meriden	7	2	9	1	108	109	1 to 9	None	1	1	17	4,669	400,000
46	Middletown*	1	2	3	3	33	36	All	.....	0	0	4	.....	.....
47	Naugatuck	4	1	5	5	50	55	All	6 and above	4	1	12	2,365	539,000
48	New Britain*	5	5	10	8	126	134	All	7 and above	8	3	11	4,500	1,000,000
49	New Haven	12	6	18	32	467	499	All	4 to 7	19	5	49	19,474	1,968,245
50	New London	3	1	4	3	85	88	1 to 8	8	5	1	6	3,250	550,000
51	Norwalk*	2	0	2	8	83	91	Elementary	.....	6	2	16	3,939	196,800
	Norwich:													
52	Central district	1	0	1	2	37	39	All	5 and 6	5	0	5	1,300	170,000
53	West Chelsea district	2	0	2	0	25	25	7 to 9	3 and 4	0	0	4	1,059	65,000
54	Stamford	14	4	18	13	100	113	All	None	6	1	21	4,137	456,400
55	Torrington	1	6	7	2	56	58	Elementary	None	0	1	12	2,300	275,000
56	Waterbury	1	5	6	12	231	243	All	None	12	1	30	10,061	1,529,640
57	Willimantic	3	0	3	5	36	41	All	All	3	0	10	1,141	125,000
	DELAWARE.													
58	Wilmington	2	31	33	9	253	262	All	4 to 8	0	6	29	*11,080	931,985
	DISTRICT OF COLUMBIA.													
59	Washington	25	36	61	175	1,303	1,478	All	7 and 8	47	11	155	47,832	6,500,000

* Statistics of 1904-5. a Approximate. b Buildings to the value of $275,000 are loaned to the district for school purposes

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	FLORIDA.													
60	Jacksonville	1	0	1	8	126	134	1 to 8	None	0	0	13	.....	$175,000
61	Key West*	1	0	1	2	21	23	None	None	0	0	12	1,106	25,000
62	Pensacola	2	1	3	5	58	63	5 to 12	None	0	0	16	2,990	95,000
63	Tampa	2	2	4	6	52	58	All	None	0	0	8	2,500	69,925
	GEORGIA.													
64	Americus	1	0	1	4	28	32	All	None	0	0	3	1,500	27,160
65	Athens	1	0	1	3	36	39	All	All	1	1	7	1,440	43,850
66	Atlanta	9	26	35	12	263	275	All	Grammar and high school	0	1	29	14,178	540,000
67	Augusta*	7	1	8	4	92	96	All	6 to 8	3	0	11	4,950	183,000
68	Brunswick	1	3	4	1	18	19	All	All	.....	.....	3	1,200	.....
69	Columbus	3	3	6	9	73	82	All	1 to 8	5	3	12	3,383	255,000
70	Macon*	6	11	17	5	126	131	1 to 7	All and high school	0	0	9	5,657	170,050
71	Rome	1	1	2	2	30	32	All	None	0	0	7	1,200	50,000
72	Savannah	1	1	2	21	136	157	None	Last grammar and high school.	0	0	12	7,000	a 455,000
73	Valdosta	1	0	1	3	23	26	1 to 7	None	0	0	4	1,400	60,000
	IDAHO.													
74	Boise*	2	1	3	6	50	56	1 to 8	7 and 8 and high school	0	0	6	2,600	175,000
	ILLINOIS.													
75	Alton	1	2	3	7	51	58	First 9	.....	0	0	9	2,500	202,000
	Aurora:													
76	East Side	3	5	8	3	58	61	All	6 to 8	0	0	9	2,390	*262,000
77	West Side	1	2	3	4	27	31	All	None	0	0	4	1,500	149,800
78	Belleville	1	0	1	12	53	65	All	None	0	0	7	3,158	160,000
79	Bloomington	3	5	8	7	101	108	All	All	0	0	12	4,350	550,000
80	Cairo	1	1	2	5	45	50	All	High school	0	0	12	2,662	175,000
81	Canton	3	1	4	5	40	45	All	8th	0	0	7	1,830	200,000
82	Centralia	1	0	1	3	31	34	1 to 8	None	0	0	5	1,626	*50,000

83	Champaign	1	0	1	4	50	54	1 to 10	2 to 9	0	0	8	2,200	220,000
84	Chicago	187	125	312	303	5,252	5,555	All	Grammar and high school	215	38	379	265,736	31,135,900
85	Danville	1	3	4	6	73	79	All		0	0	10	3,698	297,900
86	Decatur	1	3	4	7	94	101	All	Four lower	0	0	13	4,500	321,000
	Dixon:													
87	North Side	1	2	3	1	17	18	All	All	1	0	2	540	57,550
88	South Side*	2	1	3	3	21	24	All	All below high school	0	0	4	1,000	75,000
89	East St. Louis	15	0	15	12	152	164	1 to 12	7 and 8	0	2	31	7,041	802,500
90	Elgin	2	3	5	5	107	112	1 to 12	1 to 12	0	0	14	4,300	433,700
	Evanston:													
91	District No. 75[b]	2	7	9	0	70	70	All	6 to 8	5	0	7	2,100	350,000
92	District No. 76 (South Evanston).	1	0	1	1	34	35	All	5 to 8	2	0	3	1,200	178,000
93	Freeport	1	0	1	5	57	62	All	7 and 8 and high school	0	1	8	2,700	305,000
94	Galesburg	2	1	3	8	79	87	All below high school	In high school	0	0	9	3,500	400,000
95	Jacksonville	3	3	6	2	71	73	1 to 8	8 and high school	0	0	7	2,375	274,000
96	Joliet	2	2	4	4	123	127	1 to 8	7 and 8	0	1	21	5,000	550,000
97	Kankakee	2	0	2	3	51	54	1 to 9		0	0	8	2,300	275,000
98	Kewanee	1	1	2	8	61	69	All	None	0	0	8	2,700	400,000
99	Lasalle	1	2	3	0	27	27	1 to 8	High school	0	0	5	1,100	100,950
100	Lincoln	1	2	3	2	38	40	1 to 8	1 to 8	0	0	8	1,700	141,050
101	Mattoon	2	1	3	3	49	52	1 to 8	1 to 3	0	0	9	2,298	110,000
102	Moline	4	11	15	5	99	104	All	5 to 10	7	0	7	*4,010	480,550
103	Monmouth	1	2	3	3	43	46	1 to 8	7 and 8	0	0	6	1,800	148,161
104	Ottawa	3	1	4	0	38	38	All	None	0	0	5	1,800	126,400
105	Pekin	1	1	2	4	41	45	1 to 8	7 and 8 and high school	0	0	7	1,900	170,500
106	Peoria	14	10	24	11	207	218	1 to 8	All	0	3	20	8,500	500,000
107	Quincy	7	9	16	9	105	114	All	All	0	0	13	4,589	497,500
108	Rockford	1	3	4	3	177	180	1 to 12	7 and 8 and high school	0	1	19	6,849	*469,000
109	Rock Island	5	2	7	5	86	91	1 to 8 and high school	1 to 8 and high school	0	0	10	4,468	405,000
110	Springfield	2	2	4	20	154	174	All		0	0	18	7,088	603,722
111	Streator	1	3	4	0	53	53	1 to 4	4 and 5	0	0	10	*2,500	286,800
112	Waukegan	0	3	3	2	45	47	1 to 8	7 and 8	0	0	5	2,100	192,700
	INDIANA.													
113	Alexandria	1	2	3	7	20	27	All	None	0	0	4	1,428	70,000
114	Anderson	3	2	5	14	80	94	All	None	2	0	11	4,366	256,000
115	Brazil	1	1	2	11	28	39	None	None	0	0	4	1,678	90,000
116	Columbus	4	1	5	8	36	44	1 to 8	All in colored schools	2	0	8	1,860	182,000
117	Elkhart	1	1	2	7	64	71	All [c]	First 4 years	0	0	9	3,000	242,000
118	Elwood	*2	*3	*5	0	58	58	All and high school	7 and 8	0	0	7	2,600	200,000
119	Evansville	13	7	20	20	208	228	1 to 8	In high school	7	2	20	9,500	800,000
120	Fort Wayne	3	2	5	15	164	179	All	In high school	6	0	16	6,000	800,000
121	Frankfort	1	2	3	8	42	50	1 to 8	None	0	0	5	.....	175,000
122	Goshen	5	5	10	9	36	45	All above 3	None	0	0	8	*2,000	152,700
123	Hammond	4	6	10	0	56	56	1 to 8	1 to 8	6	0	7	2,250	247,000
124	Huntington*	1	4	5	8	40	48	All	All below high school	0	0	6	1,480	200,500
125	Indianapolis	21	32	53	68	722	790	All	4 to 8	0	3	60	28,000	2,972,840
126	Jeffersonville	7	1	8	7	37	44	All	None	0	0	5	2,278	125,000
127	Kokomo	1	0	1	10	54	64	1 to 8	1 to 8	0	0	8	2,400	279,000

*Statistics of 1904–5.

[a] For Chatham County.

[b] Consolidated with district 74.

[c] Elective in high school.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	INDIANA—continued.													
128	Lafayette	7	6	13	6	68	74	1 to 9	1 to 3	1	0	9		$320,000
129	Logansport*	1	2	3	8	58	66	1 to 8	None	0	0	8	2,700	225,000
130	Marion	3	1	4	17	95	112	All	1 to 9	0	0	13	4,000	275,000
131	Michigan City	1	4	5	5	54	59	All	Primary	7	0	10	2,567	140,000
132	Muncie	8	5	13	18	94	112	1 to 8	7 and 8	0	0	9	4,025	300,000
133	New Albany	3	2	5	16	59	75	None	1 and 2	0	0	14	3,600	430,000
134	Peru	2	2	4	7	36	43	None		0	0	6	1,700	125,000
135	Richmond	3	1	4	11	78	89	All	1 to 8	7	0	10	3,400	367,000
136	Shelbyville	1	0	1	10	32	42	1 to 8	None	4	0	6	1,500	112,500
137	South Bend	7	12	19	3	161	164	1 to 8	Cooking in 7 and 8	10	1	15	6,550	758,000
138	Terre Haute	2	0	2	28	216	244	All	None	24	0	25	9,128	709,824
139	Vincennes	2	3	5	12	42	54	8 elementary	8 elementary	2	0	7	2,386	174,000
140	Wabash	1	3	4	3	49	52	All	Lower grades	0	0	6	2,000	253,000
141	Washington	1	0	1	14	26	40	None	All	0	0	4		185,000
	INDIAN TERRITORY.													
142	McAlester	1	0	1	4	22	26	1 to 3	1 to 3	0	0	11	1,112	66,000
143	Muskogee	1	1	2	5	32	37	1 to 8	None	0	0	4	1,800	240,000
	IOWA.													
144	Boone	3	1	4	1	53	54	1 to 8	1 to 3	0	0	7	2,000	98,000
145	Burlington	7	8	15	6	99	105	1 to 8	8 to 10	6	0	13	5,000	360,000
146	Cedar Rapids	3	15	18	6	148	154	All	7 to 9	4	2	15	6,040	538,500
147	Clinton	4	11	15	3	79	82	1 to 8	7 and 8 and high school	0	0	13	3,500	*300,000
148	Council Bluffs	1	9	10	4	134	138	All	None	12	0	14		*365,000
149	Creston	1	0	1	5	40	45	1 to 8	Kindergarten and 1 to 3	4	0	7	1,700	136,500
150	Davenport	15	2	17	11	168	179	All	9 and high school	0	0	16	7,750	775,000
	Des Moines:													
151	Capital Park	2	6	8	1	19	20	All	7 to 12	1	0	4	1,000	51,500
152	East Side	1	3	4	4	108	112	All	None	0	0	11	3,700	233,000
153	West Side	5	26	31	11	233	244	1 to 8	1 to 8	20	1	23	10,000	1,075,500
154	Dubuque	4	4	8	14	119	133	All	In high school	7	0	16	4,975	*400,000

155	Fort Dodge	1	2	3	4	52	56	1 to 8	None	7	0	8	*2,212	250,000
156	Fort Madison *	1	1	2	3	27	30	Irregularly taught	None	0	0	5	.....	80,000
157	Iowa City	2	2	4	9	38	47	1 to 12	5 to 12	0	0	8	1,900	150,000
158	Keokuk	3	0	3	3	58	61	All below high school	1, 2, 3, 4, 9, and 10	0	0	9	2,543	225,000
159	Marshalltown	1	2	3	3	64	67	All	All	7	0	7	*2,168	300,000
160	Mason City	2	3	5	3	40	43	All	7 to 12	0	.....	6	1,450	325,000
161	Muscatine	1	0	1	3	72	75	All below high school	None	0	0	10	2,929	152,000
162	Oskaloosa	1	1	2	9	48	57	1 to 8	None	5	0	6	*2,500	161,000
163	Ottumwa	1	2	3	4	112	116	All	None	0	0	12	3,750	350,000
164	Sioux City	10	15	25	8	165	173	All	.....	0	1	26	*6,500	833,225
	Waterloo:													
165	East Side	1	3	4	4	65	69	1 to 8	1 to 8	5	0	9	2,000	210,000
166	West Side	1	2	3	0	38	38	.....	High school	1	0	5	1,400	160,000
	KANSAS.													
167	Atchison	1	0	1	4	40	44	1 to 8	6 to 8 and high school	0	0	7	2,404	161,225
168	Chanute	1	1	2	4	34	38	All	Primary	0	0	5	1,800	150,000
169	Coffeyville	1	1	2	6	46	52	1 to 8	None	0	.....	8	2,120	108,500
170	Emporia	1	2	3	4	43	47	1 to 8	5 to 8	0	0	9	2,400	145,067
171	Fort Scott *	2	0	2	8	42	50	Grammar schools	High school	1	0	8	2,500	126,000
172	Hutchinson	1	1	2	6	39	45	2 to 8	In high school	0	0	7	2,500	116,000
173	Independence	2	0	2	3	27	30	1 to 8	None	0	0	2	1,300	80,000
174	Iola	1	1	2	5	49	54	1 to 8	7 and 8 and high school	0	0	7	2,500	150,000
175	Kansas City	2	1	3	29	182	211	All	None	0	0	25	9,268	690,000
176	Lawrence	1	2	3	6	43	49	All	In high school	0	0	7	2,600	*200,000
177	Leavenworth *	1	0	1	4	70	74	All	None	0	0	9	3,070	138,500
178	Parsons	1	1	2	3	41	44	All below high school	8 and high school	0	0	5	2,600	160,000
179	Pittsburg	1	0	1	5	52	57	All	All	0	0	*6	*3,500	265,000
180	Topeka	3	2	5	30	169	199	1 to 8 and high school	5 to 8 and high school	0	0	25	8,710	798,000
181	Wichita	2	2	4	5	116	121	All below high school	8 and high school	0	0	15	6,357	315,000
	KENTUCKY.													
182	Bowling Green	1	1	2	4	23	27	1 to 8	All	0	0	4	1,244	37,000
183	Covington	6	0	6	7	120	127	1 to 8	6 to 10	6	1	7	4,246	300,000
184	Frankfort	3	1	4	1	38	39	All	7 and 8 and high school	2	0	4	1,600	80,000
185	Henderson	1	2	3	7	51	58	1 to 12	1 to 12	1	0	8	2,128	122,650
186	Hopkinsville	2	3	5	0	34	34	.....	.....	0	0	4	1,660	78,000
187	Lexington *	2	0	2	4	125	129	All	None	5	1	9	6,000	215,000
188	Louisville	18	26	44	53	560	613	All	All	12	6	74	30,820	1,750,000
189	Newport	4	8	12	4	88	92	All below high school	None	0	0	8	4,000	500,000
190	Owensboro	1	2	3	11	46	57	All	None	0	0	7	2,600	200,000
191	Paducah	1	1	2	14	61	75	1 to 8	1 to 3	0	0	8	3,379	*210,000
	LOUISIANA.													
192	Baton Rouge *[a]	1	0	1	1	24	25	All	None	0	0	3	969	100,000
193	Lake Charles	2	0	2	8	29	37	All	None	0	.....	6	1,500	59,654
194	New Iberia	2	3	5	1	16	17	All	None	0	0	4	700	40,000
195	New Orleans	3	11	14	17	809	826	1 to 8 and high school	None	21	1	75	34,000	2,200,000
196	Shreveport	2	2	4	10	48	58	All	All	1	0	7	1,400	229,000

* Statistics of 1904-5.

[a] Statistics for white schools only.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905-6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MAINE.													
197	Auburn	2	1	3	6	85	91	All	None	0	0	28	2,531	$175,000
198	Augusta *[a]	1	1	2	4	54	58					27		154,354
199	Bangor	4	6	10	4	113	117	All	All	5	0	30	3,814	350,000
200	Bath *[a]	1	2	3	7	47	54	All	6 to 9			15		175,000
201	Biddeford	1	0	1	8	43	51	All below high school	None	1	1	20	1,400	170,000
202	Calais	1	0	1	3	34	37	3 to 9	None	0	0	13	1,618	40,000
203	Lewiston	4	3	7	2	81	83	1 to 9 and high school	6 to 9	4	2	23		300,750
204	Portland	9	8	17	11	259	270	1 to 9	8 to 10	9	1	37	8,740	750,000
205	Rockland	2	2	4	2	35	37	All	None	0	0	9	1,600	110,585
206	Waterville	1	0	1	2	52	54	Elementary	None	0	4	10		60,400
	MARYLAND.													
207	Annapolis	2	0	2	0	21	21	7 to 11	4 to 9	0	0	2	900	
208	Baltimore *	33	23	56	151	1,495	1,646	All	All	19	17	148	78,225	3,175,998
209	Cumberland	1	1	2	8	39	47	All	All	0	0	8		*120,000
210	Frederick *	0	0	0	6	31	37	7 to 10	None	0	0	5	1,800	54,000
211	Hagerstown	1	0	1	12	41	53	Below high school		0	0	8	2,512	*100,000
	MASSACHUSETTS.													
212	Adams	4	1	5	1	45	46	All		0	2	9	2,300	125,000
213	Amesbury	1	0	1	2	36	38	1 to 9	None	0	0	14		
214	Arlington *[a]	1	0	1	4	52	56							
215	Attleboro	2	1	3	2	62	64	All and high school	10 and 11	2	4	17	2,593	216,000
216	Beverly	5	8	13	4	82	86	All	1 to 8	0	11	11	3,412	430,875
217	Boston	20	9	29	267	2,112	2,379	1 to 9	4 to 9	107	24	310	101,088	16,331,767
218	Brockton	10	3	13	6	187	193	All	1 to 3 and high school	0	5	32	9,000	716,050
219	Brookline	5	3	8	15	134	149	All	All	11	5	18	4,482	1,785,600
220	Cambridge	19	5	24	29	400	429	All		16	7	37	16,992	2,243,578
221	Chelsea	6	9	15	8	145	153	All	Some in all	2	1	14	7,361	858,850
222	Chicopee	2	1	3	2	82	84	All	None	2	4	18	2,896	170,000
223	Clinton	2	1	3	2	51	53	All	None	0	2	14	2,395	*290,000
224	Danvers	2	2	4	3	38	41	All and high school	None	0	0	9	1,918	135,500

225	Everett	2	4	6	16	168	184	1 to 9	5 to 9	0	2	17	6,740	655,240
226	Fall River	3	2	5	25	433	458	1 to 10		3	19	53	16,847	1,976,561
227	Fitchburg	4	7	11	11	105	116	All	6 to 11	0	5	24	5,100	700,000
228	Framingham	3	0	3	7	58	65	All	6 to 9	2	1	17	2,687	200,000
229	Gardner	1	0	1	2	50	52	All		0	1	9	2,500	234,000
230	Gloucester	4	2	6	3	124	127	All	None	0	1	24	5,300	400,000
231	Greenfield	3	1	4	2	46	48	1 to 10	3 to 9	2	1	16	1,860	200,000
232	Haverhill	5	5	10	7	179	186	All	5 and above	9	6	32	6,500	552,800
233	Holyoke	9	9	18	11	167	178	All	In high school	8	6		6,989	978,550
234	Hyde Park	1	0	1	9	45	54	All	None	0	1	9	2,000	275,000
235	Lawrence	17	11	28	17	221	238	All	In high school	0	55	31	10.000	1,503,100
236	Leominster*[a]	1	0	1	5	56	61			0	0			
237	Lowell	4	4	8	20	297	317	All	10 to 14	13	18	54	14,072	1,730,816
238	Lynn	2	4	6	21	248	269	All	8 and high school	0	3	43	*14,156	1,339,435
239	Malden	11	2	13	9	173	182	All	9 and high school	0	3	21	7,523	865,716
240	Marlboro	2	1	3	5	64	69	All	None	0	6	10	2,875	267,105
241	Medford	1	0	1	17	98	115	1 to 13	5 to 11	6	1	18	4,776	800,000
242	Melrose	5	2	7	5	87	92	All	3 to 9	8	0	13	*3,200	447,325
243	Methuen	3	1	4	2	44	46	All	None	0	0	12		261,500
244	Milford	1	0	1	2	47	49	All and high school	None	0	1	18	2,158	188,000
245	Natick	2	2	4	3	43	46	All	6 to 13	0	0	10	2,000	125,000
246	New Bedford	10	15	25	5	235	240	All	4 to first high school	3	5	29	10,478	1,404,289
247	Newburyport	1	0	1	5	51	56	All		0	2	13	2,289	260,000
248	Newton	2	3	5	18	204	222	All	4 to 9	14	2	24	7,129	1,345,280
249	North Adams	3	8	11	5	100	105	All	7 to 9	6	14	13	3,775	420,000
250	Northampton	6	2	8	1	90	91	All and high school		6	3	21	3,600	488,000
251	Peabody	1	3	4	4	55	59	All	7 and 8	0	1	9	2,550	252,000
252	Pittsfield	3	1	4	8	126	134	1 to 9	None	2	8	27	5,282	693,939
253	Plymouth	1	1	2	6	53	59	All	5 to 9			22	2,000	175,000
254	Quincy	9	2	11	8	125	133	1 to 12	5 to 8[b]	0	3	14	6,155	580,625
255	Revere	2	3	5	3	71	74	All	None	0	0	11	3,206	366,000
256	Salem	1	0	1	11	132	143	All	8 and 9	5	4	24	5,998	545,900
257	Somerville	3	5	8	25	283	308	1 to 12	5 to 11	4	5	26	13,181	1,380,121
258	Southbridge	1	2	3	2	36	38	All	None	0	4	12	1,433	134,780
259	Springfield	13	8	21	22	342	364	2 to 9	6 to 9	14	7	34	13,504	2,629,425
260	Taunton	2	3	5	12	133	145	1 to 10	8 to 10	0	9	29	6,666	472,200
261	Wakefield	4	2	6	4	54	58	All	5 to 9	0	0	10	2,549	312,150
262	Waltham	6	2	8	6	88	94	1 to 13	5 to 13	0	3	16	3,802	625,973
263	Ware	2	1	3	3	32	35	All	None	0	0	12	*1,360	*130,375
264	Watertown	1	0	1	6	46	52	All	6 to 9	0	1	9	1,900	
265	Webster	2	2	4	2	24	26	1 to 13	1 to 10	0	2	7	1,200	162,000
266	Westfield	5	3	8	3	64	67	All	All	5	1	14	2,200	285,100
267	West Springfield	1	2	3	5	41	46	1 to 9 and 3 years high school	No systematic work	3	0	12	1,850	138,600
268	Weymouth	2	1	3	8	57	65	All	7 to 9	0	0	18	3,050	181,400
269	Winchester	2	3	5	2	47	49	All	6 to 9	2	0	10	2,000	303,600
270	Woburn	1	0	1	5	67	72	1 to 8	None	0	1	15	3,104	307,488
271	Worcester	1	1	2	65	553	618	1 to 9 and high school	5 to 9 and high school	23	17	71	24,362	2,655,802

*Statistics of 1904–5.

[a] Copied from State report, 1905.

[b] Sewing.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MICHIGAN.													
272	Adrian	1	0	1	2	47	49	1 to 10	1 to 8	0	0	6	1,750	$150,000
273	Alpena	1	1	2	3	42	45			0	0	8	1,982	89,000
274	Ann Arbor	1	2	3	9	63	72	All	1 to 8	0	0	12	2,170	400,000
275	Battle Creek	3	4	7	11	94	105	All	All	0	0	11		*a 385,000
276	Bay City	6	15	21	13	159	172	All	9 and 10	3	5	18	7,376	575,000
277	Calumet school district	3	6	9	8	146	154	1 to 8	5 to 12	14	0	19	6,350	384,000
278	Detroit	26	51	77	49	959	1,008	All and high school	4 to 8 and high school	51	9	73	40,652	4,938,500
279	Escanaba	1	1	2	3	52	55	All	None	2	0	6	2,163	132,500
280	Flint	1	3	4	4	69	73	1 to 8	7 and 8 and high school	4	0	8	2,731	300,000
281	Grand Rapids	6	37	43	16	366	382	All	Grammar grades	32	4	39	15,286	1,447,200
282	Holland	1	2	3	2	38	40	All	1 to 4	4	0	5	1,680	100,000
283	Iron Mountain	1	0	1	5	59	64	All	7 to 12	0	0	9	2,584	250,000
284	Ironwood	1	3	4	2	67	69	All below 9		6	0	9	2,700	175,000
285	Ishpeming	2	3	5	3	75	78	All	6 to 12	5	0	10	2,850	350,000
286	Jackson	1	2	3	6	94	100	All	7 and 8	0	0	16	4,032	*250,000
287	Kalamazoo	4	4	8	8	129	137	1 to 10	5 to 10	8	1	12	5,755	610,000
288	Lansing	1	4	5	6	81	87	1 to 8	1 to 8	0	0	13	3,300	*210,000
289	Manistee	1	2	3	3	68	71	1 to 12	None	6	1	6	2,575	140,000
290	Marquette	1	4	5	4	50	54	1 to 12	7 to 12	2	0	11	1,931	292,500
291	Menominee	1	1	2	6	55	61	1 to 8	5 to 10	6	0	8	2,482	160,000
292	Muskegon	3	3	6	3	99	102	All	All	8	1	14	4,000	348,099
293	Owosso	1	2	3	3	43	46	1 to 8	None	0	0	4	2,400	170,000
294	Pontiac*	1	2	3	2	43	45	1 to 8	1 to 6	4	0	7	1,780	250,000
295	Port Huron	1	1	2	3	82	85	1 to 8	None	0	0	15	3,500	565,250
	Saginaw:													
296	East side	8	12	20	11	129	140	All	All	0	1	15	5,256	*445,147
297	West side	4	3	7	4	77	81	All	All below high school	0	0	10	3,245	305,085
298	Sault Ste. Marie	1	0	1	11	49	60	1 to 12	4 to 12	3	0	7	2,416	250,000
299	Traverse City	1	2	3	5	54	59	1 to 10	1 to 9	6	0	6	2,330	160,000
	MINNESOTA.													
300	Brainerd	1	2	3	3	51	54	1 to 8	None	0	0	6	2,340	193,381
301	Duluth	4	14	18	13	268	281	All and high school	All and high school	12	0	31	11,927	1,996,720

302	Faribault	1	2	3	3	35	38	All	7 and 8 and high school	0	0	6	1,640	900,000
303	Mankato	1	0	1	3	39	42	1 to 7	8 and high school	0	0	5	1,700	122,054
304	Minneapolis	17	48	65	38	913	951	All	7 and 8 and high school	5	0	62	45,000	3,156,000
305	Red Wing	1	2	3	1	41	42	1 to 8	1 to 4	0	0	5	1,550	80,000
306	St. Cloud	1	1	2	4	35	39	All	7 and 8 and high school	0	0	6	1,300	*101,000
307	St. Paul	21	34	55	25	575	600	All	All	32	0	50	28,097	2,421,650
308	Stillwater	1	2	3	2	47	49	1 to 10	9th	0	0	7	2,123	250,000
309	Winona	3	10	13	8	79	87	Elementary and first high school.	9th	7	0	9	3,350	360,000
	MISSISSIPPI.													
310	Columbus	2	0	2	4	28	32	Primary	None	1	0	3	2,950	65,000
311	Greenville	1	3	4	4	28	32	All	1 to 7	1	0	6	1,500	100,000
312	Jackson	2	1	3	2	46	48	1 to 7	None	0	0	4	*1,980	125,000
313	Meridian	1	1	2	4	65	69	None	None	0	0	9		120,500
314	Natchez	3	0	3	0	35	35	1 to 6	None	2	0	2	1,900	45,000
315	Vicksburg													
	MISSOURI.													
316	Carthage	1	1	2	6	41	47	1 to 8	7 to 9	0	0	8	2,213	200,000
317	Hannibal	5	2	7	4	55	59	All	Colored high school	0	0	8	3,114	247,900
318	Independence	1	2	3	6	38	44	1 to 11	4 to 8	0	0	6	2,380	242,640
319	Jefferson City *[a]	1	0	1	4	27	31	1 to 8	None	0	0	6		
320	Joplin *[a]	2	1	3	13	97	110	1 to 8	1 year high school	0	0			300,000
321	Kansas City	27	18	45	88	686	774	All		26	1	58	33,172	3,000,000
322	Moberly *[a]	1	0	1	7	29	36	1 to 8	High school	0	0	5	1,800	128,000
323	Nevada	1	0	1	2	34	36	1 to 8	None	0	0	8	1,700	59,000
324	St. Charles *[a]	1	0	1			18							
325	St. Joseph	3	2	5	24	263	287	1 to 8 and high school	1 to 8 and high school	0	0	38	12,500	1,115,000
326	St. Louis	97	56	153	128	1,809	1,937	All	7 and 8 and high school	141	14	119	68,641	10,021,995
327	Sedalia	1	2	3	6	69	75	1 to 8		0	0	10	3,600	200,000
328	Springfield	2	1	3	9	91	100	1 to 8	In high school	0	0	14	6,720	250,000
329	Webb City *	1	2	3	5	32	37	1 to 8	None	0	0	5	2,500	150,000
	MONTANA.													
330	Anaconda	3	0	3	1	47	48	None	None	0	2	5	1,800	65,000
331	Butte	4	12	16	0	194	194	All	Truant school	0	0	20	8,000	800,000
332	Great Falls	2	2	4	1	66	67	Elementary to 3d high school.	1 to 6	0	0	12	2,925	285,000
333	Helena	2	3	5	6	61	67	1 to 10	1 to 12	6	0	9	2,580	450,000
	NEBRASKA.													
334	Beatrice	2	0	2	4	41	45	1 to 8	None	0	0	9	2,200	85,000
335	Hastings	1	2	3	2	45	47	All	1 to 3 and 8 to 10	1	0	6	2,325	220,000
336	Lincoln	3	1	4	10	189	199	1 to 8	1 to 8*	13	1	18	7,400	503,332
337	Omaha	3	37	40	14	378	392	1 to 8	4 to 8 and high school	32	2	35	18,386	2,000,000
338	South Omaha	2	8	10	4	121	125	1 to 8	Primary grades	0	0	14	5,200	*528,000

*Statistics of 1904–5.

[a] Copied from State report, 1905.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW HAMPSHIRE.													
339	Berlin *	1	1	2	2	25	27	All	6 to 8	0	0	6	1,200	$47,000
	Concord:													
340	Union district	2	3	5	3	89	92	All	7 to 9 and high school	6	0	16	3,137	400,000
341	Penacook district No. 20	1	1	2	1	7	8	All	None	0	0	2	400	19,550
342	Dover	2	1	3	5	39	44	All	None	0	1	13	600	250,000
343	Keene (Union district)	2	2	4	3	42	45	All	None	3	0	15	.....	140,000
344	Laconia	2	1	3	3	32	35	All	None	0	0	10	1,650	150,000
345	Manchester	3	1	4	15	133	148	All	8 and 9	1	3	25	5,733	796,105
346	Nashua	4	3	7	0	83	83	All	None	4	1	22	3,276	397,433
347	Portsmouth	6	1	7	3	52	55	All	None	4	0	8	1,942	220,000
348	Rochester	2	1	3	3	29	32	All below high school	All lower grades	0	0	8	.....	140,000
	NEW JERSEY.													
349	Atlantic City	2	5	7	5	125	130	All	5 to 10	0	0	10	6,000	1,000,000
350	Bayonne	8	2	10	6	173	179	All	All	*7	1	14	6,230	560,750
351	Bloomfield	4	8	12	5	54	59	All	All	7	1	8	2,291	380,000
352	Bridgeton	1	0	1	2	50	52	2 to 9	.....	0	0	5	2,600	144,000
353	Burlington *a	1	0	1	1	24	25	.....	.....	0	0	6	1,334	78,000
354	Camden	7	3	10	9	331	340	All	All	8	2	30	12,884	942,653
355	East Orange	9	3	12	10	106	116	All	All	7	0	8	4,531	781,617
356	Elizabeth *a	.....	.....	.....	12	151	163	.....	.....	0	0	10	7,400	427,000
357	Englewood	1	3	4	1	42	43	All	None	5	1	5	1,214	125,000
358	Gloucester City	1	0	1	0	19	19	All	None	0	0	5	450	34,000
359	Hackensack	4	2	6	2	54	56	10	8	4	0	5	2,865	181,000
360	Harrison	3	0	3	3	21	24	8	None	0	3	3	470	100,000
361	Hoboken	1	0	1	9	225	234	5 to 8 and high school	6 to 8 and high school	8	1	12	9,528	a *760,000
362	Jersey City	19	31	50	4	628	632	All	None	5	5	42	28,995	3,022,222
363	Kearney (P. O., Arlington)	1	3	4	7	60	67	1 to 12	None	0	0	7	2,963	338,000
364	Long Branch	4	5	9	3	54	57	All	1 to 8	3	0	10	3,206	280,000
365	Millville	1	1	2	3	48	51	All	None	0	2	14	2,480	85,000
366	Montclair	3	3	6	12	95	107	Elementary and 1st high	All below high school	7	3	9	3,600	350,000
367	Morristown	2	1	3	1	37	38	All	None	0	0	3	1,552	130,000

368	Newark	46	16	62	36	1,009	1,045	All	All	105	15	61	46,583	3,326,700
369	New Brunswick	1	0	1	7	62	69	All	None	1	1	6	2,809	221,000
370	Orange	8	6	14	12	97	109	All	All	6	0	7	3,286	275,000
371	Passaic	2	12	14	5	153	158	1 to 8	3 to 8	9	2	10	5,600	388,000
372	Paterson	22	6	28	17	417	434	All	All	19	6	22	17,466	1,150,000
373	Perth Amboy	1	0	1	10	80	90	All	None	9	0	8	4,068	276,000
374	Phillipsburg	1	2	3	6	43	49	2 to 10	None	0	1	9	1,945	110,000
375	Plainfield	3	5	8	3	72	75	All	None	5	0	8	3,300	358,875
376	Rahway	1	1	2	4	36	40	All	None	0	0	6	1,500	100,000
377	Town of Union	5	1	6	4	58	62	All		3	0	4	3,340	245,000
378	Trenton	1	3	4	12	274	286	All	None	24	8	37	11,633	950,000
379	Weehawken	0	3	3	2	46	48	All	"Some"	3	0	3	1,250	190,000
380	West Hoboken	1	8	9	3	86	89	All	None	5	0	5	5,500	375,000
381	West Orange	1	4	5	3	47	50	All	All	6	0	7	1,600	200,000
	NEW MEXICO.													
382	Albuquerque	1	2	3	4	34	38	All	None	0	0	5	1,520	150,000
	NEW YORK.													
383	Albany	17	9	26	11	288	299	All	7 and 8 and high school	24	5	22	13,442	1,317,292
384	Amsterdam	5	3	8	6	66	72	1 to 9	1 to 8	7	0	11	3,200	314,790
385	Auburn	4	14	18	6	115	121	All	1 to 8	5	1	15	4,337	*468,030
386	Batavia	2	3	5	0	47	47	All	1 to 4	0	1	7	1,800	309,243
387	Binghamton	2	1	3	13	216	229	All	9 to 12	14	1	16	7,500	492,083
388	Buffalo	65	94	159	23	1,234	1,257	All	All	23	13	97	67,313	4,678,767
389	Cohoes	2	1	3	2	65	67	All	None	4	1	10	2,800	109,785
	Corning:													
390	District No. 9	1	2	3	0	27	27	1 to 8		0	0	2	1,420	117,498
391	District No. 13	1	0	1	1	17	18	All	All	0	0	1	800	46,110
392	Cortland	1	2	3	0	33	33	All	None	1	0	4	1,440	82,780
393	Dunkirk	2	1	3	3	57	60	All	1 to 5	1	0	8	2,000	299,452
394	Elmira	8	6	14	3	145	148	1 to 8	None	0	1	12	5,936	605,700
395	Fulton	1	1	2	2	45	47	1 to 8	None	0	0	7	1,820	106,500
396	Geneva	1	3	4	3	53	56	All	4 to 8	4	0	5	1,629	157,566
397	Glens Falls													
398	Gloversville	1	0	1	2	77	79	All	1 and 2	7	0	10	3,550	155,850
399	Hornell [b]	1	5	6	1	65	66	All	4 to 8	4	0	5	2,500	164,100
400	Hudson	1	2	3	2	33	35	All	1 to 7	0	0	3		98,400
401	Ithaca	1	3	4	6	55	61	1 to 9 and high school	6 to 8	3	0	7	2,400	276,300
402	Jamestown	5	2	7	5	115	120	All	All	9	1	12	*4,000	408,435
403	Johnstown	1	0	1	3	43	46	All	In kindergarten	2	0	5	2,450	149,843
404	Kingston	9	2	11	5	89	94	All	First 6 years	0	0	10	4,152	*367,904
405	Lansingburg	1	0	1	4	61	65	All	None	5	1	6	2,400	167,350
406	Little Falls	1	0	1	5	32	37	All	1 to 3	3	0	4	*1,350	212,500
407	Lockport	1	0	1	4	87	91	All	1 to 7	3	1	10	4,050	393,750
408	Middletown	1	3	4	5	57	62	All	1 to 7	0	0	8	2,300	285,000
409	Mount Vernon	6	4	10	2	114	116	All	None	6	1	10	5,017	533,646
410	Newburgh	6	4	10	5	95	100	1 to 12	8 to 11	0	0	6	3,971	450,000
411	New Rochelle	4	6	10	5	99	104	All	5 to 8	7	1	15	3,700	468,585

*Statistics of 1904–5.

[a] Copied from State report, 1905.

[b] Formerly Hornellsville.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW YORK—continued.													
412	New York	288	715	1,003	1,411	12,016	13,427	All	7 and 8	549	90	589	615,402	$93,809,381
413	Niagara Falls	5	9	14	3	115	118	All	Elementary and 1st yr. in high school.	8	2	11	4,889	457,894
414	North Tonawanda	7	5	12	0	54	54	All and high school	5 to 8 and high school	4	0	5	2,030	283,400
415	Ogdensburg	1	3	4	3	45	48	All	1 to 4	0	1	*9	*2,510	175,000
416	Olean school district	2	2	4	2	56	58	All	5 to 9	6	0	6	2,646	194,300
417	Oneida	1	0	1	4	33	37	All	None	0	0	4	1,600	114,600
418	Oneonta	1	0	1	1	26	27	All	None	0	0	3	1,300	67,475
419	Oswego	1	0	1	6	85	91	7 to 9	None	0	0	16	.....	173,458
	Peekskill:													
420	District No. 7 (Drum Hill)	1	0	1	0	29	29	All	None	0	0	3	1,138	72,627
421	District No. 8 (Oakside)	1	2	3	0	20	20	All	None	0	0	1	880	93,500
422	Plattsburg	1	8	9	0	42	42	All	None	5	0	8	2,127	127,790
423	Port Chester	1	6	7	1	39	40	All	1 to 7	4	0	5	1,822	191,569
424	Port Jervis	2	2	4	4	41	45	All	None	1	1	6	2,150	110,310
425	Poughkeepsie	5	1	6	4	87	91	All	1 to 7	4	1	12	3,642	276,403
426	Rensselaer	3	2	5	1	40	41	All	None	2	0	3	1,975	113,557
427	Rochester	15	28	43	26	622	648	All	All	32	5	36	20,737	2,407,075
428	Rome	1	4	5	3	55	58	All	.....	5	0	7	2,500	234,425
429	Saratoga Springs*	2	0	2	2	58	60	1 to 8	None	5	0	6	2,694	228,950
430	Schenectady	7	8	15	3	172	175	All	7 and 8	9	3	14	5,502	721,200
431	Syracuse	15	39	54	27	485	512	All	7 to 8 and business high school.	26	5	39	21,442	1,949,476
432	Tonawanda	1	2	3	1	41	42	1 to 9	None	0	0	5	1,800	116,000
433	Troy	8	6	14	6	228	234	All and high school	1 to 3	8	4	25	*8,584	844,000
434	Utica	7	6	13	18	242	260	All	5 to 9	15	3	31	10,090	680,092
435	Watertown	2	5	7	1	128	129	1 to 8 and high school	1 to 7	5	1	12	4,400	503,969
436	Watervliet	1	3	4	2	53	55	All	3 to 5 and 1st yr. in high school.	3	0	6	1,762	122,000
437	White Plains	2	3	5	3	44	47	All and high school	1 to 8	4	0	4	1,542	87,368
438	Yonkers	3	9	12	21	230	251	All	Above 5	14	5	19	8,615	1,526,819

	NORTH CAROLINA.													
439	Asheville	1	3	4	7	49	56	1 to 7	1 to 7	0	0	8	*2,350	100,000
440	Charlotte*	1	1	2	3	38	41	All	None	0	3	3	2,768	107,000
441	Concord	1	0	1	5	23	28	1 to 4	None	0	0	3	1,200	45,000
442	Durham*	2	3	5	10	43	53	1 to 10	7 to 10	0	0	6	2,200	115,000
443	Elizabeth City													
444	Greensboro	2	4	6	5	50	55	3 to 7	3 to 7	0	0	8	1,950	90,000
445	Newbern	1	0	1	3	21	24	None	None	0	0	6	1,200	62,000
446	Raleigh	1	0	1	7	71	78					10		118,000
447	Wilmington*	1	2	3	3	58	61	All	None	0	0	5	3,000	110,000
448	Winston	1	0	1	8	28	36					4		75,000
	NORTH DAKOTA.													
449	Fargo	2	2	4	6	53	59	All	7 and 8 and 2 years high	0	0	8	2,600	230,000
450	Grand Forks*	1	0	1	4	45	49	All	None	0	0			150,000
	OHIO.													
451	Akron	10	9	19	12	203	215	All	None	15	5	18	11,200	1,010,000
452	Alliance	1	0	1	10	38	48	All and 1st year in high school.		0	0	7	2,100	163,000
453	Ashtabula	1	3	4	5	56	61	All		0	0	9	2,300	200,000
454	Bellaire*	1	0	1	4	38	42	All	None	0	0	7	1,920	160,000
455	Cambridge	1	0	1	6	41	47	None	None	0	0	6	2,100	140,000
456	Canton	3	2	5	8	144	152	All	7 and 8	1	0	17	7,400	610,000
457	Chillicothe*[a]				10	63	73			0		7		160,000
458	Cincinnati	11	2	13	194	823	1,017	All	7 and 8	7	5	55	48,640	4,300,000
459	Cleveland	19	82	101	92	1,463	1,555	All	All	38	44	86		7,697,625
460	Columbus	6	43	49	31	492	523	All	None	0	2	39		*[a] 2,745,531
461	Conneaut	1	0	1	5	31	36	1 to 9	1 to 5	0	0	5	1,500	100,000
462	Coshocton	2	1	3	6	31	37	All	7 and 8	0		5	1,700	81,000
463	Dayton	16	17	33	27	347	374	1 to 8	7 to 8 and high school	22	2	31	14,579	1,593,139
464	Delaware	1	0	1	6	39	45	All	Elementary	1		5	2,000	205,000
465	East Liverpool	1	2	3	11	75	86	All		0	0	14	4,107	375,000
466	Elyria	1	0	1	4	55	59	All	5 to 10	0	0	8	2,451	202,000
467	Findlay*[a]				12	74	86			0		14		305,000
468	Fostoria	1	2	3	6	37	43	All	1 to 8	1	0	6	1,650	270,000
469	Fremont	2	1	3	7	33	40	1 to 8	None	3	0	6	*1,500	* 75,000
470	Galion	1	0	1	6	25	31	Below high school	All	0	0	4		85,000
471	Hamilton	4	1	5	13	97	110	All	7 and 8	0	0	10	4,200	400,000
472	Ironton	1	0	1	6	47	53	Elementary	None	0	0	7	2,400	150,000
473	Lancaster	1	1	2	7	43	50	All below high school	None	0	0	7	2,035	265,000
474	Lima	1	1	2	5	114	119	All	None	0	0	13	5,400	500,000
475	Lorain	1	1	2	11	76	87	1 to 8	None	0	0	10	4,500	371,500
476	Mansfield	3	2	5	8	96	104	All	1 to 3 and kindergarten	7	1	11	3,800	*449,319
477	Marietta*[a]				8	57	65			0		10		280,000
478	Marion*	1	0	1	3	64	67	All	None	0	0	8	2,700	300,000
479	Martins Ferry	2	0	2	7	30	37	1 to 8	None	0	0	4	2,000	225,000
480	Massillon	1	3	4	7	46	53	All	None	0	0	8	2,618	310,000

*Statistics of 1904-5.

[a] Copied from State report, 1905.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	OHIO—continued.													
481	Middletown	4	2	6	8	35	43	All	None	0	0	4	1,525	*[a] $202,500
482	Newark	4	2	6	6	88	94	1 to 9	6 to 8	0	0	15	4,439	442,500
483	Niles	1	0	1	4	30	34	1 to 8	None	0	0	6	1,800	125,000
484	Piqua	1	0	1	6	56	62	All	None	0	0	9	2,100	250,000
485	Portsmouth	2	1	3	6	77	83	1 to 8	1	0	0	12	3,974	359,200
486	Salem	1	0	1	2	34	36	All	None	0	0	4	*1,595	125,000
487	Sandusky	1	0	1	5	73	78	All elementary	None	0	0	8	3,160	316,400
488	Springfield	3	2	5	24	137	161	Elementary and high school	None	1	0	18	7,386	575,000
489	Steubenville	2	2	4	4	60	64	All	None	0	1	7	2,500	280,000
490	Tiffin	2	2	4	1	35	36	1 to 9	None	0	0	5	1,500	140,000
491	Toledo	9	22	31	33	518	551	All below high school	4 higher grades	35	0	38	24,111	1,779,373
492	Warren	1	0	1	7	45	52	All	1 to 3	0	2	8	2,300	235,000
493	Wellston*	1	0	1	5	35	40	All	None	.....	.....	5	1,800	75,000
494	Xenia	1	0	1	4	45	49	1 to 8	1 to 4	1	1	6	1,941	194,200
495	Youngstown	12	13	25	12	178	190	All	None	1	0	23	8,500	850,000
496	Zanesville*[a]	.....	.....	.....	7	89	96	.....	.....	0	.....	19	.....	400,000
	OKLAHOMA TERRITORY.													
497	Guthrie	2	3	5	8	52	60	All	.....	2	0	7	2,500	250,000
498	Oklahoma City	1	0	1	15	115	130	1 to 8	High school	3	0	10	5,000	800,000
499	Shawnee	1	0	1	4	41	45	1 to 8	None	0	0	8	2,225	125,000
	OREGON.													
500	Astoria	1	0	1	4	30	34	All	None	0	0	6	1,350	90,000
501	Baker City	1	1	2	1	35	36	1 to 8	None	0	0	5	1,625	100,000
502	Portland	21	5	26	10	390	400	All	5 to 9	0	3	33	18,500	1,463,436
	PENNSYLVANIA.													
503	Allegheny	46	72	118	46	405	451	All	All	20	8	26	22,000	3,300,702
504	Allentown	1	2	3	28	114	142	1 to 8	None	0	3	17	6,800	*819,352
505	Altoona	15	5	20	11	159	170	All	All	5	4	14	8,572	540,000

506	Beaver Falls	1	0	1	2	47	49	1 to 8	None	0	0	5	2,000	135,000
507	Braddock	1	4	5	4	52	56	All	All above 5th	0	0	4	2,500	475,000
508	Bradford	1	0	1	9	59	68	1 to 8	7 to 11	0	0	8	3,000	260,000
509	Butler	3	4	7	1	58	59	1 to 9	None	0	0	5	2,750	*193,500
510	Carbondale*	1	1	2	7	55	62	All	None	0	5	10	2,946	190,000
511	Carlisle	1	0	1	9	26	35	All	In colored high school	0	0	8	1,600	115,000
512	Carnegie	2	0	2	2	34	36	All	None	0	0	3	1,800	148,768
513	Chambersburg	1	0	1	5	32	37	None	None	0	0	8	1,900	80,000
514	Charleroi	2	2	4	2	29	31	None	None	0	0	3	1,600	185,000
515	Chester	2	3	5	6	142	148	1 to 3	None	0	0	23	6,395	*700,000
516	Clearfield	1	1	2	6	27	33	1 to 8	7 and 8 and 1st high school	0	0	5	1,600	120,000
517	Columbia	1	1	2	2	45	47	1 to 8	None	0	0	7	2,250	111,500
518	Connellsville	1	0	1	3	31	34	None	None	0	0	4	1,500	100,000
519	Danville	1	1	2	4	27	31	1 to 8	None	0	0	5	1,500	150,000
520	Dubois	1	1	2	7	42	49	All	None	0	0	4	2,000	180,000
521	Dunmore	2	0	2	5	53	58	All	None	0	0	11	2,675	140,000
522	Duquesne	2	6	8	0	56	56	All	None	0	0	7	2,300	140,000
523	Easton	2	0	2	22	89	111	All	None	0	0	16	5,250	653,151
524	Erie	3	17	20	7	213	220	All	5 to 7	1	8	19	9,041	1,051,580
525	Franklin	1	0	1	2	38	40	All	In high school	0	0	7	1,840	205,000
526	Greensburg	2	1	3	4	31	35	Elementary	None	0	0	5	1,500	375,000
527	Harrisburg	5	2	7	33	193	226	All	In high school	0	0	25	10,950	999,889
528	Hazleton	2	1	3	8	57	65	All	None	0	0	8	3,196	275,000
529	Homestead	2	6	8	2	48	50	All	6 to 8	0	0	6	2,000	350,000
530	Johnstown	3	2	5	26	136	162	All and high school	Grammar and high school	2	0	25	.....	665,000
531	Lancaster	1	1	2	10	113	123	All	None	2	6	19	6,600	711,800
532	Lebanon	1	2	3	6	69	75	All below high school	None	0	0	12	*3,000	388,000
533	McKeesport	14	2	16	4	147	151	All below high school	None	0	0	13	.....	702,046
534	Mahanoy City	1	0	1	8	42	50	All	None	0	0	5	2,550	126,500
535	Meadville	1	3	4	1	54	55	1 to 8	5 to 7[b]	0	0	5	2,475	175,000
536	Mount Carmel	1	0	1	4	42	46	All	None	0	2	6	2,342	100,000
537	Nanticoke	1	0	1	9	42	51	.....	.....	0	6	7	2,600	155,464
538	Newcastle	2	0	2	17	142	159	All	None	0	0	15	6,100	499,248
539	Norristown	1	4	5	7	73	80	All	4 to 12	.....	.....	10	4,000	500,000
540	Oil City*[a]	1	0	1	5	57	62	.....	.....	.....	.....	11	2,500	.....
541	Philadelphia	75	125	200	211	3,627	3,838	All	3 to 8	128	47	335	.....	15,401,340
542	Phoenixville	2	0	2	1	30	31	1 to 8	None	0	0	4	1,300	87,500
543	Pittsburg	38	21	59	33	1,147	1,180	All	5 to 8	37	6	90	53,500	6,000,000
544	Pittston*[a]	1	0	1	2	39	41	.....	.....	.....	.....	10	3,000	.....
545	Plymouth	1	0	1	5	34	39	.....	.....	0	7	6	2,400	150,000
546	Pottstown	1	0	1	11	62	73	High school	None	0	.....	22	2,900	200,000
547	Pottsville	1	0	1	7	52	59	All	None	0	0	10	2,900	337,000
548	Reading	1	5	6	10	317	327	All above 1st	None	0	11	47	14,000	1,425,000
549	Scranton	12	11	23	33	386	419	All	8 to 9 and high school	21	36	62	19,392	2,142,000
550	Shamokin	1	1	2	12	63	75	1 to 8	None	0	4	7	4,000	500,000
551	Sharon	2	1	3	2	44	46	1 to 8	None	0	0	8	2,375	255,000
552	Shenandoah	1	2	3	7	63	70	All	None	0	6	10	3,842	165,000
553	South Bethlehem*	1	1	2	10	42	52	All	.....	.....	.....	6	2,246	161,457
554	Steelton	1	2	3	14	31	45	All	None	0	0	6	2,150	325,000
555	Sunbury	1	1	2	10	37	47	1 to 9	None	0	0	9	2,500	100,000

* Statistics of 1904–5.

[a] Copied from State report, 1905.

[b] Sewing and cooking only.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	PENNSYLVANIA—continued.													
556	Tamaqua	1	0	1	3	30	33	All	None	0	0	5	1,500	$120,000
557	Titusville	1	0	1	3	46	49	All	3 to 7, sewing	4	0	5	1,800	115,667
558	Uniontown	2	1	3	2	41	43	All		0	0	5	1,750	150,000
559	Warren*	1	0	1	6	45	51	High school	5 and above	0	0	6	2,000	277,650
560	Washington	5	8	13	4	70	74	None	None	0	0	8	3,440	600,000
561	West Chester	1	0	1	6	36	42	All	All	0	0	4	1,420	200,000
562	Wilkesbarre	2	1	3	31	166	197	Elementary[a]	In high school	4	15	20	10,182	600,000
563	Wilkinsburg	2	4	6	3	63	66	1 to 8 and 2 years in high school.	None	0	0	4	2,800	358,000
564	Williamsport	1	2	3	21	103	124	9 elementary	3 primary	0	2	15	6,250	395,000
565	York	3	2	5	30	137	167	All	None	0	12	23	7,140	888,751
	RHODE ISLAND.													
566	Central Falls	3	1	4	3	55	58	All	None	0	5	10	2,377	205,000
567	Cranston	1	2	3	8	66	74	1 to 9	None	4	1	18	2,762	225,000
568	Cumberland	1	0	1	3	36	39	1 to 9	None	0	5	17	1,535	91,400
569	East Providence	2	2	4	2	58	60	All and high school	None	0	0	19	2,737	182,000
570	Lincoln	1	1	2	4	34	38	All	None	0	0	11	1,358	40,000
571	Newport	1	0	1	12	83	95	All	4 to 13	5	6	16	4,225	550,218
572	Pawtucket	6	2	8	6	176	182	All	None	12	9	27	6,720	719,962
573	Providence	3	9	12	65	654	719	All	In high school	26	17	102	31,059	2,777,409
574	Warwick	1	2	3	12	67	79	All	None	*0	*0	27	3,800	240,000
575	Westerly	2	2	4	3	42	45	All	None	0	1	11	1,531	202,000
576	Woonsocket	2	1	3	4	105	109	All	7 to 9	3	8	22	4,434	368,172
	SOUTH CAROLINA.													
577	Anderson	2	3	5	8	27	35	1 to 11	1 to 3	1	1	4	1,800	59,000
578	Charleston	6	6	12	3	108	111	All	Lower grades	0	0	6	7,643	234,428
579	Columbia	1	1	2	7	44	51	All	1 to 5	0	0	7	2,600	108,000
580	Greenville*[b]	1	0	1	4	36	40					5		54,000
581	Spartanburg	1	1	2	3	39	42	1 to 8	5 to 9	0	0	5	2,150	102,375

	SOUTH DAKOTA.														
582	Lead	2	2	4	3	36	39	1 to 11	None	0	2	8	1,800	$142,500
583	Sioux Falls	3	7	10	4	58	62	All	All	3	0	9	2,545	400,000
	TENNESSEE.														
584	Chattanooga	8	2	10	2	118	120	Primary and grammar	8	0	0	9	5,000	487,500
585	Clarksville	1	0	1	7	24	31	1 to 7	None	0	0	2	*1,500	22,500
586	Jackson	6	6	12	4	35	39	1 to 7	4 to 7	0	1	5	3,060	104,400
587	Knoxville	7	7	14	7	84	91	1 to 8	1 to 9	0	0	14	3,500	172,000
588	Memphis	1	0	1	29	248	277	1 to 8		0	1	28	11,954	764,069
589	Nashville	4	1	5	36	207	243	All	1 to 9	0	4	19	10,500	593,000
	TEXAS.														
590	Austin	1	1	2	18	70	88	1 to 11	7 to 11	0	0	12	4,329	217,995
591	Beaumont	1	0	1	10	47	57	1 to 7	6 to 11	0	0	6	2,400	156,600
592	Cleburne	1	0	1	4	40	44	1 to 6	1 to 4	0	0	8	2,120	61,735
593	Corsicana	1	0	1	12	26	38	1 to 7	1 to 3	0	0	7	1,739	114,600
594	Dallas	9	3	12	33	180	213	All	9 to 12	0	2	20	9,694	443,779
595	Denison	1	1	2	4	42	46	2 to 7	None	0	0	10	2,300	362,000
596	El Paso	2	3	5	4	81	85	1 to 10	None	3	0	9	3,000	425,000
597	Fort Worth	4	2	6	28	96	124	1 to 7	8 to 11	0	0	12	5,492	346,850
598	Gainesville	4	0	4	4	30	34	1 to 8	None	0	0	5	1,495	123,878
599	Galveston	1	0	1	16	83	99	1 to 8	None	0	0	8	4,415	445,000
600	Greenville	2	0	2	7	32	39	1 to 8	None	0	0	6	1,760	76,000
601	Houston	2	3	5	39	173	212	1 to 7	None	0	1	26	8,524	543,470
602	Laredo	1	0	1	0	23	23	3 to 11	None	0	0	7	634	24,250
603	Marshall	1	0	1	7	24	31	1 to 6	1 to 4	0	0	5	1,200	200,000
604	Palestine	1	0	1	11	32	43	1 to 6	None	2	1	13	1,900	84,108
605	Paris	1	0	1	6	51	57	1 to 7	In high school	0	0	7	2,656	93,000
606	San Antonio	4	0	4	30	164	194	1 to 8	None	0	0	27	9,774	451,962
607	Sherman	2	0	2	4	39	43	All	All	0	0	5	2,265	101,000
608	Temple	1	0	1	9	29	38	1 to 6	None	0	0	8	1,480	88,150
609	Tyler													
610	Waco	1	0	1	17	73	90	2 to 5	8 to 11	0	0	15	4,050	225,750
	UTAH.														
611	Ogden	5	1	6	14	106	120	All	None	4	0	12	4,625	317,820
612	Salt Lake City	22	8	30	19	343	362	All	5 to 8 c	3	0	27	15,400	1,254,328
	VERMONT.														
613	Barre	1	2	3	2	50	52	All		0	0	9	2,300	181,400
614	Burlington	2	2	4	8	68	76	All		6	2	13	3,525	406,500
615	Rutland*	1	2	3	2	44	46	1 to 9	None	4	0	13	2,200	59,00

* Statistics of 1904–5.
a Elective in high school.
b Copied from State report, 1905.
c All grades in some schools.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants 1905–6*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training other than drawing is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Men.	Women.	Total.	Men.	Women.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	VIRGINIA.													
616	Alexandria	2	0	2	8	25	33	None	None	0	0	5	1,450	$40,000
617	Danville	2	0	2	5	51	56	All below high school	None	0	1	5	2,266	70,000
618	Lynchburg	2	8	10	1	73	74	All	6 and 7	0	0	9	3,000	130,000
619	Manchester *[a]	1	0	1	4	23	27					3	1,120	41,723
620	Newport News	1	4	5	5	52	57	All	All	0	0	9	2,310	125,000
621	Norfolk *	2	2	4	16	94	110	All	All	3	4	16	5,100	450,000
622	Petersburg	1	1	2	2	52	54	All	Primary and high school	0	0	8	2,350	75,000
623	Portsmouth *	1	0	1	3	38	41	None	None	0	0	7	2,000	47,000
624	Richmond	22	1	23	14	277	291	All below high school	Elementary	6	0	20	12,413	652,000
625	Roanoke	1	0	1	14	74	88	None	None	0	3	8	3,950	160,000
	WASHINGTON.													
626	Ballard	6	2	8	8	47	55	1 to 8	1 to 10	0	0	10	2,500	210,000
627	Bellingham	2	2	4	5	93	98	All	None	0	0	11	4,222	323,849
628	Everett	7	0	7	5	63	68	1 to 8	None	0	0	9	2,950	274,330
629	Seattle	27	13	40	27	427	454	All	5 to 8 and high school	3	3	53	19,681	2,126,429
630	Spokane	2	3	5	30	251	281	1 to 12	7 to 12	1	0	20	10,950	1,287,677
631	Tacoma	10	7	17	29	210	239	All	None	0	0	23		1,305,683
632	Walla Walla	1	0	1	9	48	57	1 to 8 [b]	1 to 9	0	0	6	2,200	408,856
	WEST VIRGINIA.													
633	Charleston	1	0	1	15	65	80	All below high school	None	0	0	9	2,250	25,629
634	Grafton	1	0	1	7	33	40	1 to 8	None	0	0	6	1,800	200,000
635	Huntington	3	4	7	5	60	65	1 to 8	None	0	0	8	3,000	175,000
636	Martinsburg	1	0	1	8	21	29	None	None	0	0	6	1,240	48,500
637	Parkersburg *	2	1	3	15	70	85	All	None	1	0	18		400,000
638	Wheeling	8	3	11	4	149	153	1 to 8	None	0	0	13	6,365	619,150

	WISCONSIN.														
639	Appleton	5	1	6	8	78	86	All	High school [c]	7	0	9	3,380	402,500
640	Ashland	2	3	5	7	61	68	All below high school	"Some"	2	0	11	2,800	340,000
641	Beloit	1	2	3	5	70	75	All	None	5	0	11	2,500	260,000
642	Chippewa Falls	1	1	2	10	32	42	1 to 8	1 to 10	0	0	8	1,450	100,000
643	Eau Claire	2	0	2	13	97	110	All	7 and 8 and lower	8	0	13	4,200	279,950
644	Fond du Lac	2	4	6	3	76	79	1 to 9	1 to 6 and 9 to 12 elective	7	0	10	3,400	291,000
645	Green Bay	1	1	2	7	83	90	1 to 8	None	0	0	13	4,200	245,000
646	Janesville	1	1	2	4	67	71	1 to 8	9 to 12	4	0	10	2,600	250,000
647	Kenosha	1	0	1	8	48	56	All	6 to 8 and high school	2	0	6	1,891	240,000
648	La Crosse	1	2	3	10	118	128	All	None	0	0	15	5,592	275,000
649	Madison	3	4	7	6	94	100	Elementary and 1 year high school.	1 to 8	3	0	12	3,700	500,000
650	Manitowoc	1	3	4	14	47	61	All	All	6	0	6	2,600	190,000
651	Marinette	1	1	2	9	64	73	All excepting 8th	7 and 8 and high school	6	0	8	4,000	193,000
652	Merrill	1	0	1	5	42	47	1 to 8	6 to 8	2	0	7	2,000	141,800
653	Milwaukee	50	11	61	80	913	993	All	All	51	10	91	45,301	3,814,325
654	Oshkosh	3	2	5	15	116	131	1 to 10	1 to 10	11	4	12	6,216	346,000
655	Racine	13	4	17	7	138	145	All	5 to 8 and high school	9	0	11	5,909	567,800
656	Sheboygan	15	5	20	15	100	115	Kindergarten to high school	4 to 7	7	5	11	4,500	325,000
657	Stevens Point	1	2	3	3	42	45	All	6 to 8 and 2 years in high school.	3	0	7	1,500	100,000
658	Superior	10	7	17	15	160	175	1 to 10	1 to 12	11	0	12	7,000	576,101
659	Watertown	1	1	2	5	26	31	All	None	0	0	4	1,400	85,000
660	Wausau	1	0	1	10	76	86	All	All	7	0	12	3,200	200,000
	WYOMING.													
661	Cheyenne	1	2	3	4	33	37	All	1 to 3	0	0	5	1,425	120,000

* Statistics of 1904-5.
[a] Copied from State report, 1905.
[b] Elective in high school.
[c] Also in four elementary grades in one district.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6.*

	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
	ALABAMA.						
1	Anniston	$7,531	$11,085	$2,712	$136	$21,464	$36,419
2	Bessemer					15,500	15,500
3	Birmingham	24,941	35,200	18,197	14,594	92,932	306,908
4	Huntsville	4,400	4,365	2,200	600	11,565	11,565
5	Mobile						*[a] 103,587
6	Montgomery	17,012	44,032		428	61,472	61,472
7	Selma	7,200	9,000			16,200	16,200
	ARIZONA.						
8	Phoenix					[b] 47,635	[b] 47,635
9	Tucson					27,412	29,221
	ARKANSAS.						
10	Fort Smith	6,123	38,397	2,560	[c] 38,726	85,806	85,991
11	Hot Springs	7,500	30,000	5,000		42,500	63,500
12	Little Rock	21,497	49,532	10,119	896	82,044	160,291
13	Pine Bluff	4,200	26,000	7,100		37,300	40,300
	CALIFORNIA.						
14	Alameda	41,239	33,127	39,700	379	114,445	132,800
15	Berkeley	50,694	42,635	48,168	8,966	150,463	299,747
16	Eureka	21,850	8,152	15,305	8,949	54,256	129,290
17	Fresno	38,549	67,606	24,551	2,687	133,393	152,299
18	Los Angeles	369,370	245,624	329,896	31,888	976,778	1,931,288
19	Oakland	148,423	108,718	195,228		452,369	1,205,550
20	Pasadena	45,345	39,771	37,864	768	123,748	322,593
21	Riverside	[d] 30,359	24,014		2,015	56,388	86,318
22	Sacramento	57,096	98,524	36,883	96	192,599	434,344
23	San Bernardino					46,173	46,173
24	San Diego	32,848	45,501	39,716	1,200	119,265	276,928
25	San Francisco	655,159	725,138	0	59,121	1,439,418	1,444,542
26	San Jose	49,940	37,521	38,124	6,796	132,381	136,012
27	Santa Barbara	18,439		52,148		70,587	85,218
28	Santa Rosa	20,394	14,524	10,981	2,823	48,722	102,816
29	Stockton	33,664	47,836	15,592	864	97,956	106,333
30	Vallejo	17,053	3,753	17,887		38,693	44,157
	COLORADO.						
31	Boulder						
32	Colorado Springs			184,278	33,341	217,619	245,815
33	Cripple Creek	29,147	128,578		14,000	171,725	209,152
34	Denver	52,471	1,071,839		9,668	1,133,978	1,267,679
35	Leadville	29,169	31,400		6,439	67,008	103,262
	Pueblo:						
36	District No. 1	28,605		113,088		141,693	171,083
37	District No. 20	35,363		132,738	3,326	171,427	272,632
	CONNECTICUT.						
38	Ansonia		55,412			55,412	55,412
39	Bridgeport	42,471	241,829			284,300	284,300
40	Danbury	11,032	53,399		1,453	65,884	65,884
41	Derby					22,500	22,500
42	Hartford	42,340	195,033	233,185	33,931	504,489	787,534
	Manchester:						
43	Town schools	3,544	12,412			15,956	15,956
44	Ninth district	3,725	29,099		1,085	33,909	33,909
45	Meriden	15,516	100,459		491	116,466	172,678
46	Middletown *	5,413	17,968	12,000	7,349	42,730	83,935
47	Naugatuck *[e]		28,792	12,271		41,063	44,863
48	New Britain *	16,384	92,269		3,990	112,643	112,643
49	New Haven		552,974			552,974	583,209
50	New London	9,540	60,640		1,629	71,809	72,051
51	Norwalk *	11,020	65,790		1,305	78,115	82,285
	Norwich:						
52	Central district	3,631	25,620	11,441	2,079	42,771	43,185
53	West Chelsea district	2,538	8,352	7,994	172	19,056	19,171

* Statistics of 1904–5.
[a] County system; receipts not divided. This sum represents expenditures for the year.
[b] Receipts not reported; this sum represents expenditures for the year.
[c] Includes $22,900 collected from loans due and from sale of real estate.
[d] Includes receipts from county.
[e] Union Center district.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	CONNECTICUT—continued.						
54	Stamford	$11,371	$103,118	.....	$6,132	$120,621	$120,621
55	Torrington	7,605	36,826	.....	.....	44,431	44,431
56	Waterbury	34,978	207,734	.....	716	243,428	269,806
57	Willimantic*	5,238	.....	.....	27,175	32,413	36,000
	DELAWARE.						
58	Wilmington	35,310	202,299	.....	3,014	240,623	261,175
	DISTRICT OF COLUMBIA.						
59	Washington	887,123	887,123	.....	.....	1,774,246	1,774,246
	FLORIDA.						
60	Jacksonville	.....	.....	.....	.....	.....	118,584
61	Key West*	1,799	.....	$7,157	392	9,348	11,830
62	Pensacola	.....	.....	.....	.....	.....	[a] 32,465
63	Tampa*	6,760	.....	28,000	1,200	35,960	35,960
	GEORGIA.						
64	Americus	3,775	11,730	1,023	.....	16,528	16,744
65	Athens	7,375	19,600	.....	428	27,403	27,403
66	Atlanta	55,978	217,959	.....	401	274,338	274,338
67	Augusta*	30,000	.....	55,000	6,742	91,742	91,742
68	Brunswick [b]	7,968	2,500	.....	5,568	16,036	17,013
69	Columbus	13,218	41,819	.....	13,371	68,408	68,408
70	Macon	38,907	.....	54,060	3,050	96,017	101,711
71	Rome	.....	.....	.....	.....	[c] 16,700	[c] 16,700
72	Savannah [d]	47,518	.....	110,000	.....	157,518	157,518
73	Valdosta	4,500	6,400	.....	1,482	12,382	12,382
	IDAHO.						
74	Boise*	32,721	.....	.....	72,183	104,904	108,906
	ILLINOIS.						
75	Alton	3,408	59,820	.....	1,022	64,250	70,620
	Aurora:						
76	East side	3,811	.....	64,163	1,004	68,978	68,978
77	West side	1,096	31,422	9,297	966	42,781	42,781
78	Belleville	2,694	.....	54,565	366	57,625	86,519
79	Bloomington	4,575	152,148	.....	4,725	161,448	297,373
80	Cairo	1,405	.....	48,393	19	49,817	53,457
81	Canton	1,581	[e] 38,549	.....	597	40,727	40,727
82	Centralia	1,582	28,148	.....	444	30,174	49,197
83	Champaign	1,950	60,796	.....	.....	62,746	70,462
84	Chicago	354,237	8,653,833	.....	769,661	9,777,731	12,451,525
85	Danville	.....	87,519	3,339	1,849	92,707	122,280
86	Decatur	5,147	112,565	.....	1,181	118,893	141,776
	Dixon:						
87	North side	.....	223	11,966	253	12,442	16,245
88	South side*	747	.....	25,911	344	27,002	29,530
89	East St. Louis	8,244	.....	200,756	1,754	210,754	348,569
90	Elgin	3,056	.....	125,686	10,779	139,521	244,178
	Evanston:						
91	District No. 75 [f]	.....	89,803	.....	2,787	92,590	177,012
92	District No. 76	1,140	39,671	.....	129	40,940	49,691
93	Freeport	2,342	69,277	.....	2,349	73,968	144,995
94	Galesburg	3,164	93,240	.....	2,838	99,242	175,080
95	Jacksonville	2,168	69,490	.....	368	72,026	72,026
96	Joliet	15,351	100,005	.....	337	115,693	124,329
97	Kankakee	3,497	50,089	282	1,292	55,160	55,160
98	Kewanee	1,894	.....	74,395	614	76,903	84,554

* Statistics of 1904–5.
[a] County system; receipts not divided. This represents expenditures for the year.
[b] Statistics from city school report for 1905–6.
[c] Receipts not reported. This sum represents expenditures for the year.
[d] Receipts for Chatham County.
[e] Includes receipts for county.
[f] Consolidated with district 74.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	ILLINOIS—continued.						
99	La Salle	$2,183	$24,599	$4,052	$3,958	$34,792	$34,792
100	Lincoln	.....	.....	.....	.....	36,429	37,020
101	Mattoon	2,717	33,178	399	20,470	56,764	56,764
102	Moline	2,442	107,228	.....	914	110,584	177,691
103	Monmouth	911	43,781	.....	1,515	46,207	90,974
104	Ottawa	1,940	.....	42,822	988	45,750	97,818
105	Pekin	1,588	34,170	.....	462	36,220	75,185
106	Peoria	.....	.....	305,943	6,651	312,594	503,609
107	Quincy	5,000	110,288	.....	368	115,656	248,314
108	Rockford	.....	141,890	.....	3,843	145,733	282,849
109	Rock Island	4,276	98,561	.....	2,063	104,900	106,697
110	Springfield	6,565	195,085	4,650	3,337	209,637	248,529
111	Streator	2,810	46,286	.....	503	49,599	61,354
112	Waukegan	1,346	59,719	.....	3,260	64,325	78,525
	INDIANA.						
113	Alexandria	.....	.....	.....	.....	23,830	41,526
114	Anderson	26,324	68,684	.....	1,522	96,530	138,610
115	Brazil	19,311	14,509	.....	.....	33,820	62,696
116	Columbus	8,451	52,298	.....	1,586	62,335	96,507
117	Elkhart	14,919	[a] 67,935	.....	643	83,497	128,409
118	Elwood	.....	.....	.....	.....	44,768	48,718
119	Evansville	.....	.....	.....	.....	255,175	255,175
120	Fort Wayne	67,558	201,975	.....	3,069	272,602	358,040
121	Frankfort	8,187	39,305	1,518	3,913	52,923	64,014
122	Goshen	18,053	15,230	8,753	3,090	45,126	66,626
123	Hammond	16,281	46,593	13,945	398	77,217	120,366
124	Huntington*	.....	.....	.....	.....	53,535	67,913
125	Indianapolis	200,289	845,962	15,143	33,854	1,095,248	1,275,661
126	Jeffersonville	3,588	11,494	11,413	4,154	30,649	53,733
127	Kokomo	10,886	40,807	1,636	1,712	55,041	81,818
128	Lafayette	25,864	.....	60,703	7,698	94,265	158,595
129	Logansport*	.....	.....	.....	.....	47,000	65,000
130	Marion	104,320	.....	.....	69,947	174,267	254,985
131	Michigan City	28,791	7,121	20,547	257	56,716	88,313
132	Muncie	18,973	42,659	44,816	.....	106,448	178,145
133	New Albany	20,825	.....	45,884	8,170	74,879	139,537
134	Peru	11,360	33,085	.....	2,607	47,052	65,103
135	Richmond	15,034	74,012	.....	2,758	91,804	144,721
136	Shelbyville	7,521	13,486	644	2,541	24,192	39,076
137	South Bend	45,540	146,261	1,558	2,059	195,418	436,352
138	Terre Haute	60,185	12,970	201,052	10,781	284,988	464,348
139	Vincennes	11,594	10,316	28,086	422	50,418	106,050
140	Wabash	9,290	35,481	661	1,923	47,355	74,252
141	Washington	.....	.....	.....	.....	.....	.....
	INDIAN TERRITORY.						
142	McAlester	.....	16,200	.....	243	16,443	16,443
143	Muskogee	.....	32,000	.....	.....	32,000	107,000
	IOWA.						
144	Boone	3,352	.....	40,027	.....	43,379	59,822
145	Burlington	6,962	94,714	.....	415	102,091	109,662
146	Cedar Rapids	9,547	.....	155,273	1,050	165,870	170,080
147	Clinton	6,806	.....	73,155	1,421	81,382	90,412
148	Council Bluffs	8,466	.....	[b] 125,064	1,488	135,018	156,597
149	Creston	2,677	.....	[b] 32,842	3,391	38,910	50,373
150	Davenport	15,397	.....	181,318	8,949	205,664	390,961
	Des Moines:						
151	Capital Park	613	.....	18,489	.....	19,102	21,641
152	East Side	3,653	.....	84,495	.....	88,148	129,928
153	West Side	9,031	.....	291,885	3,339	304,255	363,746
154	Dubuque	13,223	91,550	.....	343	105,116	105,428
155	Fort Dodge*	3,904	47,219	.....	676	51,799	62,398
156	Fort Madison*	2,783	.....	17,800	246	20,829	20,937
157	Iowa City	2,500	38,000	.....	2,500	43,000	48,000
158	Keokuk	4,097	.....	45,556	1,088	50,741	51,396
159	Marshalltown	1,354	63,574	.....	.....	64,928	77,363

* Statistics of 1904–5.
[a] Includes receipts from county.
[b] Includes receipts from city.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	IOWA—continued.						
160	Mason City	.....	.....	.....	.....	[a] $37,515	[a] $37,515
161	Muscatine	.....	.....	.....	.....	59,862	59,862
162	Oskaloosa	$4,169	*$38,477	.....	$622	43,268	54,562
163	Ottumwa	6,389	77,840	.....	565	84,794	89,140
164	Sioux City	9,357	194,327	.....	610	204,294	232,388
	Waterloo:						
165	East Side	4,315	56,629	.....	224	61,168	87,246
166	West Side *	.....	.....	$33,621	69	33,690	37,026
	KANSAS.						
167	Atchison	3,404	29,007	.....	862	33,273	48,434
168	Chanute	2,264	29,099	.....	459	31,822	31,822
169	Coffeyville	.....	.....	.....	.....	[a] 31,116	[a] 31,116
170	Emporia	2,471	[b] 33,353	.....	426	36,250	41,134
171	Fort Scott *	7,789	22,442	.....	1,725	31,956	31,956
172	Hutchinson	2,421	41,343	.....	675	44,439	53,667
173	Independence	1,573	.....	21,269	22,841	45,683	65,965
174	Iola	3,038	.....	45,263	457	48,758	58,576
175	Kansas City	14,601	.....	238,327	6,120	259,048	338,067
176	Lawrence	3,416	42,839	.....	2,179	48,434	48,444
177	Leavenworth *	5,430	.....	[c] 43,363	2,892	51,685	84,892
178	Parsons	3,003	.....	27,740	255	30,998	43,707
179	Pittsburg	3,960	38,340	4,180	.....	46,480	46,480
180	Topeka	9,713	.....	177,735	5,395	192,843	224,161
181	Wichita	7,509	600	107,613	1,264	116,986	119,036
	KENTUCKY.						
182	Bowling Green [d]	8,900	11,400	80	300	20,680	24,380
183	Covington	60,020	58,378	.....	13,238	131,636	131,787
184	Frankfort	6,569	10,547	.....	7,075	24,191	24,191
185	Henderson	11,130	36,006	3,314	.....	50,450	51,903
186	Hopkinsville *	.....	.....	.....	.....	[a] 27,010	[a] 27,010
187	Lexington *	.....	.....	.....	.....	[a] 93,065	[a] 93,065
188	Louisville	202,352	487,598	.....	63,872	753,822	871,168
189	Newport	29,055	36,623	.....	614	66,292	111,924
190	Owensboro	14,304	38,217	.....	1,089	53,610	78,202
191	Paducah	.....	.....	.....	.....	.....	.....
	LOUISIANA.						
192	Baton Rouge * [e]	.....	7,500	5,570	.....	13,070	13,070
193	Lake Charles	.....	.....	.....	.....	[a] 23,342	[a] 23,342
194	New Iberia	4,500	5,000	4,633	.....	14,133	13,133
195	New Orleans	121,392	462,620	34,808	5,578	624,398	657,339
196	Shreveport	.....	.....	.....	.....	[f] 37,750	[f] 37,750
	MAINE.						
197	Auburn	10,460	23,000	.....	.....	33,460	33,460
198	Augusta * [g]	8,640	18,010	.....	.....	26,650	26,650
199	Bangor	15,877	71,648	.....	1,441	88,966	88,966
200	Bath * [g]	8,690	23,820	.....	318	32,828	32,828
201	Biddeford	16,117	15,500	.....	900	32,517	32,517
202	Calais	6,797	6,169	.....	5,839	18,805	18,805
203	Lewiston	21,685	31,000	.....	237	52,922	52,922
204	Portland	41,205	210,000	.....	.....	251,205	251,205
205	Rockland	5,675	17,200	.....	202	23,077	23,135
206	Waterville	8,598	25,500	.....	158	34,256	34,926

* Statistics of 1904–5.
[a] Receipts not reported. This sum represents expenditures for the year.
[b] Includes receipts from county.
[c] Includes receipts from city.
[d] These items are reported as approximate.
[e] For white schools only.
[f] County system; receipts not divided. This represents expenditures for the year.
[g] Copied from State report, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	MARYLAND.						
207	Annapolis *[a]	.....	.....	.....	.....	[b] $17,253	[b] $17,253
208	Baltimore *	$53,605	$1,376,608	.....	.....	1,430,213	1,448,743
209	Cumberland	.....	.....	.....	.....	[b] 34,540	[b] 34,540
210	Frederick *	.....	.....	.....	.....	[b] 17,884	[b] 17,884
211	Hagerstown *	.....	.....	.....	.....	[b] 30,447	[b] 30,447
	MASSACHUSETTS.						
212	Adams	.....	42,570	.....	.....	42,570	42,570
213	Amesbury *	.....	26,800	.....	$200	27,000	27,000
214	Arlington *[a]	.....	79,345	.....	2,366	81,711	81,711
215	Attleboro	.....	66,177	$1,698	1,031	68,906	79,716
216	Beverly	.....	102,474	438	120	103,032	193,860
217	Boston	.....	.....	.....	.....	4,708,734	4,708,734
218	Brockton	.....	169,300	2,112	227	171,639	171,639
219	Brookline	.....	200,534	28,779	.....	229,313	230,661
220	Cambridge	.....	527,243	.....	7,332	534,575	667,409
221	Chelsea [c]	.....	163,223	.....	324	163,547	163,551
222	Chicopee	.....	62,843	.....	.....	62,843	62,843
223	Clinton	.....	49,000	.....	.....	49,000	49,000
224	Danvers	.....	43,791	662	640	45,093	45,093
225	Everett	.....	156,000	.....	535	156,535	156,535
226	Fall River	.....	.....	.....	.....	388,295	388,295
227	Fitchburg	.....	128,493	.....	556	129,049	129,049
228	Framingham	.....	52,750	1,240	605	54,595	74,595
229	Gardner	.....	44,650	.....	435	45,085	45,133
230	Gloucester	.....	118,962	.....	1,187	120,149	120,149
231	Greenfield	.....	50,200	.....	1,074	51,274	54,220
232	Haverhill	.....	158,563	.....	507	159,070	159,070
233	Holyoke	.....	214,649	1,953	334	216,936	216,936
234	Hyde Park	.....	56,700	.....	.....	56,700	58,937
235	Lawrence	.....	216,952	.....	.....	216,952	216,952
236	Leominster *[a]	.....	73,734	.....	570	74,304	74,304
237	Lowell	.....	410,317	.....	3,461	413,778	413,778
238	Lynn	.....	291,789	.....	1,377	293,166	351,282
239	Malden	.....	173,400	.....	1,837	175,237	175,237
240	Marlboro	.....	57,723	.....	270	57,993	57,993
241	Medford	.....	143,023	.....	172	143,195	143,195
242	Melrose	.....	88,097	.....	.....	88,097	88,097
243	Methuen	.....	33,200	973	1,042	35,215	36,623
244	Milford	.....	38,000	.....	192	38,192	38,192
245	Natick	.....	45,500	.....	339	45,839	45,839
246	New Bedford	.....	479,502	.....	4,629	484,131	486,753
247	Newburyport	.....	39,453	.....	2,583	42,036	42,036
248	Newton	.....	246,465	.....	3,603	250,068	250,068
249	North Adams	.....	94,082	1,127	.....	95,209	95,209
250	Northampton	.....	75,082	.....	2,761	77,843	77,843
251	Peabody	.....	48,000	1,213	329	49,542	49,542
252	Pittsfield	.....	109,004	.....	10,000	119,004	119,004
253	Plymouth	.....	46,000	.....	61	46,061	71,061
254	Quincy	.....	115,000	.....	236	115,236	115,236
255	Revere	.....	85,501	1,071	69	86,641	86,830
256	Salem	.....	132,529	1,894	1,763	136,186	136,186
257	Somerville	.....	381,970	.....	.....	381,970	381,970
258	Southbridge	.....	25,650	.....	1,193	26,843	28,538
259	Springfield	.....	421,300	.....	25,382	446,682	446,682
260	Taunton	116	149,527	.....	2,592	152,236	152,236
261	Wakefield	.....	52,467	.....	2,049	54,515	54,721
262	Waltham	.....	143,515	.....	192	143,707	164,707
263	Ware	.....	33,000	.....	287	33,287	33,396
264	Watertown	.....	48,500	.....	79	48,579	48,586
265	Webster	.....	23,800	.....	.....	23,800	23,800
266	Westfield	.....	61,450	.....	7,528	68,978	71,608
267	West Springfield	.....	35,000	.....	2,089	37,089	37,089
268	Weymouth	.....	52,336	.....	.....	52,336	64,880
269	Winchester	.....	61,746	.....	381	62,127	87,603
270	Woburn	.....	61,782	.....	497	62,279	81,663
271	Worcester	.....	506,500	.....	4,038	510,538	510,964

* Statistics of 1904–5.
[a] Copied from State report, 1905.
[b] County system; receipts not divided. This represents expenditures for the year.
[c] For financial year ending Dec. 31, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	MICHIGAN.						
272	Adrian[a]	$18,000	$26,000	.....	$1,000	$45,000	$45,500
273	Alpena	13,850	20,861	$546	530	35,787	36,149
274	Ann Arbor	12,029	64,283	138	33,418	109,868	262,962
275	Battle Creek	17,725	109,287	713	1,246	128,971	145,946
276	Bay City	51,947	118,131	.....	2,488	172,566	217,060
277	Calumet school district	30,378	119,322	.....	5,181	154,881	208,967
278	Detroit	322,459	691,499	.....	75,558	1,089,516	1,672,659
279	Escanaba	12,871	37,355	103	362	50,691	98,633
280	Flint	22,337	47,106	639	2,885	72,967	76,977
281	Grand Rapids	98,494	353,135	.....	31,016	482,645	708,833
282	Holland	9,526	22,000	.....	248	31,774	40,460
283	Iron Mountain	10,000	49,935	.....	.....	59,935	70,372
284	Ironwood	40,000	20,000	10,000	.....	70,000	70,000
285	Ishpeming	14,624	52,032	8,090	.....	75,746	100,818
286	Jackson	15,804	59,409	14,709	8,361	98,283	117,899
287	Kalamazoo	25,671	111,391	3,561	1,919	142,542	201,958
288	Lansing	11,587	56,300	.....	13,451	81,338	113,921
289	Manistee	15,969	35,924	.....	3,049	54,942	58,810
290	Marquette	1,921	46,687	.....	2,190	50,798	79,475
291	Menominee	15,403	34,183	4,888	15,440	69,914	85,233
292	Muskegon	30,681	71,395	.....	18,528	120,604	131,595
293	Owosso	8,913	32,112	.....	12,714	53,739	53,739
294	Pontiac*	7,588	34,800	5,371	1,686	49,445	82,196
295	Port Huron	20,288	41,100	.....	1,449	62,837	66,607
	Saginaw:						
296	East Side	31,395	137,050	330	5,333	174,108	204,146
297	West Side	20,980	55,250	226	1,204	77,660	97,660
298	Sault Ste. Marie	12,679	59,508	.....	.....	72,187	109,301
299	Traverse City	10,000	36,800	400	960	48,160	49,460
	MINNESOTTA.						
300	Brainerd	1,495	.....	51,581	2,498	55,574	61,223
301	Duluth	25,560	.....	325,301	3,960	354,821	450,921
302	Faribault	4,935	2,267	26,027	2,350	35,579	42,559
303	Mankato	5,957	.....	19,669	103	25,729	39,592
304	Minneapolis	173,683	1,000,434	.....	19,580	1,193,697	1,294,227
305	Red Wing	6,053	20,902	2,384	2,154	31,493	39,164
306	St. Cloud	5,903	27,231	.....	.....	33,134	33,725
307	St. Paul	114,591	408,000	93,574	.....	616,165	799,485
308	Stillwater	9,279	40,244	4,061	442	54,026	79,663
309	Winona	12,936	57,598	7,342	2,123	79,999	106,387
	MISSISSIPPI.						
310	Columbus	6,815	6,586	64	2,500	15,965	22,115
311	Greenville	6,458	8,000	7,000	1,171	22,629	56,819
312	Jackson	6,414	16,389	4,105	.....	26,908	98,080
313	Meridian	10,844	21,519	4,528	5,739	42,630	52,403
314	Natchez	7,381	9,306	2,315	.....	19,002	22,686
315	Vicksburg	8,716	24,661	.....	.....	33,377	36,705
	MISSOURI.						
316	Carthage	5,732	.....	30,509	1,357	37,598	88,655
317	Hannibal	10,870	.....	41,814	1,610	54,294	70,394
318	Independence	4,235	33,316	.....	1,872	39,423	44,045
319	Jefferson City*[b]	.....	.....	.....	.....	69,289	69,289
320	Joplin*	.....	.....	.....	.....	88,426	93,774
321	Kansas City	121,833	.....	873,626	34,295	1,029,754	1,923,566
322	Moberly*[b]	.....	.....	.....	.....	31,193	31,193
323	Nevada	5,014	15,043	7,604	775	28,436	54,486
324	St. Charles*[b]	.....	.....	.....	.....	29,172	29,172
325	St. Joseph	48,392	0	248,530	4,403	301,325	379,404
326	St. Louis	239,161	2,736,170	171,444	148,497	3,295,272	3,851,576
327	Sedalia	8,290	3,673	48,420	1,482	61,865	82,526
328	Springfield	10,639	70,632	.....	884	82,155	167,812
329	Webb City*	.....	.....	.....	.....	29,762	29,762

* Statistics of 1904–5.
[a] Statistics reported as approximate.
[b] Copied from State Report, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	MONTANA.						
330	Anaconda	$7,691	$34,155	$13,828	.....	$55,674	$56,157
331	Butte	35,481	.....	262,126	$21,215	318,822	445,641
332	Great Falls	62,893	.....	15,787	12,965	91,645	101,771
333	Helena	10,386	.....	95,274	2,496	108,156	108,156
	NEBRASKA.						
334	Beatrice	3,880	13,298	31,654	960	49,792	56,971
335	Hastings	5,656	14,000	20,460	5,162	45,278	49,246
336	Lincoln	17,449	.....	134,353	66,407	218,209	218,209
337	Omaha	43,402	202,032	263,195	15,571	524,200	853,229
338	South Omaha*	10,613	[a] 67,790	.....	87,147	165,550	304,793
	NEW HAMPSHIRE.						
339	Berlin*	9,255	8,424	1,103	7,644	26,426	26,426
	Concord:						
340	Union district	44,439	27,522	.....	9,844	81,805	81,863
341	Penacook district No. 20	3,026	2,600	.....	1,121	6,747	6,844
342	Dover	818	77,358	.....	2,912	81,088	141,472
343	Keene (Union district)	.....	32,792	2,821	.....	35,613	40,983
344	Laconia	.....	23,500	.....	500	24,000	24,000
345	Manchester	.....	145,725	.....	3,670	149,395	149,395
346	Nashua	43,620	27,374	.....	4,881	75,875	75,875
347	Portsmouth	1,916	71,399	.....	3,194	76,509	76,509
348	Rochester	643	22,500	.....	1,192	24,335	24,335
	NEW JERSEY.						
349	Atlantic City	80,726	36,274	500	29,678	147,178	260,821
350	Bayonne	[a] 62,223	113,967	.....	21,607	197,797	197,797
351	Bloomfield	27,144	41,000	.....	873	69,017	69,908
352	Bridgeton	13,989	22,011	.....	1,371	37,371	44,013
353	Burlington* [b]	[a] 7,195	11,175	.....	24,709	43,079	43,079
354	Camden	4,500	223,163	100,953	2,977	331,593	359,137
355	East Orange	51,403	131,459	.....	44,518	227,380	383,078
356	Elizabeth* [b]	[a] 56,568	88,727	.....	25,488	170,783	170,783
357	Englewood	12,241	36,060	.....	1,620	49,921	127,606
358	Gloucester City	6,680	12,055	684	.....	19,419	19,419
359	Hackensack	17,078	47,247	.....	10,248	74,573	148,669
360	Harrison* [b]	[a] 8,444	17,459	.....	45,234	71,137	71,137
361	Hoboken	89,067	144,695	.....	1,305	235,067	235,878
362	Jersey City	277,231	796,691	.....	448	1,074,370	1,936,334
363	Kearney (P. O., Arlington)	22,370	36,815	.....	1,360	60,545	80,989
364	Long Branch	29,134	54,000	.....	2,940	86,074	89,761
365	Millville	13,982	20,018	.....	357	34,357	46,691
366	Montclair	42,749	92,606	.....	8,263	143,618	149,726
367	Morristown	13,449	27,000	.....	2,934	43,383	71,908
368	Newark	476,558	838,876	.....	4,363	1,319,797	2,049,956
369	New Brunswick	21,757	41,296	.....	5,920	68,973	81,669
370	Orange	42,910	63,852	.....	2,105	108,867	210,198
371	Passaic	49,009	93,381	.....	3,301	145,691	166,418
372	Paterson	143,151	230,861	.....	2,397	376,409	761,995
373	Perth Amboy	25,222	83,300	.....	.....	108,522	108,798
374	Phillipsburg	15,900	27,117	.....	426	43,443	58,832
375	Plainfield	25,613	65,597	5,600	20,452	117,262	210,528
376	Rahway	13,599	20,018	.....	1,526	35,143	35,143
377	Town of Union	27,628	38,250	4,005	.....	69,883	82,075
378	Trenton	119,985	131,500	.....	2,148	253,633	312,293
379	Weehawken	12,391	39,322	.....	543	52,256	80,825
380	West Hoboken	38,643	50,000	.....	273	88,916	260,290
381	West Orange	17,848	44,254	.....	4,805	66,907	93,110
	NEW MEXICO.						
382	Albuquerque	7,388	20,909	16,612	613	45,522	53,286
	NEW YORK.						
383	Albany	39,216	195,683	.....	634	235,533	367,352
384	Amsterdam	9,670	64,306	880	1,538	76,394	79,498
385	Auburn	15,950	92,030	.....	8,119	116,099	120,707
386	Batavia	5,425	.....	42,105	2,580	50,110	61,582

* Statistics of 1904–5. [a] Includes receipts from county. [b] Copied from State Report, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905-6*—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.						
387	Binghamton	$23,749	$126,166	.....	$3,359	$153,274	$164,071
388	Buffalo	151,699	1,505,451	.....	3,165	1,660,315	1,828,580
389	Cohoes	7,458	44,000	.....	1,578	53,036	82,007
	Corning:						
390	District No. 9	4,796	22,983	.....	108	27,887	29,004
391	District No. 13	2,067	[a] 11,507	.....	2,056	15,630	17,794
392	Cortland	5,553	23,050	$45	585	29,233	37,535
393	Dunkirk	7,542	59,685	1,378	6,393	74,998	86,521
394	Elmira	20,154	109,913	.....	1,960	132,027	137,759
395	Fulton	5,315	29,310	.....	1,467	36,092	43,897
396	Geneva	8,120	47,327	.....	196	55,643	74,893
397	Glens Falls	.....	.....	.....	.....	.....	.....
398	Gloversville	10,129	56,480	.....	4,242	70,851	112,533
399	Hornell (formerly Hornellsville)	11,133	40,973	.....	204	52,310	76,775
400	Hudson	5,580	20,000	.....	825	26,405	38,201
401	Ithaca	9,993	52,176	.....	8,894	71,063	90,853
402	Jamestown	15,339	91,525	1,937	4,820	113,621	128,621
403	Johnstown	7,366	32,976	.....	249	40,591	42,288
404	Kingston	13,050	82,774	.....	3,229	99,053	99,809
405	Lansingburg	8,138	47,510	.....	309	55,957	59,369
406	Little Falls	5,284	32,874	.....	.....	38,158	52,037
407	Lockport	11,704	54,937	.....	3,030	69,671	102,316
408	Middletown	7,417	48,070	.....	25,941	81,428	125,148
409	Mount Vernon	14,635	171,190	.....	3,789	189,614	325,725
410	Newburgh	13,293	81,798	1,661	881	97,633	97,639
411	New Rochelle	11,425	140,287	.....	1,536	153,248	254,990
412	New York	1,351,425	23,189,737	.....	.....	24,541,162	59,878,850
413	Niagara Falls	15,720	89,875	.....	3,930	109,525	116,713
414	North Tonawanda	6,825	61,568	1,235	4,487	74,115	74,402
415	Ogdensburg	6,230	27,514	.....	385	34,129	52,236
416	Olean school district	8,277	48,078	.....	1,173	57,528	62,396
417	Oneida	6,230	28,135	.....	655	35,020	41,014
418	Oneonta	1,013	19,232	1,382	3,679	25,306	25,437
419	Oswego	11,808	45,000	.....	423	57,231	57,231
	Peekskill:						
420	District No. 7 (Drum Hill)	3,971	23,812	.....	237	28,020	29,071
421	District No. 8 (Oakside)	3,250	15,100	.....	176	18,526	19,250
422	Plattsburg	6,013	32,006	347	.....	38,366	52,900
423	Port Chester	5,673	49,532	.....	6,243	61,448	61,790
424	Port Jervis	6,601	32,006	.....	1,095	39,702	42,957
425	Poughkeepsie	9,925	90,948	1,538	4,521	106,932	131,335
426	Rensselaer	5,796	38,000	.....	1,564	45,360	45,717
427	Rochester	74,304	708,436	.....	5,607	788,347	1,138,993
428	Rome	2,395	37,322	.....	8,519	48,236	50,142
429	Saratoga Springs*	7,952	55,322	.....	1,928	65,202	72,338
430	Schenectady	17,425	146,330	.....	2,023	165,778	198,582
431	Syracuse	60,622	444,695	.....	1,873	507,190	743,891
432	Tonawanda	5,125	33,581	.....	1,051	39,757	40,185
433	Troy	26,000	226,682	.....	1,750	254,432	348,326
434	Utica	31,071	204,700	.....	4,016	239,787	252,324
435	Watertown	15,663	78,550	.....	2,650	96,863	149,920
436	Watervliet	12,763	[a] 23,989	.....	12,572	49,324	70,311
437	White Plains	8,512	60,814	.....	7,670	76,996	77,572
438	Yonkers	28,646	380,550	418	1,812	411,426	630,730
	NORTH CAROLINA.						
439	Asheville	8,000	24,566	.....	1,128	33,694	34,801
440	Charlotte*	12,187	18,540	.....	710	31,437	31,900
441	Concord	4,128	8,100	.....	.....	12,228	13,488
442	Durham*	.....	18,000	14,000	.....	32,000	34,000
443	Elizabeth City	.....	.....	.....	.....	.....	.....
444	Greensboro	.....	19,367	7,227	.....	26,594	27,094
445	Newbern	.....	3,522	5,200	686	9,408	11,110
446	Raleigh*[b]	.....	18,397	19,944	.....	38,341	38,341
447	Wilmington*	1,000	.....	23,500	.....	24,500	24,500
448	Winston*[b]	.....	.....	.....	.....	[c] 17,900	[c] 17,900

* Statistics of 1904-5.
[a] Includes receipts from county.
[b] Copied from State Bulletin No. 7, 1905.
[c] Receipts not reported; this sum represents expenditures for the year.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	NORTH DAKOTA.						
449	Fargo	$10,910	$44,701	$12,282	$971	$68,864	$85,059
450	Grand Forks*	15,645	44,028	.....	426	60,099	119,622
	OHIO.						
451	Akron	11,616	119,230	.....	4,619	135,465	353,389
452	Alliance*	5,071	27,715	.....	5,741	38,527	65,610
453	Ashtabula	2,602	.....	28,154	9,381	40,137	94,435
454	Bellaire*	5,956	.....	27,315	1,715	34,986	79,108
455	Cambridge	4,600	25,600	.....	.....	30,200	74,900
456	Canton	19,344	120,825	.....	4,887	145,056	243,460
457	Chillicothe* [a]	.....	.....	.....	.....	60,465	60,465
458	Cincinnati	.....	[b] 1,409,117	.....	74,360	1,483,477	2,129,879
459	Cleveland	197,106	2,426,260	6,978	107,697	2,738,041	4,503,266
460	Columbus	63,312	610,509	3,929	40,106	717,856	1,230,593
461	Conneaut	2,817	23,801	.....	982	27,600	49,439
462	Coshocton	.....	.....	.....	.....	[c] 30,000	[c] 30,000
463	Dayton	47,497	484,178	.....	11,687	543,362	890,365
464	Delaware	.....	.....	[d] 36,342	2,050	38,392	58,350
465	East Liverpool	9,647	68,976	.....	68	78,691	108,369
466	Elyria	4,546	51,218	.....	3,754	59,518	96,291
467	Findlay* [a]	.....	.....	.....	.....	109,406	109,406
468	Fostoria	4,590	.....	30,952	1,536	37,078	54,736
469	Fremont*	2,197	12,472	.....	795	15,464	28,729
470	Galion	3,720	28,172	.....	542	32,434	49,213
471	Hamilton	18,361	.....	94,001	1,282	113,644	171,152
472	Ironton	7,206	32,241	291	92	39,830	47,766
473	Lancaster	5,765	42,705	445	2,254	51,169	109,872
474	Lima	13,708	[b] 93,018	.....	.....	106,726	212,170
475	Lorain*	7,803	61,091	275	11,530	80,699	201,345
476	Mansfield	8,114	79,593	.....	1,980	89,687	141,577
477	Marietta* [a]	.....	.....	.....	.....	72,103	72,103
478	Marion*	6,829	50,854	47	495	58,225	125,619
479	Martins Ferry	4,253	36,245	.....	1,274	41,772	66,193
480	Massillon	7,607	51,144	.....	2,024	60,775	104,280
481	Middletown* [a]	.....	.....	.....	.....	47,580	.....
482	Newark	10,161	77,320	.....	1,014	88,495	142,810
483	Niles	10,202	3,019	5,000	2,621	20,842	62,161
484	Piqua	7,410	52,199	.....	1,259	60,868	88,750
485	Portsmouth	11,715	[b] 66,739	.....	13,776	92,230	162,756
486	Salem	3,398	31,139	.....	3,178	37,715	58,497
487	Sandusky	10,625	47,979	.....	196	58,800	103,214
488	Springfield	19,594	163,764	309	2,170	185,837	234,647
489	Steubenville	8,950	64,500	.....	55	73,505	177,605
490	Tiffin	5,447	32,377	.....	849	38,673	54,952
491	Toledo	66,426	564,752	.....	11,088	642,266	992,084
492	Warren	4,988	46,594	175	1,141	52,898	69,008
493	Wellston*	.....	.....	27,075	9,685	36,760	91,684
494	Xenia	4,534	41,025	.....	11,769	57,328	79,687
495	Youngstown	25,968	236,592	.....	497	263,057	465,771
496	Zanesville* [a]	.....	.....	.....	.....	99,136	99,136
	OKLAHOMA.						
497	Guthrie	.....	.....	.....	.....	.....	.....
498	Oklahoma City	.....	.....	.....	.....	95,000	95,000
499	Shawnee	5,296	23,040	.....	105	28,441	44,466
	OREGON.						
500	Astoria	5,386	14,331	16,088	2,529	38,334	46,997
501	Baker City	3,493	21,194	11,397	961	37,045	49,546
502	Portland	44,098	347,629	217,946	7,524	617,197	621,521
	PENNSYLVANIA.						
503	Allegheny	95,211	655,710	.....	25,801	776,722	1,271,005
504	Allentown	29,567	.....	135,014	.....	164,581	183,732
505	Altoona	30,417	131,632	.....	2,493	164,542	351,149
506	Beaver Falls	7,415	31,806	.....	1,068	40,379	48,931
507	Braddock	11,491	57,345	.....	952	69,748	70,305
508	Bradford	12,552	57,455	1,125	147	71,279	79,023
509	Butler*	11,201	49,733	.....	613	61,547	62,796

* Statistics of 1904–5.
[a] Copied from State report, 1905.
[b] Includes receipts from county.
[c] Receipts not reported; this sum represents expenditures for the year.
[d] Includes receipts from State and city.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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.						
510	Carbondale*	$11,092	$35,939	.....	$653	$47,684	$85,363
511	Carlisle	6,994	16,450	.....	328	23,772	30,375
512	Carnegie	5,709	32,963	$494	1,491	40,657	45,208
513	Chambersburg	6,986	20,605	.....	333	27,924	28,364
514	Charleroi	5,651	30,430	.....	607	36,688	50,419
515	Chester	29,138	87,879	.....	6,385	123,402	305,020
516	Clearfield	5,486	20,651	.....	139	26,276	30,381
517	Columbia	9,152	26,176	.....	406	35,734	94,110
518	Connellsville	6,067	30,487	.....	1,400	37,954	90,696
519	Danville	6,066	14,359	2	1,763	22,190	22,648
520	Dubois	7,837	35,036	.....	96	42,969	48,469
521	Dunmore*[a]	11,039	42,268	891	.....	54,198	54,198
522	Duquesne	9,411	45,806	281	656	56,154	60,396
523	Easton	20,045	125,315	1,678	.....	147,038	214,851
524	Erie	42,430	163,094	.....	1,710	207,234	229,425
525	Franklin	6,866	32,457	7	343	39,673	43,864
526	Greensburg	7,697	40,065	364	953	49,079	63,985
527	Harrisburg	38,206	223,435	.....	9,700	271,401	397,842
528	Hazleton	12,572	47,889	.....	1,962	62,423	106,689
529	Homestead	11,079	39,824	.....	9,978	60,881	64,636
530	Johnstown	28,609	137,034	.....	2,516	168,159	229,173
531	Lancaster	27,333	94,912	.....	2,825	125,070	233,172
532	Lebanon	14,210	61,666	.....	691	76,567	77,067
533	McKeesport	27,177	151,147	.....	338,355	516,679	661,850
534	Mahanoy City	10,490	28,558	.....	360	39,408	70,064
535	Meadville	8,888	35,243	.....	1,590	45,721	48,076
536	Mount Carmel	9,074	24,381	60	3,933	37,448	54,822
537	Nanticoke	9,807	33,962	899	302	44,970	46,948
538	Newcastle	21,648	131,018	.....	1,534	154,200	209,697
539	Norristown	14,842	69,857	.....	30,894	115,593	131,737
540	Oil City*[a]	11,572	99,007	.....	17,077	77,656	77,666
541	Philadelphia	.....	4,645,122	.....	.....	4,645,122	6,956,765
542	Phoenixville	6,864	22,949	.....	912	30,725	31,528
543	Pittsburg	230,471	1,826,332	.....	156,434	2,213,237	3,179,882
544	Pittston*[a]	9,919	30,235	.....	15,199	55,353	55,353
545	Plymouth	10,846	19,927	.....	.....	30,773	43,098
546	Pottstown	11,391	33,558	.....	3,642	48,591	62,956
547	Pottsville	11,796	51,634	815	2,471	66,716	90,599
548	Reading	105,183	210,892	.....	4,916	320,991	479,171
549	Scranton	85,240	402,582	.....	10,263	498,085	641,104
550	Shamokin	13,316	50,151	296	6,898	70,661	176,062
551	Sharon	8,719	35,253	.....	2,444	46,416	46,416
552	Shenandoah	16,184	42,909	.....	561	59,654	85,187
553	South Bethlehem*	10,165	31,825	.....	9,612	51,602	54,704
554	Steelton	12,016	44,199	.....	854	57,069	76,215
555	Sunbury	8,794	27,849	.....	757	37,400	37,400
556	Tamaqua	6,257	18,190	.....	.....	24,447	32,447
557	Titusville	7,515	36,978	.....	526	45,019	54,889
558	Uniontown	7,040	24,680	.....	9,000	40,720	40,816
559	Warren*	8,107	42,959	.....	2,824	53,890	66,741
560	Washington	11,549	94,274	.....	17,606	123,429	184,884
561	West Chester	7,146	31,164	.....	4,324	42,634	132,040
562	Wilkesbarre	38,753	151,099	.....	1,652	191,504	200,594
563	Wilkinsburg	11,539	71,096	186	619	83,440	188,801
564	Williamsport	23,803	97,006	.....	1,561	122,370	128,257
565	York	29,610	124,069	.....	5,181	158,860	219,183
	RHODE ISLAND.						
566	Central Falls	6,821	44,240	.....	1,024	52,085	59,362
567	Cranston	5,290	51,600	.....	4,601	61,491	61,491
568	Cumberland	5,277	29,937	.....	64	35,278	55,355
569	East Providence	3,848	41,000	.....	16,571	61,419	72,620
570	Lincoln	4,458	20,000	1,278	76	25,812	46,243
571	Newport	6,819	126,070	.....	11,025	143,914	169,570
572	Pawtucket	10,908	162,000	.....	7,390	180,298	183,339
573	Providence	32,418	949,455	35,964	9,658	1,027,495	1,315,061
574	Warwick	7,301	60,000	4,388	118	71,807	83,406
575	Westerly	4,666	42,015	.....	1,410	48,091	48,091
576	Woonsocket	9,578	83,380	.....	3,199	96,148	126,576

* Statistics of 1904–6.

[a] Copied from State report, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	SOUTH CAROLINA.						
577	Anderson	$5,101	$7,395	$1,600	$2,400	$16,496	$21,958
578	Charleston	.....	17,068	40,306	10,791	68,165	94,672
579	Columbia	11,951	33,190	2,899	2,806	50,846	66,892
580	Greenville	.....	.....	.....	.....	.....	.....
581	Spartanburg	7,854	9,162	.....	1,787	18,803	48,405
	SOUTH DAKOTA.						
582	Lead	7,253	.....	35,463	3,226	45,942	90,390
583	Sioux Falls	10,245	57,414	.....	1,117	68,776	155,747
	TENNESSEE.						
584	Chattanooga	.....	.....	.....	.....	69,500	69,500
585	Clarksville	.....	.....	.....	.....	20,958	25,366
586	Jackson	5,112	9,748	17,774	.....	32,634	43,639
587	Knoxville	5,516	15,290	39,336	2,276	62,418	62,438
588	Memphis	[a] 128,043	158,500	.....	8,947	295,490	433,291
589	Nashville	[a] 153,345	66,675	.....	320	220,340	220,340
	TEXAS.						
590	Austin	24,748	35,603	.....	6,339	66,690	69,071
591	Beaumont	15,500	21,785	2,000	.....	39,285	39,488
592	Cleburne	12,768	19,050	218	685	32,721	35,069
593	Corsicana	10,008	20,260	.....	474	30,742	32,297
594	Dallas	56,227	113,253	721	1,558	171,759	171,759
595	Denison	17,188	19,777	856	980	38,801	52,750
596	El Paso	23,168	72,417	6,021	25	101,631	175,250
597	Fort Worth	31,684	57,080	.....	2,040	90,804	187,148
598	Gainesville	7,955	19,237	1,446	792	29,430	33,530
599	Galveston	31,673	45,896	2,253	1,148	80,970	106,454
600	Greenville	9,482	16,203	.....	806	26,491	42,821
601	Houston	65,641	90,000	1,001	314	156,956	160,858
602	Laredo	15,582	.....	340	16	15,938	16,555
603	Marshall	14,148	5,450	307	402	20,307	20,308
604	Palestine	13,235	9,806	960	1,231	25,232	46,198
605	Paris	13,490	16,939	270	1,104	31,803	35,917
606	San Antonio	64,024	113,784	462	11,132	189,402	241,773
607	Sherman	11,136	23,753	.....	3,451	38,340	41,494
608	Temple	8,935	13,901	767	1,307	24,910	57,224
609	Tyler	.....	.....	.....	.....	.....	.....
610	Waco	23,772	45,840	574	700	70,886	79,214
	UTAH.						
611	Ogden	28,873	69,980	16,516	1,610	116,979	116,979
612	Salt Lake City	78,395	321,834	80,766	7,319	488,314	504,079
	VERMONT.						
613	Barre	4,007	27,164	357	2,229	33,757	51,403
614	Burlington	2,660	54,000	.....	8,303	64,963	65,554
615	Rutland*	4,354	40,943	.....	898	46,195	48,224
	VIRGINIA.						
616	Alexandria	7,339	14,620	.....	12	21,971	22,086
617	Danville	8,724	18,000	1,446	.....	28,170	28,275
618	Lynchburg	10,219	42,450	2,790	.....	55,459	56,191
619	Manchester* [b]	5,862	.....	6,343	207	12,412	12,811
620	Newport News	7,833	24,650	.....	901	33,384	38,644
621	Norfolk*	18,778	74,575	.....	.....	93,353	94,266
622	Petersburg	11,878	12,808	.....	457	25,143	25,143
623	Portsmouth*	8,081	16,193	.....	.....	24,274	24,334
624	Richmond	37,724	161,207	.....	5,513	204,444	204,547
625	Roanoke	11,904	40,488	.....	844	53,236	59,569
	WASHINGTON.						
626	Ballard	37,000	21,000	1,000	6,000	65,000	65,000
627	Bellingham	53,527	69,653	.....	153	123,333	123,492
628	Everett	44,299	.....	1,884	79,102	125,285	134,588
629	Seattle	244,955	.....	397,737	46,227	688,919	1,096,178
630	Spokane	133,825	207,892	.....	7,350	349,067	414,128
631	Tacoma	142,959	209,645	3,267	.....	355,871	583,713
632	Walla Walla	31,975	23,758	4,276	117	60,126	63,682

* Statistics of 1904–5. [a] Includes receipts from county. [b] Copied from State report, 1905.

TABLE 8.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants, 1905–6*—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
	WEST VIRGINIA.						
633	Charleston	$7,497	$63,927	$1,711	$1,076	$74,211	$82,692
634	Grafton	.....	.....	.....	.....	.....	.....
635	Huntington	7,878	41,057	2,239	3,500	54,674	69,591
636	Martinsburg	4,239	15,238	634	248	20,359	22,763
637	Parkersburg*	7,563	70,127	5,484	1,291	84,465	116,221
638	Wheeling	24,263	124,532	.....	2,632	151,427	175,521
	WISCONSIN.						
639	Appleton	11,059	53,000	9,183	23,876	97,118	140,316
640	Ashland	9,765	79,225	9,220	4,004	102,214	111,096
641	Beloit	9,680	44,761	9,192	2,395	66,028	71,719
642	Chippewa Falls	7,681	20,228	7,300	743	35,952	56,544
643	Eau Claire	13,971	64,814	13,428	15,007	107,220	117,260
644	Fond du Lac	12,902	62,000	10,386	1,675	86,963	99,473
645	Green Bay	14,634	27,684	13,749	10,281	66,348	104,705
646	Janesville	8,130	38,000	7,911	2,981	57,022	61,370
647	Kenosha	9,227	56,500	8,035	2,308	76,070	97,720
648	La Crosse	20,325	75,042	19,663	1,975	117,005	164,105
649	Madison	11,589	55,000	13,381	2,988	82,958	112,659
650	Manitowoc	8,994	36,030	8,573	770	54,367	67,982
651	Marinette	11,973	32,000	12,362	2,163	58,498	58,898
652	Merrill	7,000	17,000	7,183	725	31,908	33,507
653	Milwaukee	216,580	661,456	207,668	17,114	1,102,818	1,597,624
654	Oshkosh	19,959	72,634	18,884	1,383	112,860	122,558
655	Racine	21,432	85,000	20,943	6,637	134,012	167,072
656	Sheboygan	19,556	59,887	17,479	972	97,894	159,277
657	Stevens Point	6,895	28,851	.....	119	35,865	54,445
658	Superior	15,247	186,506	.....	2,902	204,655	222,600
659	Watertown	7,286	10,378	7,005	487	25,156	37,083
660	Wausau	11,585	50,000	10,825	28,086	100,496	100,496
	WYOMING.						
661	Cheyenne	5,326	27,117	8,424	14,133	45,000	45,000

*Statistics of 1904–5.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6.*

	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	$16,643	$12,722	$6,421		$35,786
2	Bessemer		13,500			15,500
3	Birmingham	199,964	71,009	23,631		294,604
4	Huntsville		10,515	1,050		11,565
5	Mobile*	49,000	51,307	3,280		103,587
6	Montgomery		54,925	6,547		61,472
7	Selma		10,000	500		10,500
	ARIZONA.					
8	Phoenix		34,123			47,635
9	Tucson	524	21,558	4,975		27,057
	ARKANSAS.					
10	Fort Smith	12,331	45,134	5,137		62,602
11	Hot Springs	55,000	33,400	5,000		93,400
12	Little Rock	80,062	64,743	15,700		160,505
13	Pine Bluff	8,000	26,000	6,000		40,000
	CALIFORNIA.					
14	Alameda	2,007	77,850	21,540	$948	102,345
15	Berkeley	69,789	120,756	28,675		219,220
16	Eureka	39,781	32,136	12,557		84,474
17	Fresno	9,458	94,345	22,439		126,242
18	Los Angeles	174,268	673,729	192,676	2,479	1,043,152
19	Oakland	324,232	316,814	106,213	8,716	755,975
20	Pasadena	60,760	90,082	29,589		180,431
21	Riverside	12,793	37,562	15,657		66,012
22	Sacramento	60,457	129,562	33,701	5,804	229,464
23	San Bernardino		31,712			46,173
24	San Diego	15,500	83,130	24,486		123,116
25	San Francisco	45,061	1,109,283	253,793	94,600	1,502,737
26	San Jose	2,131	103,425	28,214	1,665	135,435
27	Santa Barbara	5,000	50,000	11,557	150	66,707
28	Santa Rosa	18,936	31,889	8,748		59,573
29	Stockton	2,764	76,692	26,750		106,206
30	Vallejo	1,888	27,332	7,194		36,414
	COLORADO.					
31	Boulder					
32	Colorado Springs	17,098	114,930	53,978		186,006
33	Cripple Creek	24,205	95,662	27,253		147,120
34	Denver	294,995	669,294	206,824	3,229	1,174,342
35	Leadville	985	34,222	16,190		51,397
	Pueblo:					
36	District No. 1	29,949	70,675	33,182		133,806
37	District No. 20	40,305	103,723	58,919		202,947
	CONNECTICUT.					
38	Ansonia		43,434	11,973	250	55,657
39	Bridgeport	49,280	167,308	66,213	1,499	284,300
40	Danbury	3,500	46,858	14,726	800	65,884
41	Derby		18,500			22,500
42	Hartford	101,280	288,284	209,197	17,848	616,609
	Manchester:					
43	Town schools		14,152	1,804	1,877	17,833
44	Ninth district		23,121	10,788		33,909
45	Meriden	56,212	73,222	42,690	554	172,678
46	Middletown*	43,245	21,596	11,216		76,057
47	Naugatuck		37,257	13,696	646	51,599
48	New Britain*	1,741	68,429	40,075	2,387	112,632
49	New Haven	73,136	324,254	101.565	5,382	504,337
50	New London	1,262	48,311	19,373	1,113	70,059
51	Norwalk*	7,446	48,362	11,605	1,085	68,498
	Norwich:					
52	Central district	150	23,788	13,744		37,682
53	West Chelsea district	150	11,138	5,740		17,028
54	Stamford	12,491	77,354	29,575	1,201	120,621
55	Torrington		31,455	16,807	142	48,404
56	Waterbury	20,031	156,770	68,654	3,909	249,365
57	Willimantic*		23,289	11,268		34,557

*Statistics of 1904–5.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	DELAWARE.					
58	Wilmington	$3,871	$157,592	$64,836		$226,299
	DISTRICT OF COLUMBIA.					
59	Washington	321,233	1,074,712	361,270	$10,499	1,767,714
	FLORIDA.					
60	Jacksonville					118,283
61	Key West *	10,571	10,995	1,669		23,235
62	Pensacola					32,465
63	Tampa *	6,700	25,000	1,000		32,700
	GEORGIA.					
64	Americus		14,122	2,040		16,162
65	Athens	302	22,746	3,516	1,140	27,704
66	Atlanta	51,151	[a] 206,108	17,080	(b)	274,339
67	Augusta *	10,092	60,189	17,629		87,910
68	Brunswick	578	13,410	3,509		17,497
69	Columbus	20,196	43,166	2,500	200	66,062
70	Macon [c]					
71	Rome		13,300	3,400		16,700
72	Savannah [d]					
73	Valdosta	250	11,500	600		12,550
	IDAHO.					
74	Boise *	14,743	41,676	24,521		80,940
	ILLINOIS.					
75	Alton	9,424	37,107	16,127		62,658
	Aurora:					
76	East side	3,645	46,928	13,069		63,642
77	West side	46,992	21,780	34,537		103,309
78	Belleville	8,693	37,804	12,833		59,330
79	Bloomington	35,172	70,865	34,895		140,932
80	Cairo	4,108	26,755	12,384		43,247
81	Canton	1,200	24,597	11,658		37,455
82	Centralia	27,893	13,312	4,565		45,770
83	Champaign *	3,577	25,788	8,287		37,647
84	Chicago	3,592,210	5,597,823	1,818,594	118,751	11,127,378
85	Danville		43,542	26,553		70,095
86	Decatur	12,296	60,971	13,542		86,809
	Dixon:					
87	North side	60	8,565	2,854		11,479
88	South side *	1,090	14,160	6,393		21,643
89	East St. Louis	101,357	109,592	80,022	1,112	292,083
90	Elgin	47,169	72,988	28,295		148,452
	Evanston:					
91	District No. 75 [e]	45,280	58,336	27,030		130,646
92	District No. 76 (South Evanston)	10,080	26,846	9,709		46,635
93	Freeport	73,050	37,698	22,930	85	133,763
94	Galesburg	58,772	52,234	43,275		154,281
95	Jacksonville	11,715	44,805	10,677		67,197
96	Joliet	3,515	72,330	38,295	513	114,653
97	Kankakee	2,736	28,965	14,661		46,362
98	Kewanee	26,832	34,367	19,844		81,043
99	Lasalle	6,117	19,430	6,123		31,670
100	Lincoln		22,305	11,582		33,887
101	Mattoon		26,716	28,537		55,253
102	Moline	6,182	65,847	30,519		102,548
103	Monmouth	14,096	25,562	15,617		55,275
104	Ottawa	22,348	26,473	13,816		62,637

* Statistics of 1904-5.

[a] Includes pay of clerks, janitors, etc.

[b] Included in other columns.

[c] The financial statistics reported are for Bibb County. The estimates used in the summary tables in this chapter are approximately on the basis of 80 per cent of the expenditures for the county for the year 1905.

[d] The financial statistics reported are for Chatham County. The estimates used in the summary tables in this chapter are approximately on the basis of 85 per cent of the expenditures for the county.

[e] Consolidated with district 74.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ILLINOIS—continued.					
105	Pekin	$18,690	$24,130	$7,999	.....	$50,819
106	Peoria	4,768	149,818	58,234	.....	212,820
107	Quincy	127,779	71,166	45,017	.....	243,962
108	Rockford	32,993	95,987	23,396	$289	152,665
109	Rock Island	6,746	57,707	21,868	.....	86,321
110	Springfield	77,252	121,722	22,991	.....	221,965
111	Streator	.....	30,748	14,580	.....	45,328
112	Waukegan	18,109	25,885	26,219	.....	70,213
	INDIANA.					
113	Alexandria	2,994	18,237	6,237	.....	27,468
114	Anderson	1,538	61,911	19,061	.....	82,510
115	Brazil	.....	19,434	8,893	.....	28,327
116	Columbus	1,861	26,955	11,336	.....	40,152
117	Elkhart	56,530	42,088	9,440	.....	108,058
118	Elwood	.....	35,000	5,207	.....	40,207
119	Evansville	30,727	160,360	56,026	112	247,225
120	Fort Wayne	67,040	119,356	52,350	.....	238,746
121	Frankfort	6,930	30,949	13,909	.....	51,788
122	Goshen	.....	26,371	37,896	.....	64,267
123	Hammond	10,286	40,255	16,749	.....	67,290
124	Huntington*	3,949	34,578	18,530	.....	57,057
125	Indianapolis	182,574	588,957	270,624	2,195	1,044,350
126	Jeffersonville	93	28,567	5,465	.....	34,125
127	Kokomo	2,028	34,683	10,904	.....	47,615
128	Lafayette	18,000	56,504	20,193	.....	94,697
129	Logansport*	10,000	37,000	13,000	.....	60,000
130	Marion	9,518	66,894	24,611	.....	101,023
131	Michigan City	6,122	31,859	15,075	.....	53,056
132	Muncie	29,114	59,706	22,592	.....	111,412
133	New Albany	7,372	45,554	15,251	.....	68,177
134	Peru	.....	25,192	10,047	.....	35,239
135	Richmond	12,875	63,027	23,008	.....	98,910
136	Shelbyville	.....	24,622	10,743	.....	35,365
137	South Bend	73,386	103,265	86,115	243	263,009
138	Terre Haute	71,885	156,518	48,474	.....	276,877
139	Vincennes	30,169	30,023	23,301	.....	83,493
140	Wabash	2,300	31,373	8,318	.....	41,991
141	Washington	.....	.....	.....	.....	.....
	INDIAN TERRITORY.					
142	McAlester	.....	13,527	2,693	.....	16,220
143	Muskogee	78,000	17,650	12,350	.....	108,000
	IOWA.					
144	Boone	.....	29,196	8,408	.....	37,604
145	Burlington	.....	69,821	22,660	.....	92,481
146	Cedar Rapids	7,321	93,880	34,579	314	136,094
147	Clinton	4,983	55,038	23,115	.....	83,136
148	Council Bluffs	8,228	80,760	32,353	.....	121,341
149	Creston	.....	23,036	15,104	.....	38,140
150	Davenport	115,555	123,109	38,450	.....	277,114
	Des Moines:					
151	Capital Park	1,500	12,340	5,447	.....	19,287
152	East side	.....	59,467	19,196	.....	78,663
153	West side	47,918	186,482	56,279	.....	290,679
154	Dubuque	3,834	79,725	21,074	.....	104,633
155	Fort Dodge*	4,572	29,243	10,683	.....	44,498
156	Fort Madison*	.....	14,286	7,969	.....	22,255
157	Iowa City	.....	28,000	10,000	.....	38,000
158	Keokuk	400	36,234	10,432	.....	47,066
159	Marshalltown	.....	42,524	25,797	.....	68,321
160	Mason City	.....	21,793	.....	.....	37,515
161	Muscatine*	.....	38,963	20,828	.....	59,791
162	Oskaloosa	.....	29,272	8,812	.....	38,084
163	Ottumwa	9,205	59,338	22,608	.....	91,151
164	Sioux City	15,567	116,332	51,729	.....	183,628
	Waterloo:					
165	East side	26,526	34,683	11,712	.....	72,921
166	West side	3,000	22,000	5,000	.....	27,000

* Statistics of 1904–5.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	KANSAS.					
167	Atchison	$2,230	$21,949	$8,458	.....	$32,637
168	Chanute	996	17,993	8,260	.....	27,249
169	Coffeyville	.....	20,148	.....	.....	31,116
170	Emporia	503	23,995	10,340	.....	34,838
171	Fort Scott*	4,236	22,773	3,404	.....	30,413
172	Hutchinson	8,100	22,915	13,259	.....	44,274
173	Independence	600	14,000	8,125	.....	22,125
174	Iola	.....	29,827	7,766	.....	37,593
175	Kansas City	63,653	133,639	71,508	.....	268,800
176	Lawrence	1,300	27,138	9,970	.....	38,408
177	Leavenworth*	13,364	34,590	.....	.....	.....
178	Parsons	6,210	20,048	9,873	.....	36,131
179	Pittsburg	.....	27,190	9,940	.....	37,130
180	Topeka	9,832	125,608	78,930	.....	214,370
181	Wichita	4,500	66,364	31,994	.....	102,858
	KENTUCKY.					
182	Bowling Green	500	14,800	920	.....	16,220
183	Covington	1,964	91,536	16,200	.....	109,700
184	Frankfort	1,000	19,853	3,040	.....	23,893
185	Henderson	2,675	31,138	11,470	.....	45,283
186	Hopkinsville	372	19,412	7,226	.....	27,010
187	Lexington*	.....	64,743	21,897	$1,925	88,565
188	Louisville	98,302	501,774	81,150	5,857	687,083
189	Newport	8,324	57,402	12,321	.....	78,047
190	Owensboro	17,585	29,409	7,309	.....	54,403
191	Paducah	.....	.....	.....	.....	.....
	LOUISIANA.					
192	Baton Rouge*	.....	.....	.....	.....	[a] 13,070
193	Lake Charles	.....	17,289	.....	.....	23,342
194	New Iberia	.....	7,617	416	.....	8,033
195	New Orleans	5,426	472,794	139,825	1,500	619,545
196	Shreveport	9,000	49,612	6,663	.....	65,275
	MAINE.					
197	Auburn	.....	30,819	2,651	.....	33,460
198	Augusta*[b]	.....	.....	.....	.....	24,487
199	Bangor	3,653	63,773	21,289	.....	88,715
200	Bath*[b]	.....	.....	.....	.....	30,988
201	Biddeford	.....	24,903	7,114	500	32,517
202	Calais	.....	14,199	4,535	.....	18,734
203	Lewiston	.....	39,855	11,298	2,000	53,153
204	Portland*	.....	151,396	99,809	1,452	252,657
205	Rockland	1,000	17,851	4,115	.....	22,966
206	Waterville	.....	25,505	13,134	.....	38,639
	MARYLAND.					
207	Annapolis*[b]	1,214	9,565	6,474	.....	17,253
208	Baltimore*	.....	1,091,372	323,268	16,176	1,430,816
209	Cumberland	7,863	23,181	3,497	.....	34,541
210	Frederick*[b]	119	14,109	2,656	.....	17,884
211	Hagerstown*[b]	3,200	22,358	4,889	.....	30,447
	MASSACHUSETTS.					
212	Adams	1,000	29,179	11,454	937	42,570
213	Amesbury*	.....	18,645	8,838	.....	27,483
214	Arlington*[b]	32,964	38,388	10,359	.....	81,711
215	Attleboro	10,810	37,032	26,946	928	75,716
216	Beverly	46,031	60,318	28,983	1,758	137,090
217	Boston	1,367,618	2,655,948	555,349	127,819	4,706,734
218	Brockton	.....	138,911	29,952	2,776	171,639
219	Brookline	26,212	135,784	61,422	2,187	225,605
220	Cambridge	129,421	[c] 362,139	158,741	12,497	662,798
221	Chelsea	.....	116,682	44,772	1,912	163,366
222	Chicopee	.....	42,459	18,755	1,629	62,843
223	Clinton	.....	32,018	16,096	880	48,994

*Statistics of 1904–5.
[a] For white schools only.
[b] Copied from State report, 1905.
[c] Includes expenses of vacation schools.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
224	Danvers	$1,200	$25,665	$12,271	.....	$39,136
225	Everett	.....	111,087	43,617	$1,825	156,529
226	Fall River	49,703	241,363	82,178	15,050	388,294
227	Fitchburg	12,354	85,108	29,387	2,200	129,049
228	Framingham	20,000	37,420	16,571	602	74,593
229	Gardner	.....	28,662	15,338	895	44,895
230	Gloucester	8,916	67,216	39,846	271	116,249
231	Greenfield	7,000	28,609	14,602	388	50,599
232	Haverhill	10,755	115,082	30,225	3,008	159,070
233	Holyoke	20,612	136,325	54,047	5,937	216,921
234	Hyde Park	.....	43,971	10,122	1,238	55,331
235	Lawrence	67,769	155,544	49,530	11,878	284,721
236	Leominster*[a]	22,402	34,625	17,277	.....	74,304
237	Lowell	32,016	230,837	127,701	23,224	413,778
238	Lynn	35,729	205,688	74,010	4,070	319,492
239	Malden	.....	149,269	21,919	3,638	174,826
240	Marlboro	.....	41,257	15,442	308	57,007
241	Medford	28,861	82,995	30,340	998	143,194
242	Melrose	3,374	62,916	21,343	.....	87,633
243	Methuen	547	23,604	11,190	.....	35,341
244	Milford	.....	26,134	11,097	961	38,192
245	Natick	.....	33,074	12,760	.....	45,834
246	New Bedford	213,346	185,187	64,393	9,427	472,353
247	Newburyport	.....	32,760	9,066	210	42,036
248	Newton	11,695	181,282	55,855	1,791	250,623
249	North Adams	.....	63,877	29,531	1,801	95,209
250	Northampton	.....	52,594	22,742	954	76,290
251	Peabody	.....	32,917	16,044	578	49,539
252	Pittsfield	10,000	73,096	34,512	846	118,454
253	Plymouth	25,000	31,306	14,595	.....	70,901
254	Quincy	.....	89,331	24,371	1,534	115,236
255	Revere	16,620	48,316	21,705	.....	86,641
256	Salem	758	100,824	32,607	1,997	136,186
257	Somerville	51,987	249,304	68,592	12,087	381,970
258	Southbridge	541	18,708	7,078	699	27,026
259	Springfield	.....	287,956	141,186	16,067	445,209
260	Taunton	33,414	87,535	29,170	2,117	152,236
261	Wakefield	1,055	38,797	17,030	.....	56,882
262	Waltham	20,072	72,547	38,140	1,948	132,707
263	Ware	203	20,887	12,243	.....	33,333
264	Watertown	.....	39,205	9,282	.....	48,487
265	Webster	.....	18,000	4,900	600	23,500
266	Westfield	6,362	44,503	18,015	247	69,127
267	West Springfield	2,000	25,951	8,888	.....	36,839
268	Weymouth	4,946	35,500	13,977	61	54,484
269	Winchester	14,692	35,488	16,967	.....	67,147
270	Woburn	3,128	44,789	14,554	555	63,026
271	Worcester	.....	448,257	42,299	19,966	510,522
	MICHIGAN.					
272	Adrian	6,000	26,000	12,500	.....	44,500
273	Alpena	6,859	21,129	8,161	.....	36,149
274	Ann Arbor	165,757	48,057	20,000	.....	233,814
275	Battle Creek	18,415	56,672	23,811	.....	98,898
276	Bay City	57,353	97,106	46,954	579	201,992
277	Calumet school district	25,562	95,054	32,030	.....	152,646
278	Detroit	301,667	831,176	262,920	6,595	1,402,358
279	Escanaba	18,610	30,629	23,000	.....	72,239
280	Flint	.....	38,680	30,243	.....	68,923
281	Grand Rapids	92,617	293,824	144,537	300	531,278
282	Holland	5,563	19,662	7,781	.....	33,006
283	Iron Mountain	5,000	36,680	10,406	.....	52,086
284	Ironwood	15,000	45,000	20,000	.....	65,000
285	Ishpeming	27,799	40,071	25,486	.....	93,356
286	Jackson	22,000	60,369	28,680	.....	111,049
287	Kalamazoo	15,676	78,755	50,016	600	145,047
288	Lansing	15,139	49,099	24,634	.....	88,872
289	Manistee	.....	37,340	14,397	518	52,255
290	Marquette	9,141	32,877	17,478	.....	59,496
291	Menominee	.....	32,771	14,052	.....	46,823
292	Muskegon	6,567	59,371	31,406	.....	97,344

*Statistics of 1904–5. [a] Copied from State report, 1905.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MICHIGAN—continued.					
293	Owosso	$10,857	$26,053	$12,990	.....	$49,900
294	Pontiac*	2,284	22,563	18,500	.....	43,347
295	Port Huron	.....	42,109	23,795	.....	65,904
	Saginaw:					
296	East side	47,089	92,340	45,429	$1,500	186,358
297	West side	21,551	43,466	19,050	.....	84,067
298	Sault Ste. Marie	14,800	37,267	23,344	.....	75,411
299	Traverse City	2,800	29,897	6,885	.....	39,582
	MINNESOTA.					
300	Brainerd	.....	30,216	19,281	.....	49,497
301	Duluth	47,095	191,524	120,678	.....	359,297
302	Faribault	205	20,899	9,479	.....	30,583
303	Mankato	2,069	23,623	6,629	.....	32,421
304	Minneapolis	152,506	805,644	242,852	.....	1,201,002
305	Red Wing	1,026	22,166	14,332	.....	37,524
306	St. Cloud	124	22,784	2,521	.....	25,429
307	St. Paul	130,000	488,525	124,174	.....	742,699
308	Stillwater	350	28,901	13,980	.....	43,231
309	Winona	5,000	55,033	18,907	.....	78,940
	MISSISSIPPI.					
310	Columbus	1,125	14,528	1,201	.....	16,854
311	Greenville	40,480	15,678	661	.....	56,819
312	Jackson	8,329	24,017	4,641	.....	36,987
313	Meridian	.....	30,802	10,968	.....	41,770
314	Natchez	.....	18,955	1,353	.....	20,308
315	Vicksburg	.....	23,741	7,152	.....	30,893
	MISSOURI.					
316	Carthage	48,017	25,078	7,419	.....	80,514
317	Hannibal	19,649	34,567	17,566	.....	71,782
318	Independence	.....	20,987	15,476	.....	36,463
319	Jefferson City*[a]	33,569	13,589	4,980	.....	52,138
320	Joplin*[a]	4,259	51,966	11,304	.....	67,529
321	Kansas City	359,305	687,432	452,706	.....	1,499,443
322	Moberly*[a]	209	16,757	5,618	.....	22,584
323	Nevada	.....	16,053	4,920	.....	20,973
324	St. Charles*[a]	1,308	10,250	3,293	.....	14,851
325	St. Joseph	15,585	165,194	95,803	.....	276,582
326	St. Louis	1,299,292	1,489,193	605,052	18,736	3,412,273
327	Sedalia	6,491	34,513	20,276	.....	61,280
328	Springfield	22,014	46,529	21,803	.....	90,346
329	Webb City*	2,893	14,414	4,341	.....	21,648
	MONTANA.					
330	Anaconda	3,000	37,523	12,739	.....	53,262
331	Butte	14,774	197,851	83,571	.....	296,196
332	Great Falls	1,924	55,009	24,851	.....	81,784
333	Helena	768	57,664	33,734	.....	92,166
	NEBRASKA.					
334	Beatrice	.....	23,873	13,000	.....	36,873
335	Hastings	.....	23,860	16,572	.....	40,432
336	Lincoln	12,575	127,161	45,476	.....	185,212
337	Omaha	25,445	326,103	168,630	(b)	520,178
338	South Omaha*	133,117	93,717	32,036	.....	258,870
	NEW HAMPSHIRE.					
339	Berlin*	3,904	14,969	7,553	.....	26,426
	Concord:					
340	Union district	.....	50,935	30,771	.....	81,706
341	Penacook district No. 20	500	3,648	2,615	.....	6,763
342	Dover	101,000	25,979	13,328	635	140,942
343	Keene (Union district)	.....	22,614	14,179	.....	36,793
344	Laconia	.....	17,000	7,000	.....	24,000
345	Manchester	5,558	98,784	42,611	1,269	148,222

* Statistics of 1904–5. [a] Copied from State report, 1905. [b] Included in other columns.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW HAMPSHIRE—continued.					
346	Nashua	$12,519	$49,785	$13,071	$500	$75,875
347	Portsmouth	14,831	38,350	18,328	.....	71,509
348	Rochester	.....	15,607	9,189	.....	24,796
	NEW JERSEY.					
349	Atlantic City	111,566	76,705	38,763	.....	227,034
350	Bayonne	9,713	125,331	45,419	2,466	182,929
351	Bloomfield	.....	44,017	24,431	1,000	69,448
352	Bridgeton	.....	23,767	14,494	.....	38,261
353	Burlington*[a]	20,705	12,265	6,375	.....	39,345
354	Camden	21,763	213,524	106,279	700	342,266
355	East Orange	57,908	109,323	53,960	.....	221,191
356	Elizabeth*[a]	18,505	104,809	31,799	.....	115,113
357	Englewood	40,017	32,789	17,038	594	90,438
358	Gloucester City	.....	11,950	7,367	.....	19,317
359	Hackensack	34,463	46,287	20,195	.....	100,945
360	Harrison*[a]	2,183	14,316	6,109	.....	22,608
361	Hoboken	.....	171,236	60,874	2,061	234,171
362	Jersey City	230,069	545,351	148,305	13,396	937,121
363	Kearney	20,000	41,510	14,193	.....	75,703
364	Long Branch	9,149	47,944	31,045	.....	88,138
365	Millville	12,000	23,750	6,500	404	42,654
366	Montclair	4,291	87,865	44,902	2,518	139,576
367	Morristown	.....	29,922	12,411	.....	42,333
368	Newark	327,061	898,525	314,061	72,090	1,611,737
369	New Brunswick	14,329	43,479	8,465	902	67,175
370	Orange	5,227	75,683	24,244	.....	105,154
371	Passaic	18,108	108,727	33,188	5,501	165,524
372	Paterson	177,533	270,780	100,176	8,472	556,961
373	Perth Amboy	38,541	50,198	16,142	.....	104,881
374	Phillipsburg	1,007	28,891	26,530	298	56,726
375	Plainfield	71,232	61,060	43,413	.....	175,705
376	Rahway	.....	21,628	10,850	.....	32,478
377	Town of Union	14,513	41,824	19,068	.....	75,405
378	Trenton	52,392	184,012	59,084	4,854	300,342
379	Weehawken	.....	28,054	35,276	.....	63,330
380	West Hoboken	182,718	58,398	19,092	.....	260,208
381	West Orange	.....	34,391	29,459	.....	63,850
	NEW MEXICO.					
382	Albuquerque	2,792	27,750	12,635	.....	43,177
	NEW YORK.					
383	Albany	2,260	234,801	122,556	7,735	367,352
384	Amsterdam	.....	45,883	25,063	.....	70,946
385	Auburn	9,673	80,173	19,363	454	109,663
386	Batavia	4,366	26,904	12,582	679	44,531
387	Binghamton	9,557	111,941	30,757	683	152,938
388	Buffalo	197,862	992,358	347,324	10,372	1,547,916
389	Cohoes	.....	39,208	16,795	375	56,378
	Corning:					
390	District No. 9	1,220	18,480	7,304	.....	27,004
391	District No. 13	2,941	8,518	5,159	.....	16,618
392	Cortland	698	19,795	5,116	.....	25,609
393	Dunkirk	4,467	33,774	23,539	.....	61,780
394	Elmira	9,699	91,289	27,020	404	128,412
395	Fulton	480	25,634	7,105	.....	33,219
396	Geneva	1,500	32,000	9,301	.....	42,801
397	Glens Falls	.....	.....	.....	.....	.....
398	Gloversville	4,525	42,476	13,168	.....	60,169
399	Hornell (formerly Hornellsville)	14,240	34,633	15,595	.....	64,468
400	Hudson	.....	18,683	5,351	.....	24,034
401	Ithaca	14,348	43,311	17,013	.....	74,672
402	Jamestown	12,282	71,236	32,754	1,731	118,003
403	Johnstown	948	25,785	10,622	.....	37,355
404	Kingston	3,044	67,437	26,042	.....	96,523
405	Lansingburg	1,250	36,602	16,542	374	54,768
406	Little Falls	4,100	23,405	12,000	.....	39,505
407	Lockport	10,303	47,177	15,135	300	72,915

* Statistics of 1904-5.

[a] Copied from State Report, 1905.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—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.					
408	Middletown	$28,129	$35,553	$14,969	.....	$78,651
409	Mount Vernon	9,317	101,400	58,720	$723	170,160
410	Newburgh	6,702	65,663	24,915	.....	97,280
411	New Rochelle	113,421	90,634	44,331	774	249,160
412	New York	12,898,257	17,997,378	4,908,722	590,479	36,394,836
413	Niagara Falls	1,732	72,238	29,393	650	104,013
414	North Tonawanda	.....	37,076	36,503	.....	73,579
415	Ogdensburg	17,209	24,587	11,395	.....	53,191
416	Olean school district	439	34,591	17,716	.....	52,746
417	Oneida	.....	19,359	9,504	.....	28,863
418	Oneonta	922	16,050	6,025	.....	22,997
419	Oswego	2,684	44,672	9,858	.....	57,214
	Peekskill:					
420	District No. 7 (Drum Hill)	1,841	16,504	7,063	.....	25,408
421	District No. 8 (Oakside)	1,000	12,500	3,350	.....	16,850
422	Plattsburg	829	24,775	9,399	.....	35,003
423	Port Chester	4,171	36,189	18,574	.....	58,934
424	Port Jervis	1,810	26,888	9,850	228	38,776
425	Poughkeepsie	14,963	58,485	24,742	896	99,086
426	Rensselaer	3,824	26,955	10,182	.....	40,961
427	Rochester	173,731	481,758	117,103	38,103	810,695
428	Rome	3,113	30,266	9,671	.....	43,050
429	Saratoga Springs*	6,228	35,381	12,333	.....	53,942
430	Schenectady	33,372	69,936	38,281	2,407	143,996
431	Syracuse	14,429	361,734	122,375	5,106	503,644
432	Tonawanda	.....	23,908	12,550	.....	36,458
433	Troy	.....	155,815	*39,224	2,000	215,039
434	Utica	3,028	165,675	67,500	1,788	237,991
435	Watertown	5,755	59,325	50,803	160	116,043
436	Watervliet	7,285	29,469	10,051	.....	46,805
437	White Plains	2,096	40,260	28,925	500	71,781
438	Yonkers	92,914	232,247	137,653	6,140	468,954
	NORTH CAROLINA.					
439	Asheville	1,913	28,716	5,498	.....	36,127
440	Charlotte*	.....	24,688	1,393	.....	26,081
441	Concord	1,675	10,000	1,500	.....	13,175
442	Durham*	.....	29,000	3,000	.....	32,000
443	Elizabeth City	.....	.....	.....	.....	.....
444	Greensboro	3,062	21,663	2,369	.....	27,094
445	Newbern	502	7,888	1,490	.....	9,880
446	Raleigh* [a]	4,976	25,060	7,489	.....	37,525
447	Wilmington*	.....	21,320	3,000	.....	24,320
448	Winston* [a]	625	15,090	2,185	.....	17,900
	NORTH DAKOTA.					
449	Fargo	6,546	37,655	20,381	.....	64,582
450	Grand Forks	40,510	27,966	23,091	.....	91,567
	OHIO.					
451	Akron	74,536	148,260	59,302	944	283,042
452	Alliance*	3,000	23,760	16,165	.....	42,925
453	Ashtabula	6,331	28,244	22,079	.....	56,654
454	Bellaire*	13,496	17,659	11,891	.....	43,046
455	Cambridge	36,700	21,000	10,000	.....	67,700
456	Canton	21,371	99,041	41,021	.....	161,433
457	Chillicothe* [b]	.....	36,432	18,408	.....	54,840
458	Cincinnati	384,831	848,221	377,635	11,897	1,622,584
459	Cleveland	490,091	1,460,465	680,347	14,119	2,645,022
460	Columbus	120,197	399,655	154,144	654	674,650
461	Conneaut	4,000	15,415	6,371	.....	25,786
462	Coshocton	.....	20,185	.....	.....	30,000
463	Dayton	51,654	297,132	112,508	230	461,524
464	Delaware	.....	22,526	12,396	.....	34,922
465	East Liverpool	12,000	46,351	*25,205	.....	83,556
466	Elyria	37,511	33,303	21,877	.....	92,691
467	Findlay* [b]	.....	41,566	.....	.....	72,006
468	Fostoria	1,000	23,000	7,122	.....	31,122
469	Fremont*	.....	20,008	8,364	.....	28,372
470	Galion	.....	17,364	10,369	.....	27,733

*Statistics of 1904–5. [a] Copied from State Bulletin No. 7, 1905. [b] Copied from State Report, 1905.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—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.					
471	Hamilton	.....	$63,201	$51,044	.....	$114,245
472	Ironton	.....	29,005	20,248	.....	49,253
473	Lancaster	$30,096	26,979	7,300	.....	64,375
474	Lima	7,707	57,042	18,213	.....	82,962
475	Lorain*	62,562	48,948	28,358	.....	139,868
476	Mansfield	6,526	53,355	32,351	.....	92,232
477	Marietta* [a]	.....	39,030	.....	.....	59,012
478	Marion*	3,550	33,232	17,801	.....	54,583
479	Martins Ferry	.....	19,208	5,606	.....	24,814
480	Massillon	11,057	33,627	21,482	.....	66,166
481	Middletown* [a]	20,000	27,345	.....	.....	51,806
482	Newark	53,692	51,029	20,623	.....	125,344
483	Niles	23,323	17,740	12,363	.....	53,426
484	Piqua	7,123	32,295	16,674	.....	56,092
485	Portsmouth	48,158	39,924	30,802	.....	118,884
486	Salem	.....	22,403	14,605	.....	37,008
487	Sandusky	.....	46,347	16,194	.....	62,541
488	Springfield	5,992	108,683	30,363	.....	145,038
489	Steubenville	90,000	40,500	20,000	$450	150,950
490	Tiffin	.....	22,662	10,559	.....	33,221
491	Toledo	133,080	394,617	133,433	.....	661,130
492	Warren	.....	31,413	8,533	.....	39,946
493	Wellston*	28,304	15,082	7,008	.....	50,394
494	Xenia	1,097	28,740	21,511	.....	51,348
495	Youngstown	48,539	131,860	68,899	.....	249,298
496	Zanesville* [a]	.....	55,933	.....	.....	89,434
	OKLAHOMA TERRITORY.					
497	Guthrie	.....	.....	.....	.....	.....
498	Oklahoma City	65,000	95,000	10,000	.....	170,000
499	Shawnee	.....	20,500	7,000	.....	27,500
	OREGON.					
500	Astoria	3,043	20,015	10,634	.....	33,692
501	Baker City	2,053	23,522	9,885	.....	35,460
502	Portland	135,541	319,423	81,234	.....	536,198
	PENNSYLVANIA.					
503	Allegheny	260,371	357,709	[b] 150,092	1,740	769,912
504	Allentown	9,486	82,707	90,339	1,200	183,732
505	Altoona	172,455	101,584	48,973	375	323,387
506	Beaver Falls	.....	25,078	16,426	.....	41,504
507	Braddock	2,066	40,202	37,028	.....	79,296
508	Bradford	1,775	38,765	21,251	.....	61,791
509	Butler*	4,091	35,581	18,787	.....	58,459
510	Carbondale*	18,858	36,808	16,465	.....	72,131
511	Carlisle	444	18,007	5,724	.....	25,175
512	Carnegie	3,040	25,630	11,955	.....	40,625
513	Chambersburg	.....	16,976	7,294	.....	24,270
514	Charleroi	4,547	19,062	18,600	.....	42,209
515	Chester	2,555	74,751	38,277	.....	115,583
516	Clearfield	2,800	14,591	10,189	.....	27,580
517	Columbia	11,279	20,023	15,847	.....	47,149
518	Connellsville	14,000	19,500	16,708	.....	50,208
519	Danville	.....	17,355	4,300	.....	21,655
520	Dubois	2,564	21,284	12,627	.....	36,475
521	Dunmore* [a]	4,671	28,518	12,986	.....	46,175
522	Duquesne	2,520	34,744	12,716	.....	49,980
523	Easton	16,075	66,314	25,513	.....	107,902
524	Erie	17,067	127,378	71,917	951	217,313
525	Franklin	526	23,440	14,970	.....	38,936
526	Greensburg	9,024	30,709	19,923	.....	59,656
527	Harrisburg	92,590	131,495	80,586	.....	304,671
528	Hazleton	39,485	36,104	19,151	.....	94,740
529	Homestead	5,423	38,356	18,593	.....	62,372
530	Johnstown	21,702	99,643	12,988	.....	134,333
531	Lancaster	58,433	74,252	48,504	.....	181,189
532	Lebanon	5,382	31,716	35,592	.....	72,690

*Statistics of 1904–5. [a] Copied from State Report, 1905. [b] Interest not included.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—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.					
533	McKeesport	$65,515	$101,350	$195,580	.....	$362,445
534	Mahanoy City	11,965	29,540	13,299	.....	54,804
535	Meadville	2,308	29,040	12,438	.....	43,786
536	Mount Carmel	17,342	19,967	10,157	$100	47,566
537	Nanticoke	3,088	26,496	10,883	650	41,117
538	New Castle	34,663	77,498	49,585	.....	161,746
539	Norristown	19,026	47,228	27,351	.....	93,605
540	Oil City *[a]	7,652	39,335	29,262	.....	76,249
541	Philadelphia	1,026,167	3,282,991	1,170,764	.....	5,479,922
542	Phoenixville	172	17,799	7,600	.....	25,571
543	Pittsburg	621,674	983,538	583,895	950	2,190,057
544	Pittston *[a]	1,692	21,814	22,933	.....	46,439
545	Plymouth	.....	18,316	10,812	439	29,567
546	Pottstown	309	34,647	18,495	.....	56,778
547	Pottsville	10,689	34,800	43,786	.....	89,275
548	Reading	123,972	173,912	75,142	4,500	377,526
549	Scranton	60,155	293,322	194,143	9,289	556,909
550	Shamokin	92,439	35,000	31,692	300	159,431
551	Sharon	9,106	27,544	25,840	.....	62,490
552	Shenandoah	413	39,524	21,081	680	61,698
553	South Bethlehem *	1,942	27,429	25,524	.....	54,895
554	Steelton	2,601	28,300	16,660	.....	47,561
555	Sunbury	.....	23,845	10,019	.....	33,864
556	Tamaqua	.....	17,369	14,933	.....	32,302
557	Titusville	.....	28,198	10,567	.....	38,765
558	Uniontown	6,785	21,076	9,758	.....	37,619
559	Warren *	.....	24,153	24,401	.....	48,554
560	Washington	67,698	46,601	44,678	.....	158,977
561	West Chester	27,589	28,451	12,092	.....	68,132
562	Wilkesbarre	7,275	121,665	56,151	1,740	186,831
563	Wilkinsburg	17,986	50,822	24,640	.....	93,448
564	Williamsport	11,013	68,854	23,631	240	103,738
565	York	40,401	80,985	54,070	(*b*)	175,456
	RHODE ISLAND.					
566	Central Falls	2,514	33,676	14,001	2,540	52,731
567	Cranston	1,380	42,667	17,227	160	61,434
568	Cumberland	709	21,547	10,632	1,150	34,038
569	East Providence	1,043	34,164	21,254	219	56,680
570	Lincoln	799	18,562	7,387	.....	26,748
571	Newport	390	85,894	33,029	1,155	120,468
572	Pawtucket	2,000	113,636	26,203	6,190	148,029
573	Providence	295,714	594,896	[c] 264,682	39,035	1,194,327
574	Warwick	188	45,017	21,661	.....	66,866
575	Westerly	1,030	29,219	17,198	644	48,091
576	Woonsocket	2,993	60,481	22,694	3,602	89,770
	SOUTH CAROLINA.					
577	Anderson	.....	14,980	2,801	100	17,881
578	Charleston	9,088	59,972	5,862	.....	74,922
579	Columbia	34,390	23,450	3,525	.....	61,365
580	Greenville	.....	.....	.....	.....	.....
581	Spartanburg	10,642	16,805	2,191	.....	29,638
	SOUTH DAKOTA.					
582	Lead	4,338	33,994	20,678	380	59,390
583	Sioux Falls	17,098	44,517	23,503	.....	85,118
	TENNESSEE.					
584	Chattanooga	.....	64,121	4,693	.....	68,814
585	Clarksville	.....	14,267	3,267	.....	17,535
586	Jackson	7,527	23,453	5,326	.....	36,306
587	Knoxville	251	51,551	10,631	.....	62,433
588	Memphis	125,258	165,043	65,281	1,640	357,222
589	Nashville	25,211	159,965	33,609	1,555	220,340

* Statistics of 1904–5.
[a] Copied from State Report, 1905.
[b] Included in other columns.
[c] Interest not included.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	TEXAS.					
590	Austin	$8,224	$51,627	$6,383		$66,234
591	Beaumont		32,519	5,912		38,431
592	Cleburne		22,812	6,566		29,378
593	Corsicana	12,000	21,782	6,844		30,626
594	Dallas		137,465	23,571	$950	161,986
595	Denison	5,000	25,476	5,253		35,729
596	El Paso	73,971	81,846	15,696		171,513
597	Fort Worth	66,287	77,887	20,074		164,248
598	Gainesville		21,967	5,783		27,750
599	Galveston		63,955	16,895		80,850
600	Greenville	18,430	20,179	4,693		43,302
601	Houston	3,902	127,492	31,623	700	163,717
602	Laredo		13,320	3,010		16,330
603	Marshall	1,861	15,302	2,069		19,232
604	Palestine	20,500	20,500	4,571		45,571
605	Paris		25,171	8,534		33,705
606	San Antonio	26,109	142,279	32,469		200,857
607	Sherman	6,537	25,914	5,178		37,629
608	Temple		20,231	7,168		27,399
609	Tyler					
610	Waco	6,153	58,772	13,008		77,933
	UTAH.					
611	Ogden	8,348	62,283	41,934		112,565
612	Salt Lake City	38,816	265,685	156,576		461,077
	VERMONT.					
613	Barre	22,917	8,744	17,935		49,596
614	Burlington	1,837	41,943	21,504		65,284
615	Rutland *		33,718	11,872		45,590
	VIRGINIA.					
616	Alexandria		18,625	3,407		22,035
617	Danville	1,454	21,912	3,231		26,597
618	Lynchburg	2,736	43,235	9,253		55,224
619	Manchester *[a]	120	9,121	2,622		11,863
620	Newport News	1,756	23,668	7,622		33,046
621	Norfolk *	5,538	66,259	13,980		85,777
622	Petersburg		18,892	6,251		25,143
623	Portsmouth *		20,162	4,030		24,192
624	Richmond	18,893	151,686	32,280		202,859
625	Roanoke	7,575	41,085	5,558		54,218
	WASHINGTON.					
626	Ballard	20,000	35,000	12,500		49,500
627	Bellingham	22,306	60,700	35,427		118,433
628	Everett	26,660	35,020	27,942		89,622
629	Seattle	232,588	398,387	243,804		874,779
630	Spokane	20,303	236,387	135,764		392,454
631	Tacoma	201,468	180,747	44,281		426,496
632	Walla Walla	44,690	44,881	28,727		118,298
	WEST VIRGINIA.					
633	Charleston	1,252	36,722	22,498		60,472
634	Grafton					
635	Huntington		27,466	25,957		53,423
636	Martinsburg	1,465	14,125	5,371		20,961
637	Parkersburg *	54,000	44,083	13,880		111,963
638	Wheeling	40,510	93,055	26,151		159,716
	WISCONSIN.					
639	Appleton	37,475	49,505	32,930		119,910
640	Ashland	40,000	44,107	17,349		101,456
641	Beloit	4,200	39,150	19,551		62,901
642	Chippewa Falls	4,978	24,379	6,253		35,610
643	Eau Claire	4,901	60,387	26,652		91,940
644	Fond du Lac	8,231	43,663	12,955		64,849
645	Green Bay	38,894	51,351	14,321		104,566
646	Janesville	4,320	36,281	14,659		55,260

* Statistics of 1904–5.

[a] Copied from State report, 1905.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1905–6*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	WISCONSIN—continued.					
647	Kenosha	.....	$31,424	$16,039	.....	$47,463
648	La Crosse	$2,643	77,417	32,122	.....	112,182
649	Madison	35,424	59,643	20,397	.....	115,464
650	Manitowoc	604	38,385	14,489	.....	53,478
651	Marinette	1,700	40,232	14,691	.....	56,623
652	Merrill	2,989	22,935	6,875	.....	32,799
653	Milwaukee	.....	892,149	148,107	$10,150	1,050,406
654	Oshkosh	6,331	79,428	19,076	.....	104,835
655	Racine	2,190	97,159	30,437	.....	129,785
656	Sheboygan	.....	63,418	17,825	378	81,621
657	Stevens Point	.....	23,838	10,788	.....	34,626
658	Superior	31,170	119,051	45,577	.....	195,798
659	Watertown	230	17,190	7,480	.....	24,900
660	Wausau	4,275	46,207	50,014	.....	100,496
	WYOMING.					
661	Cheyenne	12,934	26,775	1,304	.....	41,013

TABLE 10.—*Summary of statistics of evening schools in cities of 8,000 population and over, 1905–6.*

	Number of cities reporting evening schools.	Number of schools.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools.
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
United States	203	1,054	2,617	3,887	[a]7,497	183,958	91,878	38,768	314,604	128,955	310,759
North Atlantic Division	134	762	2,081	3,416	[b]5,930	146,630	80,128	27,388	254,156	[c]100,474	251,797
South Atlantic Division	11	51	104	130	[d]244	2,636	1,613	7,232	11,481	[e]4,202	11,478
South Central Division	10	19	29	48	77	1,968	406	443	2,817	1,343	2,737
North Central Division	36	190	273	197	[f]1,020	25,012	8,214	3,705	36,931	18,941	36,759
Western Division	12	32	130	96	226	7,712	1,507	.....	9,219	[g]3,995	7,988
North Atlantic Division:											
Maine	5	8	17	20	37	559	316	100	975	447	975
New Hampshire	3	5	10	24	34	675	194	.....	869	529	868
Vermont	1	2	2	0	2	95	22	.....	117	.....	117
Massachusetts	46	281	445	1,052	[b]1,930	38,883	21,906	667	61,456	28,734	59,666
Rhode Island	7	51	151	208	359	5,816	2,678	.....	8,494	3,754	8,393
Connecticut	14	29	102	107	209	2,196	1,026	4,873	8,095	2,812	8,046
New York	25	148	1,094	1,125	2,219	76,719	46,798	1,804	125,321	43,207	125,264
New Jersey	15	50	140	300	440	13,186	5,225	.....	18,411	7,495	18,050
Pennsylvania	18	188	120	580	700	8,501	1,973	19,944	30,418	13,346	30,418
South Atlantic Division:											
Delaware	1	6	0	42	42	.....	.....	782	782	403	782
Maryland	1	17	69	24	93	.....	.....	6,450	6,450	1,815	6,450
District of Columbia	1	11	23	52	75	1,731	1,380	.....	3,111	1,494	3,111
Virginia	3	8	5	2	[d]17	297	52	.....	349	219	349
North Carolina	1	3	3	1	4	50	0	.....	50	.....	50
South Carolina	1	1	1	0	1	66	27	.....	93	87	93
Georgia	3	5	3	9	12	492	154	.....	646	159	643
South Central Division:											
Kentucky	3	8	5	27	32	1,037	333	25	1,395	535	1,358
Tennessee	3	6	8	11	19	186	16	418	620	[h]372	620
Louisiana	1	1	9	2	11	404	0	.....	404	186	404
Texas	3	4	[i]7	[i]8	[i]15	341	57	.....	398	250	355
North Central Division:											
Ohio	9	63	97	30	127	3,763	962	90	4,815	2,938	4,797
Indiana	3	6	24	2	26	727	228	.....	955	433	955
Illinois	6	46	12	7	569	13,307	4,556	.....	17,863	9,944	17,863
Michigan	7	22	55	37	92	2,147	712	.....	2,859	1,357	2,735
Wisconsin	3	29	40	35	75	379	123	3,507	4,009	1,381	4,009
Iowa	3	4	4	5	9	181	147	108	436	223	416
Missouri	2	15	38	67	105	3,849	1,271	.....	5,120	2,448	5,120
South Dakota	1	2	2	0	2	8	45	.....	53	28	53
Nebraska	2	3	1	14	15	651	170	.....	821	189	811
Western Division:											
Montana	1	2	1	6	7	60	15	.....	75	.....	75
Colorado	1	5	7	9	16	375	83	.....	458	101	458
Washington	1	3	15	6	21	733	200	.....	933	290	933
Oregon	1	3	4	7	11	367	97	.....	464	162	464
California	8	19	103	68	171	6,177	1,112	.....	7,289	3,407	6,058

[a] Includes 993 teachers whose sex was not reported.
[b] Includes 433 teachers in the Boston schools whose sex was not reported.
[c] Includes an estimate for Burlington, Vt.
[d] Includes 10 teachers in the Danville, Va., schools whose sex was not reported.
[e] Includes an estimate for Charlotte, N. C.
[f] Includes 550 teachers in the Chicago schools whose sex was not reported.
[g] Includes an estimate for Anaconda, Mont.
[h] Includes an estimate for Nashville.
[i] Includes an estimate for Dallas.

TABLE 11.—*Statistics of evening schools in cities of 8,000 population and over, 1905–6.*

City.	Number of schools.	Number of evenings schools were in session.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA.											
Alameda	1	184	2	0	2	107	7	.....	114	30	114
Los Angeles	1	181	6	0	6	459	0	.....	459	111	459
Oakland	4	183	10	5	15	1,230	231	.....	1,461	361	1,006
Sacramento	1	189	4	3	7	235	208	.....	443	125	443
San Francisco	9	150	77	59	136	3,949	652	.....	4,601	2,700	3,825
San Jose	1	23	3	0	3	144	7	.....	151	42	151
Santa Barbara	1	60	0	1	1	12	6	.....	18	16	18
Vallejo	1	191	1	0	1	41	1	.....	42	22	42
COLORADO.											
Denver	5	84	7	9	16	375	83	.....	458	101	458
CONNECTICUT.											
Ansonia	1	55	3	1	4	118	3	.....	121	43	121
Bridgeport	4	75	2	6	8	.....	.....	451	451	125	451
Danbury	3	75	2	1	3	*80	*70	.....	*150	*60	*150
Hartford	4	75	21	50	71	.....	.....	3,085	3,085	805	3,085
Manchester	1	75	4	8	12	216	434	.....	650	288	646
Meriden	1	50	1	7	8	270	68	.....	338	95	338
Naugatuck	1	75	2	2	4	191	66	.....	257	55	257
New Britain*	3	75	6	14	20	435	120	.....	555	309	555
New Haven	5	75	36	3	39	.....	.....	1,235	1,235	531	1,235
New London	1	75	3	3	6	.....	.....	102	102	61	102
Norwalk*	2	77	2	4	6	156	89	.....	245	69	245
Stamford	1	100	6	1	7	312	45	.....	357	56	312
Torrington	1	75	1	0	1	17	10	.....	27	13	27
Waterbury	1	77	13	7	20	401	121	.....	522	302	522
DELAWARE.											
Wilmington	6	66	0	42	42	.....	.....	782	782	403	782
DISTRICT OF COLUMBIA.											
Washington	11	57	23	52	75	1,731	1,380	.....	3,111	1,494	3,111
GEORGIA.											
Athens	1	173	0	3	3	68	93	.....	161	45	161
Atlanta	1	183	0	4	4	319	0	.....	319	73	316
Columbus	3	51	3	2	5	105	61	.....	166	.....	166
ILLINOIS.											
Chicago	38	75	.....	.....	550	12,766	4,467	.....	17,233	9,714	17,233
East St. Louis	2	141	3	0	3	131	13	.....	144	51	144
Freeport	1	60	1	1	2	60	15	.....	75	40	75
Joliet	1	109	2	5	7	108	33	.....	141	41	141
Peoria	3	80	2	1	3	50	20	.....	70	.....	70
Rockford	1	95	4	0	4	192	8	.....	200	60	200
INDIANA.											
Evansville	2	40	2	0	2	24	26	.....	50	34	50
Indianapolis	3	57	18	2	20	554	183	.....	737	348	737
South Bend	1	48	4	0	4	149	19	.....	168	51	168
IOWA.											
Cedar Rapids	2	a 58	0	3	3	56	72	.....	128	87	128
Des Moines (West side)	1	78	1	1	2	.....	.....	108	108	36	108
Sioux City	1	80	3	1	4	125	75	.....	200	100	180

*Statistics of 1904–5.

a In one school 52 days.

TABLE 11.—*Statistics of evening schools in cities of 8,000 population and over, 1905–6*—Continued.

City.	Number of schools.	Number of evenings schools were in session.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools.
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY.											
Covington	1	90	1	0	1	.....	.....	25	25	.....	25
Lexington*	1	120	1	5	6	110	12	.....	122	51	85
Louisville	6	104	3	22	25	927	321	.....	1,248	474	1,248
LOUISIANA.											
New Orleans	1	74	9	2	11	404	0	.....	404	186	404
MAINE.											
Augusta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Biddeford	1	63	2	4	6	132	71	.....	203	127	203
Lewiston	2	77	10	7	17	220	142	.....	362	200	362
Portland	1	60	2	8	10	207	103	.....	310	70	310
Waterville	4	.....	3	1	4	.....	.....	100	100	50	100
MARYLAND.											
Baltimore*	17	a 83	69	24	93	.....	.....	6,450	6,450	1,815	6,450
MASSACHUSETTS.											
Adams	2	42	2	9	11	154	189	.....	343	153	343
Attleboro	4	35	2	14	16	233	113	.....	346	180	340
Beverly	11	a 33	7	5	12	198	160	.....	358	216	349
Boston	24	a 88	.....	.....	433	14,298	9,378	.....	23,676	11,206	23,676
Brockton	5	48	5	20	25	605	167	.....	772	475	605
Brookline	5	.....	4	8	12	123	155	.....	278	129	278
Cambridge	7	65	35	42	77	1,475	1,019	.....	2,494	1,008	2,494
Chelsea	1	50	6	12	18	498	309	.....	807	365	807
Chicopee	4	40	1	30	31	279	182	.....	461	312	461
Clinton	2	76	2	13	15	261	93	.....	354	154	351
Everett	2	79	5	4	9	162	93	.....	255	124	255
Fall River	19	57	44	128	172	2,337	1,300	.....	3,637	1,867	3,637
Fitchburg	5	46	5	32	37	454	102	.....	556	193	556
Framingham	1	30	4	3	7	98	32	.....	130	48	130
Gardner	1	35	25	2	27	200	37	.....	237	164	230
Gloucester	1	23	1	2	3	30	22	.....	52	23	52
Greenfield	1	52	2	3	5	63	34	.....	97	38	97
Haverhill	6	60	5	29	34	213	123	.....	436	360	436
Holyoke	6	b 65	12	52	64	755	551	.....	1,306	694	1,306
Hyde Park	1	.....	3	6	9	.....	.....	258	258	131	258
Lawrence	55	73	38	47	85	1,680	1,051	.....	2,731	1,270	2,731
Lowell	18	75	53	135	188	2,754	1,429	.....	4,183	2,152	3,000
Lynn	3	46	16	37	53	1,368	749	.....	2,117	505	2,117
Malden	3	c 62	14	10	24	435	246	.....	681	301	681
Marlboro	6	49	7	1	8	203	12	.....	215	68	215
Medford	1	69	2	7	9	247	103	.....	350	77	350
Milford	1	51	1	9	10	238	41	.....	279	128	276
New Bedford	5	40	6	90	96	1,931	1,203	.....	3,134	1,507	3,086
Newburyport	2	30	1	5	6	28	26	.....	54	30	50
Newton	2	d 54	5	8	13	.....	.....	409	409	207	409
North Adams	14	40	1	16	17	241	89	.....	330	238	267
Northampton	3	60	2	10	12	95	47	.....	142	90	142
Peabody	1	40	2	7	9	143	4	.....	147	60	147
Pittsfield	8	47	4	5	9	235	108	.....	343	119	343
Quincy	3	40	5	7	12	485	50	.....	535	165	535
Salem	4	215	7	20	27	423	180	.....	603	204	603
Somerville	5	75	18	34	52	1,010	499	.....	1,509	553	1,509
Southbridge	4	39	1	11	12	147	121	.....	268	214	268
Springfield	7	78	25	65	90	1,529	737	.....	2,266	944	2,266

* Statistics of 1904–5.
a Average.
b In elementary schools, 40 evenings.
c In one school, 45 evenings.
d Drawing classes, 33 evenings.

TABLE 11.—*Statistics of evening schools in cities of 8,000 population and over, 1905-6*—Continued.

City.	Number of schools.	Number of evenings schools were in session.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools.
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—continued.											
Taunton	9	[a] 36	11	14	25	400	118	.....	518	323	518
Waltham	3	100	6	9	15	293	109	.....	402	204	207
Watertown	1	.....	2	0	2	76	0	.....	76	30	76
Webster	2	50	4	6	10	139	103	.....	242	75	242
Westfield	1	39	1	3	4	71	30	.....	101	42	101
Woburn	1	38	3	6	9	167	38	.....	205	56	203
Worcester	17	112	40	76	116	1,909	754	.....	2,663	1,332	2,663
MICHIGAN.											
Bay City	5	74	5	0	5	264	34	.....	298	96	298
Detroit	9	62	33	12	45	1,237	309	.....	1,546	579	1,441
Grand Rapids	4	36	6	5	11	256	49	.....	305	244	305
Kalamazoo	1	59	5	4	9	56	108	.....	164	.....	150
Manistee	1	48	1	9	10	150	125	.....	275	200	260
Muskegon	1	.....	0	2	2	65	4	.....	69	.....	69
Saginaw (East side)	1	96	5	5	10	119	83	.....	202	123	212
MISSOURI.											
Kansas City	1	44	3	0	3	161	3	.....	164	47	164
St. Louis	14	60	35	67	102	3,688	1,268	.....	4,956	2,401	4,956
MONTANA.											
Anaconda	2	2	1	6	7	60	15	.....	75	.....	75
NEBRASKA.											
Lincoln	1	87	0	2	2	80	3	.....	83	36	83
Omaha	2	97	1	12	13	571	167	.....	738	153	738
NEW HAMPSHIRE.											
Dover	1	59	3	5	8	143	12	.....	155	83	154
Manchester	3	78	5	13	18	332	102	.....	434	246	434
Nashua	1	50	2	6	8	200	80	.....	280	200	280
NEW JERSEY.											
Bayonne	1	64	2	11	13	327	103	.....	430	209	430
Bloomfield	1	64	6	2	8	161	71	.....	232	68	200
Camden	2	64	2	2	4	95	38	.....	133	53	133
Englewood	1	64	1	3	4	123	35	.....	158	37	158
Harrison*	1	64	2	8	10	222	134	.....	356	178	356
Hoboken	1	64	1	13	14	465	186	.....	651	277	651
Jersey City	5	[b] 67	17	40	57	2,248	1,001	.....	3,249	1,006	3,249
Millville	2	74	0	4	4	183	0	.....	183	36	183
Montclair	3	87	6	4	10	115	44	.....	159	45	130
Newark	15	[c] 74	81	125	206	5,912	2,330	.....	8,242	3,747	7,942
New Brunswick	1	64	3	4	7	164	71	.....	235	81	235
Passaic	2	134	0	18	18	425	333	.....	758	239	758
Paterson	6	75	18	39	57	2,084	659	.....	2,743	954	2,743
Phillipsburg	1	64	1	1	2	39	5	.....	44	33	44
Trenton	8	87	0	26	26	623	215	.....	838	532	838

*Statistics of 1904-5.
[a] Drawing classes, 40 evenings.
[b] One school, 88 evenings.
[c] High School, 92, and drawing classes, 132 evenings.

TABLE 11.—*Statistics of evening schools in cities of 8,000 population and over, 1905–6*—Continued.

City.	Number of schools.	Number of evenings schools were in session.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools.
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK											
Albany	5	[a] 78	11	34	45	1,231	539	.....	1,770	595	1,770
Auburn	1	35	3	4	7	79	0	.....	79	47	79
Batavia	1	45	1	5	6	60	36	.....	96	61	90
Binghamton	1	85	3	1	4	142	49	.....	191	59	191
Buffalo	13	3	75	41	116	2,605	1,202	.....	3,807	2,204	3,807
Cohoes	1	97	0	3	3	50	100	.....	150	50	150
Elmira	1	.....	2	3	5	59	27	.....	86	62	84
Jamestown	1	58	7	24	31	.....	.....	725	725	.....	725
Lansingburg	1	111	0	1	1	91	0	.....	91	14	91
Lockport	1	70	0	3	3	118	29	.....	147	30	145
Mount Vernon	1	59	1	5	6	163	52	.....	215	64	212
New Rochelle	1	56	5	1	6	202	52	.....	254	83	223
New York	90	[b] 90	850	831	1,681	65,824	41,226	.....	107,050	35,838	107,050
Niagara Falls	2	45	3	5	8	141	44	.....	185	80	185
Ogdensburg [c]	1	16	1	2	3	165	53	.....	218	77	218
Port Jervis	1	32	1	0	1	30	38	.....	68	12	68
Poughkeepsie	1	71	2	2	4	71	36	.....	107	48	102
Rochester	5	71	74	82	156	2,772	2,660	.....	5,432	1,605	5,432
Schenectady	3	56	17	14	31	899	125	.....	1,024	430	1,024
Syracuse	5	93	6	22	28	651	186	.....	837	371	837
Troy	4	94	4	8	12	.....	.....	.....	.....	.....	.....
Utica	3	58	2	19	21	.....	.....	1,079	1,079	343	1,079
Watertown	1	80	0	2	2	35	0	.....	35	21	35
White Plains	1	40	1	6	7	76	53	.....	129	73	121
Yonkers	3	70	25	7	32	720	234	.....	954	431	954
NORTH CAROLINA.											
Charlotte*	3	.....	3	1	4	50	0	.....	50	.....	50
OHIO.											
Akron	5	77	5	0	5	131	15	.....	146	63	146
Cincinnati	5	128	23	14	37	1,555	569	.....	2,124	1,167	2,124
Cleveland	44	[d] 105	62	10	72	1,906	284	.....	2,190	1,500	2,190
Columbus	2	100	0	4	4	76	17	.....	93	55	93
Dayton	2	[e] 72	2	0	2	.....	.....	90	90	59	90
Mansfield	1	55	2	1	3	16	34	.....	50	44	32
Steubenville	1	181	1	0	1	40	0	.....	40	9	40
Warren	2	36	1	1	2	22	30	.....	52	28	52
Xenia	1	73	1	0	1	17	13	.....	30	13	30
OREGON.											
Portland	3	100	4	7	11	367	97	.....	464	162	464
PENNSYLVANIA.											
Allegheny	8	80	8	7	15	346	74	.....	420	266	420
Allentown	3	.....	3	2	5	86	71	.....	157	141	157
Altoona	4	80	4	0	4	.....	.....	320	320	.....	320
Carbondale*	5	70	4	1	5	298	33	.....	331	176	331
Erie	8	80	2	6	8	288	24	.....	312	137	312
Lancaster	6	120	3	15	18	269	185	.....	454	180	454
Mount Carmel	2	40	2	0	2	191	0	.....	191	69	191
Nanticoke	6	80	3	3	6	500	0	.....	500	212	500
Philadelphia	47	56	28	465	493	.....	.....	19,624	19,624	7,978	19,624
Pittsburg	6	60	4	8	12	2,016	227	.....	2,243	782	2,243
Plymouth	7	.....	3	4	7	283	23	.....	306	201	306
Reading	11	112	20	0	20	632	341	.....	973	438	973

* Statistics of 1904–5.
[a] High school, 90 evenings.
[b] High school, 120 evenings.
[c] Under public school management but expense not borne by city.
[d] High school, 100 evenings.
[e] Colored school, 38 evenings.

TABLE 11.—*Statistics of evening schools in cities of 8,000 population and over, 1905–6*—Continued.

City.	Number of schools.	Number of evenings schools were in session.	Teachers.			Pupils.				Average daily attendance.	Pupils of evening schools not attending day schools.
			Men.	Women.	Total.	Men and boys.	Women and girls.	Not reported as to sex.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued.											
Scranton	36	48	15	49	64	1,941	626	.....	2,567	1,937	2,567
Shamokin	4	80	4	0	4	149	0	.....	149	65	149
Shenandoah	6	80	1	5	6	472	87	.....	559	135	559
Wilkesbarre	15	80	5	10	15	698	104	.....	802	216	802
Williamsport	2	60	2	0	2	93	56	.....	149	61	149
York	12	77	9	5	14	239	122	.....	361	142	361
RHODE ISLAND.											
Central Falls	5	75	16	13	29	341	79	.....	420	220	413
Cranston	1	50	2	0	2	40	14	.....	54	21	54
Cumberland	5	[a] 44	7	4	11	222	121	.....	343	145	333
Newport	6	197	3	7	10	172	122	.....	294	108	264
Pawtucket	9	[b] 60	24	26	50	805	310	.....	1,115	602	1,061
Providence	17	[c] 100	90	108	198	3,667	1,711	.....	5,378	2,265	5,378
Woonsocket	8	50	9	50	59	569	321	.....	890	393	890
SOUTH CAROLINA.											
Anderson	1	40	1	0	1	66	27	.....	93	87	93
SOUTH DAKOTA.											
Lead	2	[d] 60	2	0	2	8	45	.....	53	28	53
TENNESSEE.											
Jackson [e]	1	83	3	5	8	86	16	.....	102	73	102
Memphis	1	165	1	2	3	100	0	.....	100	49	100
Nashville	4	100	4	4	8	.....	.....	418	418	.....	418
TEXAS.											
Dallas	2	96	.....	.....	.....	157	16	.....	173	85	155
Houston	1	90	2	5	7	174	31	.....	205	150	180
Palestine	1	60	1	0	1	10	10	.....	20	15	20
VERMONT.											
Burlington	2	170	2	0	2	95	22	.....	117	.....	117
VIRGINIA.											
Danville	1	42	.....	.....	10	92	40	.....	132	70	132
Norfolk*	4	88	2	2	4	110	0	.....	110	85	110
Roanoke	3	68	3	0	3	95	12	.....	107	64	107
WASHINGTON.											
Seattle	3	75	15	6	21	733	200	.....	933	290	933
WISCONSIN.											
Milwaukee	10	78	31	31	62	.....	.....	3,507	3,507	1,198	3,507
Oshkosh	4	60	5	3	8	190	62	.....	252	86	252
Sheboygan	5	48	4	1	5	189	61	.....	250	97	250

* Statistics of 1904–5.
[a] In one school, 40 evenings.
[b] In one school, 30 evenings.
[c] In one school, 85 evenings.
[d] In one school, 150 evenings.
[e] Maintained by the Pastors' Association, but under public management.

TABLE 12.—*Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers, in cities and villages containing from 4,000 to 8,000 inhabitants, 1905–6.*

Cities and villages of—	Number of city and village 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).
							Men.	Women.	Total.	
1	2	3	4	5	6	7	8	9	10	11
United States	664	3,167,826	718,576	101,801,905	558,352	1,289	1,787	15,073	16,860	94,733
North Atlantic Division	239	1,182,684	247,163	37,315,045	195,872	504	511	5,676	6,187	33,896
South Atlantic Division	55	254,711	59,338	7,483,856	42,472	77	172	996	1,168	5,529
South Central Division	74	327,325	77,166	9,526,469	55,694	98	225	1,289	1,514	11,572
North Central Division	261	1,255,262	290,023	41,514,080	230,534	531	754	6,201	6,955	37,590
Western Division	35	147,844	a 44,886	a 5,962,455	a 33,780	a 79	a 125	a 911	a 1,036	a 6,146
North Atlantic Division:										
Maine	13	70,254	12,720	1,894,090	10,970	29	37	367	404	2,008
New Hampshire	4	24,289	3,719	548,218	3,110	6	6	89	95	1,422
Vermont	6	33,461	5,730	870,715	4,858	17	8	161	169	2,009
Massachusetts	59	308,706	60,945	10,266,150	51,521	168	132	1,635	1,767	3,050
Rhode Island	7	37,076	7,001	949,279	5,070	12	19	174	193	651
Connecticut	8	51,491	11,539	1,705,744	9,114	27	12	273	285	1,953
New York	41	191,076	36,588	5,325,542	28,115	74	46	921	967	5,732
New Jersey	23	106,020	24,089	3,333,469	17,698	52	35	550	585	3,950
Pennsylvania	78	360,311	84,832	12,421,838	65,416	119	216	1,506	1,722	12,121
South Atlantic Division:										
Maryland	3	15,298	3,080	448,950	2,396	1	10	55	65	250
Virginia	8	40,705	7,844	1,068,551	5,829	11	22	131	153	990
West Virginia	6	27,985	7,828	977,547	5,686	11	35	149	184	300
North Carolina	9	41,762	11,208	1,261,009	7,269	17	22	174	196	850
South Carolina	14	62,560	15,964	2,038,386	11,538	17	42	239	281	1,329
Georgia	12	54,815	10,575	1,414,560	7,792	14	35	195	230	1,360
Florida	3	11,586	2,839	274,853	1,962	6	6	53	59	450
South Central Division:										
Kentucky	12	60,161	11,245	1,579,155	8,542	20	31	199	230	1,995
Tennessee	7	30,914	6,696	894,608	5,003	6	22	103	125	700
Alabama	11	48,717	8,848	1,105,205	6,388	13	22	166	188	1,085
Mississippi	7	29,730	9,347	1,201,083	6,718	14	19	157	176	1,125
Louisiana	5	22,607	4,050	478,780	2,906	8	11	61	72	1,242
Texas	20	88,274	22,325	2,605,156	15,731	22	85	363	448	4,015
Arkansas	5	22,357	5,940	656,134	3,962	6	16	85	101	655
Oklahoma	4	12,706	4,290	602,096	3,577	6	9	91	100	380
Indian Territory	3	11,859	4,425	404,252	2,867	3	10	64	74	375

North Central Division:										
Ohio	47	240,728	51,085	7,497,807	41,577	77	156	1,102	1,258	5,820
Indiana	32	158,296	35,697	5,022,837	28,612	85	159	702	861	3,585
Illinois	41	186,162	44,235	6,260,547	34,976	77	94	901	995	6,387
Michigan	31	153,432	34,663	5,617,233	28,762	72	66	843	909	5,868
Wisconsin	21	101,055	21,718	3,087,511	17,473	32	57	503	560	6,568
Minnesota	16	73,438	18,072	2,684,245	14,840	34	25	423	448	2,748
Iowa	21	88,062	21,422	3,055,091	17,232	47	33	529	562	1,075
Missouri	21	106,034	25,398	3,311,102	18,971	45	83	456	539	2,545
North Dakota	4	9,895	3,035	370,486	2,124	8	6	71	77	540
South Dakota	5	19,117	5,062	659,271	3,752	8	17	122	139	450
Nebraska	8	45,428	11,574	1,567,810	8,859	21	15	238	253	654
Kansas	14	73,615	18,062	2,400,140	13,356	25	43	311	354	1,350
Western Division:										
Montana	2	7,785	2,695	376,113	2,205	4	6	57	63	175
Wyoming	2	5,922	1,867	243,326	1,349	5	2	39	41	25
Colorado	6	25,059	8,249	1,042,440	5,944	21	22	158	180	395
New Mexico	2	9,143	1,538	169,953	1,034	2	5	29	34	600
Utah	3	15,395	4,362	604,135	3,484	10	22	73	95	675
Nevada	1	4,500								
Idaho	1	4,046	1,221	156,457	927	1	2	25	27	200
Washington	4	14,989	5,537	715,451	4,049	12	15	115	130	910
Oregon	4	15,442	5,475	767,593	4,238	4	12	112	124	1,236
California	10	45,563	12,242	1,696,987	9,550	18	36	276	312	1,800

[a] Including an estimate for Nevada.

TABLE 13.—*Summary, by States, etc., of school property and expenditures in cities and villages containing from 4,000 to 8,000 inhabitants, 1905–6.*

Cities and villages 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	3,128	716,837	$51,340,510	$9,132,465	$14,178,167
North Atlantic Division	1,350	255,541	20,283,342	3,412,219	5,535,778
South Atlantic Division	192	52,553	2,335,360	508,226	674,371
South Central Division	274	70,097	3,312,588	704,936	950,043
North Central Division	1,121	298,190	21,851,141	3,717,588	5,895,346
Western Division	[a] 191	40,456	3,558,079	789,496	1,122,629
North Atlantic Division:					
Maine	169	14,602	764,500	160,938	235,796
New Hampshire	38	3,900	309,800	48,534	66,730
Vermont	39	6,584	552,000	86,167	156,870
Massachusetts	483	65,610	6,174,359	1,008,737	1,494,474
Rhode Island	72	7,461	391,847	83,413	139,154
Connecticut	71	12,364	903,713	154,815	240,960
New York	131	33,832	2,959,398	548,049	870,487
New Jersey	91	24,585	1,952,740	385,870	612,895
Pennsylvania	256	86,603	6,274,985	935,696	1,718,412
South Atlantic Division:					
Maryland	10	3,380	133,000	60,243	88,385
Virginia	25	6,281	251,075	55,890	68,801
West Virginia	34	7,625	688,460	80,616	123,535
North Carolina	34	10,090	414,000	84,502	112,822
South Carolina	55	12,707	375,525	103,251	122,346
Georgia	24	10,240	426,300	104,500	125,922
Florida	10	2,230	47,000	19,224	32,560
South Central Division:					
Kentucky	38	10,000	601,375	114,793	166,651
Tennessee	20	6,560	218,000	46,779	61,712
Alabama	35	8,612	293,500	80,005	103,701
Mississippi	28	8,528	344,700	79,917	95,127
Louisiana	20	2,980	247,000	20,039	53,167
Texas	78	20,612	845,648	234,211	297,698
Arkansas	17	5,023	280,000	51,600	65,140
Oklahoma	22	3,982	225,000	44,800	56,000
Indian Territory	16	3,800	257,365	32,792	50,847
North Central Division:					
Ohio	182	53,964	4,520,625	686,723	1,045,030
Indiana	123	35,698	2,623,400	504,439	715,293
Illinois	168	44,650	2,884,764	525,295	803,343
Michigan	144	35,930	2,704,500	482,810	797,304
Wisconsin	99	24,721	1,747,500	292,916	491,530
Minnesota	77	18,752	1,586,365	267,555	540,655
Iowa	84	20,620	1,609,616	282,930	438,981
Missouri	89	25,298	1,398,810	241,558	353,931
North Dakota	11	3,300	325,000	51,365	145,944
South Dakota	30	5,241	326,161	77,551	128,580
Nebraska	54	11,740	853,900	132,141	190,645
Kansas	60	18,276	1,276,500	172,305	244,110
Western Division:					
Montana	10	2,267	310,000	46,092	29,000
Wyoming	12	1,775	86,000	28,800	33,562
Colorado	32	7,237	553,450	202,998	284,974
New Mexico	6	1,430	125,000	19,301	24,760
Utah	18	3,878	270,385	49,340	111,121
Nevada					
Idaho	2	1,400	93,231	19,763	35,833
Washington	24	5,050	400,393	81,666	143,493
Oregon	28	5,400	646,000	70,724	114,466
California	55	10,819	983,620	246,812	315,420

[a] Including estimates for Nevada.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6.*

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Eufaula	4,532	.....	1,887	100	323	321	644	176	a 104,368	593	1	2	12	14	4	600	$15,000	$6,324	$7,196
2	Florence	6,478	7-21	2,054	*250	.....	.....	952	160	a 100,800	630	1	2	16	18	*4	* 800	30,000	6,072	6,901
3	Gadsden	4,282	7-21	2,300	50	550	700	1,250	180	174,240	968	1	4	21	25	4	1,125	45,000	10,000	11,240
4	New Decatur	4,437	7-21	.....	.....	.....	.....	970	180	109,834	615	1	3	16	19	5	900	25,000	7,124	10,821
5	Opelika	4,245	7-21	2,019	250	315	442	757	180	a 92,880	516	1	2	15	17	2	*775	32,000	9,165	10,122
6	Phoenix	4,163	7-21	a 650	85	145	195	340	180	a 34,380	191	1	0	6	6	1	275	3,500	2,970	3,000
7	Pratt City	3,485	7-21	1,495	.....	477	526	1,003	174½	124,836	742	1	2	17	19	3	1,000	18,000	9,000	11,500
8	Talladega	5,056	7-21	1,700	.....	303	358	661	180	a 86,220	479	1	1	14	15	4	700	30,000	7,200	8,350
9	Troy*	4,097	7-21	2,099	0	286	398	684	162	76,302	471	1	1	13	14	2	600	30,000	5,672	14,225
10	Tuscaloosa	5,094	7-21	2,300	350	463	533	996	160	97,920	612	3	2	19	21	2	987	35,000	8,533	9,997
11	Woodlawn	2,848	7-21	1,565	.....	295	296	591	175	103,425	571	1	3	17	20	4	850	30,000	7,945	10,349
	ARKANSAS.																			
12	Fayetteville	4,061	6-21	2,200	.....	612	602	1,214	160	117,694	789	1	2	18	20	4	1,000	45,000	7,000	12,000
13	Helena	5,550	6-21	2,400	125	* 400	* 500	*900	* 178	*a131,364	* 738	2	4	17	21	3	965	.....	.....	.....
14	Jonesboro	4,508	6-21	2,121	200	770	820	1,590	160	a 157,920	987	1	5	18	23	4	1,000	45,000	12,500	13,500
15	Paragould	3,324	6-21	1,620	200	355	396	751	158	a 82,476	522	1	3	8	11	2	658	20,000	5,700	6,800
16	Texarkana	4,914	6-21	2,816	30	696	789	1,485	180	a 166,680	926	1	2	24	26	4	1,400	110,000	16,400	17,840
	CALIFORNIA.																			
17	Bakersfield	4,836	5-17	1,185	0	531	454	985	177	136,252	788	3	1	18	19	3	968	85,000	16,976	22,228
18	Grass Valley	4,719	5-17	1,275	93	470	412	882	184	160,784	863	1	5	19	24	8	954	45,000	19,150	23,420
19	Napa	4,036	5-17	1,352	40	585	546	1,131	187	164,358	879	1	1	20	21	3	1,000	50,000	*17,850	.....
20	Pomona	5,526	6-17	1,639	*92	665	670	1,335	168	177,142	1,054	1	1	30	31	4	.....	92,000	22,840	27,622
21	Redlands	4,797	5-17	2,242	237	1,089	1,089	2,178	171	273,055	1,590	6	8	54	62	11	2,506	243,320	50,229	68,320
22	San Rafael	3,879	5-17	932	600	374	414	788	183	107,225	586	1	1	18	19	4	900	53,300	17,375	22,845
23	Santa Ana	4,933	5-17	1,656	0	930	978	1,908	177	226,821	1,409	2	11	44	55	8	1,690	140,000	44,712	51,177
24	Santa Clara	3,650	5-17	961	333	241	245	486	186	74,764	402	1	0	17	17	1	475	75,000	9,000	13,404
25	Santa Cruz	5,659	5-17	2,422	310	815	876	1,691	186	233,252	1,264	1	5	36	41	9	1,696	125,000	30,563	40,392
26	Watsonville	3,528	5-17	1,040	.....	415	443	858	187	133,334	715	1	3	20	23	4	800	75,000	18,087	23,589

*Statistics of 1904–5.

a Approximate.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	COLORADO.																			
27	Canyon City	3,775	*6–21	*1,258	20	626	597	1,223	176	153,817	880	2	1	23	24	6	950	$125,600	$22,917	$32,314
28	Florence	3,728	6–21	1,172	.....	504	617	1,121	173	116,557	674	3	4	17	21	5	920	38,500	16,080	51,991
29	Grand Junction	3,503	6–21	1,778	50	845	899	1,744	175	a 227,850	1,302	2	4	34	38	5	1,517	54,350	27,826	48,511
30	Salida	3,722	6–21	1,148	25	467	517	984	175	a 131,600	752	2	3	18	21	3	900	.....	16,115	21,515
31	Trinidad*	5,345	6–21	2,121	300	904	999	1,903	178	226,416	1,272	6	3	36	39	8	1,600	200,000	26,000	a 30,000
32	Victor	4,986	6–21	1,624	0	631	643	1,274	175	186,200	1,064	6	7	30	37	5	1,350	75,000	94,000	100,643
	CONNECTICUT.																			
33	Bristol	6,268	4–15	2,538	343	1,048	971	2,019	188	a 333,700	1,775	6	1	44	45	13	2,167	127,900	30,451	47,502
34	Putnam*	6,667	4–16	1,554	551	.....	.....	805	180	90,180	501	2	2	24	26	7	870	69,600	11,910	18,000
35	Rockville	7,287	4–16	1,839	335	560	764	1,324	190	a 236,930	1,247	0	4	35	39	13	1,486	126,000	19,767	25,447
36	Southington	5,890	4–16	1,299	10	581	608	1,189	183	163,840	895	3	1	32	33	12	1,494	85,000	16,989	24,464
37	South Norwalk	6,591	4–16	1,800	.....	.....	.....	1,610	190	a 242,326	1,275	4	2	37	39	4	1,850	200,000	.....	22,500
38	Wallingford	6,737	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	West Haven	5,247	5–16	1,195	0	746	760	1,506	176	201,556	1,142	4	0	29	29	5	1,409	86,350	16,715	37,904
40	Winsted	6,804	4–16	1,431	640	470	478	948	182	123,416	678	3	1	23	24	3	839	69,000	12,808	18,143
	FLORIDA.																			
41	Lake City*	4,013	6–21	.....	150	525	430	955	160	114,600	716	2	2	13	15	2	400	11,000	5,060	5,560
42	Palatka	3,301	6–21	629	100	313	361	674	160	65,873	466	3	2	13	15	2	.....	16,000	6,164	16,000
43	St. Augustine*	4,272	6–21	1,250	200	560	650	1,210	158	94,380	780	1	2	27	29	6	1,300	20,000	8,000	11,000
	GEORGIA.																			
44	Albany	4,606	6–18	*2,000	a 420	430	480	910	180	a 126,720	704	1	3	22	25	3	500	43,000	8,600	9,300
45	Dalton	4,315	6–21	.....	.....	478	525	1,003	180	100,800	560	1	0	13	13	.....	.....	8,000	.....	5,400
46	Dublin	2,987	6–18	1,345	115	405	511	916	177	131,123	615	1	5	16	21	3	1,000	35,000	9,810	11,246
47	Elberton*	3,834	.....	.....	.....	.....	.....	563	173	.....	.....	1	1	13	14	2	600	7,000	6,152	6,921
48	Gainesville	4,382	*6–18	*1,554	100	425	575	1,000	180	a 158,400	880	1	1	14	15	2	*1,150	25,000	*7,042	8,955
49	Griffin	6,857	6–18	1,800	0	600	380	980	180	.....	.....	1	4	21	25	4	1,200	50,000	12,000	15,000
50	Lagrange	4,274	6–18	1,639	100	457	529	986	175	138,197	790	1	5	21	26	5	950	27,000	12,824	15,169

51	Marietta	4,446	6–18	a 1,400	0	463	564	1,027	180	135,324	752	1	3	15	18	2	1,000	35,000	9,377	12,940
52	Milledgeville	4,219																		
53	Newnan	3,654	6–16	a 900	0	427	423	850	187	140,000	700	1	2	16	18	4	900	50,000	9,000	10,000
54	Thomasville	5,322	6–21	1,600	300	230	460	690	163	87,096	a 534	1	3	15	18	2	.....	20,800	8,129	10,000
55	Waycross	5,919	6–18	1,632	25	510	590	1,100	175	140,000	800	2	3	18	21	2	1,200	50,000	10,557	12,591
	IDAHO.																			
56	Pocatello	4,046	6–21	1,866	200	592	629	1,221	174	156,457	927	1	2	25	27	2	1,400	93,231	19,763	35,833
	ILLINOIS.																			
57	Batavia	3,871	6–21	714	25	196	232	428	184	60,520	327	1	1	8	9	1	422	30,000	5,155	7,000
58	Beardstown	4,827	6–21	1,507	55	606	595	1,201	181	169,051	945	2	3	27	30	9	1,224	50,000	13,639	18,402
	Belvidere:																			
59	North side	6,937	6–21	800	150	200	350	550	195	88,000	450	2	0	17	17	2	650	50,000	10,000	14,000
60	South side		6–21	1,213	0	417	585	1,002	194	189,150	975	3	2	27	29	3	.....	88,000	15,750	.....
61	Blue Island	6,114	6–21	2,344	300	807	712	1,519	192	243,739	1,275	1	1	32	33	5	1,543	90,000	27,500	37,490
62	Charleston	5,488	6–21	*1,952	0	535	482	1,017	171	137,500	840	2	4	24	28	4	1,148	90,000	13,998	19,361
63	Chicago Heights	5,100	6–21	2,340	75	915	779	1,694	194	289,079	1,498	1	0	32	32	7	1,627	82,000	22,500	33,600
64	Clinton	4,452	6–21	1,729	13	647	651	1,298	184	188,416	1,024	2	1	32	33	4	1,200	165,000	17,262	30,000
65	Collinsville	4,021	6–21	2,043	500	570	630	1,200	185	150,000	800	1	5	16	21	4	1,400	40,000	10,080	16,000
66	De Kalb	5,904	6–21	1,735	0	635	667	b 1,302	b 190	b 104,881	b 1,049	6	0	25	25	5	1,400	120,000	16,325	25,315
67	Duquoin	4,353	6–21	1,600	225	520	583	1,103	177	148,149	837	1	3	18	21	4	1,200	50,000	9,192	11,192
68	Edwardsville	4,157	6–21	1,568	200	537	487	1,024	180	149,977	792	1	2	19	21	3	1,024	40,780	9,356	12,906
69	Effingham	3,774	6–21	1,231	267	316	309	625	186	107,054	576	2	2	12	14	3	650	45,000	7,570	10,031
70	Galena	5,005	6–21	1,600	250	375	400	775	190	133,000	700	1	1	17	18	6	900	100,000	11,000	15,000
71	Harlem	4,085	6–21	1,452	167	382	394	776	200	125,117	a 625	0	2	14	16	2	717	56,697	8,655	18,498
72	Harvey	5,395	6–21	2,466	0	755	715	1,470	184	170,071	908	3	0	22	22	5	1,150	120,000	14,100	20,397
73	Hoopeston	3,823	6–21	1,455	0	501	502	1,003	187	a 152,405	815	3	4	22	26	3	1,100	60,000	13,785	29,812
74	La Grange	3,969	*6–21	*1,191	92	450	483	933	193	129,859	673	4	0	24	24	3	*900	75,000	18,549	31,568
75	Litchfield	5,918	6–21	1,818	150	693	709	1,302	c 166	176,358	1,062	2	1	25	26	4	1,350	65,000	9,307	13,720
76	Macomb	5,375	6–21	.....	160	529	545	1,074	190	162,948	858	2	1	25	26	4	1,100	70,000	13,785	17,500
77	Maywood d	4,532	6–21	2,845	385	944	839	1,783	193	272,601	1,441	3	5	37	42	8	1,756	138,512	26,815	63,422
78	Mendota (East Side)	3,736	6–21	576	0	229	215	444	183	64,587	353	2	1	10	11	2	420	35,000	4,720	5,650
79	Metropolis	4,069	6–21	1,147	0	425	457	882	176	107,329	611	1	3	16	19	4	900	30,000	8,000	10,000
80	Morris	4,273	*6–21	*1,252	*86	*524	*534	*1,058	*185	*138,750	*750	2	3	22	25	*5	*1,106	*65,000	*13,193	*15,000
81	Mount Carmel	4,311	6–21	1,150	.....	560	590	1,150	180	170,000	975	1	4	20	24	6	1,200	*55,000	10,000	14,000
82	Mount Vernon	5,216	6–21	2,367	0	964	959	1,923	172	229,523	1,334	2	6	30	36	4	1,740	56,000	14,650	22,692
83	Murphysboro	6,463	6–21	2,845	350	741	757	1,498	171	174,591	1,021	1	5	27	32	4	1,550	60,000	15,800	19,500
84	Normal	3,795	6–21	1,479	.....	439	478	917	187	149,790	800	1	6	21	27	4	.....	40,000	9,782	14,576
85	Olney	4,260	6–21	1,187	0	458	488	946	183	140,500	772	1	2	18	20	3	1,000	55,000	8,029	10,390
86	Pana	5,530	6–21	2,828	300	528	553	1,081	170	155,564	915	2	4	24	28	5	1,200	45,000	14,420	17,000
87	Paris	6,105	6–21	2,050	175	.....	.....	2,225	180	288,000	1,600	2	.....	.....	46	6	*1,455	*90,000	*16,005	30,000
88	Peru	6,863	.....	.....	600	.....	.....	.....	195	136,500	700	1	.....	.....	.....	4	970	75,000	13,354	19,934
89	Pontiac	4,266	6–21	1,072	150	494	478	972	189	148,172	773	3	0	24	24	4	1,000	125,000	13,320	19,073
90	Princeton	4,023	6–21	1,200	20	390	510	900	180	a 151,200	840	3	3	25	28	4	1,000	120,000	*8,850	30,000
91	Spring Valley	6,214	6–21	3,300	800	600	750	1,350	180	165,623	1,150	1	0	21	21	5	1,325	20,000	*15,000	*20,000
	Sterling:															3				
92	District No. 11	6,309	6–21	1,112	100	414	432	846	185	124,819	675	3	0	20	20		800	75,000	10,999	15,330
93	District No. 8 (Wallace School)		6–21	680	90	209	199	408	179	57,621	322	1	0	10	10	2	500	40,000	6,800	8,178

* Statistics of 1904–5. a Approximate. b Does not include high school. c In high school 187 days. d Includes Melrose Park.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ILLINOIS—continued.																			
94	Sycamore	3,653	6–21	.....	.....	369	431	800	187	142,120	760	1	3	19	22	5	1,112	$80,000	$13,050	$14,500
	Taylorville:																			
95	East side	4,248	6–21	966	8	396	402	798	147	79,490	540	1	0	15	15	2	580	40,275	7,000	10,306
96	West side		6–21	622	19	240	205	445	150	56,695	396	1	1	12	13	2	500	50,000	6,000	[a] 13,000
97	Urbana	5,728	6–21	3,160	0	802	840	1,642	190	231,798	1,219	4	8	28	36	5	1,700	102,500	22,000	27,000
	INDIANA.																			
98	Bedford	6,115	6–21	1,923	0	941	906	1,847	173	[a] 256,660	1,483	3	5	32	37	4	1,600	130,000	25,031	32,650
99	Bloomington	3,460	6–21	1,900	0	835	865	1,700	174	228,949	1,482	3	8	34	42	4	1,187	101,200	24,175	32,962
100	Bluffton	4,479	6–21	1,235	0	494	529	1,023	196	166,400	834	1	7	18	25	4	1,050	75,000	16,948	23,948
101	Connersville	6,836	6–21	1,845	211	551	632	1,183	174	165,474	951	7	2	23	25	4	1,214	110,000	21,232	26,500
102	Crawfordsville	6,649	6–21	2,033	50	729	785	1,514	178	[a] 209,752	1,184	4	8	25	33	5	1,400	185,000	21,944	28,000
103	Decatur *	4,142	6–21	1,234	375	390	412	802	177	115,634	653	1	7	16	23	4	840	50,000	14,456	16,756
104	East Chicago	3,411	6–21	2,073	450	697	747	1,444	190	197,353	1,039	3	3	33	36	7	1,380	164,000	21,581	58,819
105	Franklin	4,005	6–21	1,185	0	448	480	928	174	128,773	728	3	6	23	29	3	930	51,900	16,431	20,669
106	Garrett	3,910	6–21	1,244	300	366	361	727	178	102,350	575	1	5	9	14	4	600	29,800	7,494	11,631
107	Gas City	3,622	6–21	1,210	0	378	443	821	177	107,672	608	2	1	16	17	2	740	30,700	9,975	13,296
108	Greenfield	4,489	6–21	1,272	0	514	544	1,058	160	137,703	861	2	7	21	28	4	1,125	79,000	14,380	21,090
109	Greensburg	5,034	6–21	1,552	90	536	517	1,053	180	153,944	855	2	2	24	26	2	1,060	64,000	15,466	21,000
110	Hartford City	5,912	6–21	1,777	102	650	704	1,354	173½	172,967	1,000	2	4	32	36	6	1,295	84,000	20,198	31,117
111	Laporte	7,113	6–21	4,474	500	725	747	1,472	184	202,674	1,101	1	7	34	41	5	1,545	150,000	26,905	37,616
112	Lawrenceburg	4,326	6–21	1,300	200	355	367	722	180	[a] 105,300	585	2	4	17	21	3	750	50,000	11,712	17,591
113	Lebanon	4,465	6–21	1,327	0	604	624	1,228	178	163,404	918	2	3	24	27	3	1,500	75,000	12,361	16,321
114	Linton	3,071	6–21	1,648	0	691	778	1,469	180	202,500	1,125	1	4	19	23	3	1,500	61,000	12,114	14,114
115	Madison	7,835	6–21	2,452	200	682	732	1,414	180	[a] 201,240	1,118	10	3	29	32	7	1,300	125,000	23,000	24,695
116	Martinsville	4,038	6–21	1,268	0	.....	.....	1,066	178	149,500	840	3	4	21	25	3	1,100	50,000	16,360	21,904
117	Mishawaka	5,560	6–21	2,500	0	*528	*543	*1,071	*177	*[a] 155,955	881	5	3	30	33	4	1,300	100,000	17,500	20,000
118	Montpelier	3,405	6–21	909	2	385	372	757	180	104,128	578	2	3	11	14	3	900	40,000	8,891	12,668
119	Mount Vernon	5,132	6–21	1,631	200	623	612	1,235	175	178,271	1,014	2	8	22	30	5	1,242	71,300	17,605	21,170
120	Noblesville	4,792	6–21	1,426	0	698	638	1,336	156	[a] 167,856	1,076	1	7	23	30	4	*1,560	100,000	13,500	*23,400
121	Plymouth	3,656	6–21	984	50	409	402	811	177	[a] 120,572	681	1	3	17	20	2	.....	79,500	6,957	9,876

122	Portland	4,798	6-21	1,443	0	601	589	1,190	177	a 179,655	1,015	2	6	22	28	4	1,200	72,500	13,654	21,733
123	Princeton	6,041	6-21	1,976	100	792	770	1,562	162	a 179,172	1,106	3	10	24	34	4	1,500	94,000	22,582	33,012
124	Rushville	4,541	6-21	1,251	*200	460	493	953	180	146,520	815	3	5	21	26	5	975	70,500	14,000	*17,400
125	Seymour	6,445	6-21	1,651	250	531	534	1,065	176½	147,508	853	1	2	26	28	5	1,200	90,000	15,500	20,000
126	Tipton	3,764	6-21	1,200	300	500	514	1,014	180	a 174,240	968	7	11	10	21	3	1,000	60,000	12,000	18,000
127	Valparaiso	6,280	6-21	1,437	*5	457	501	958	176	a 157,872	897	4	3	30	33	3	930	100,000	17,500	27,500
128	Warsaw	3,987	6-21	1,065	0	432	488	920	176	142,839	788	1	8	16	24	4	925	80,000	12,987	19,855
129	Whiting	3,983	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	INDIAN TERRITORY.																			
130	Ardmore*	5,681	6-20	2,225	100	895	980	1,875	140	176,400	1,260	1	2	27	29	6	1,200	75,000	15,000	30,000
131	Chickasha	3,209	6-21	a 2,000	150	824	865	1,689	158	150,916	955	1	3	24	27	4	a 1,600	125,000	12,752	15,247
132	Durant	2,969	6-21	986	125	463	398	861	118	76,936	652	1	5	13	18	6	1,000	57,365	5,040	5,600
	IOWA.																			
133	Albia	2,889	5-21	1,152	0	510	507	1,017	177	a 116,520	760	2	1	20	21	3	1,050	50,000	10,468	12,696
134	Atlantic	5,046	5-21	1,360	0	469	561	1,030	180	a 169,200	940	1	0	26	26	4	1,200	60,000	14,200	21,000
135	Cedar Falls	5,319	5-21	1,439	*60	538	552	1,090	176	a 154,352	877	1	2	29	31	6	.....	* 100,000	12,000	21,000
136	Centerville	5,256	5-21	2,200	0	776	854	1,630	180	a 244,080	1,356	6	1	33	34	4	1,650	99,000	19,800	32,000
137	Chariton	3,989	5-21	1,263	0	459	474	933	176	144,126	729	2	0	24	24	4	1,200	104,000	10,890	16,326
138	Charles City	4,227	5-21	1,364	.....	* 486	* 594	* 1,080	* 177	a 138,060	* 780	4	3	27	30	4	.....	103,819	15,000	21,512
139	Cherokee*	3,865	6-21	1,172	0	465	517	982	176	136,401	775	6	3	22	25	3	.....	106,000	13,204	29,000
140	Clarinda	3,276	5-21	1,090	0	460	455	915	172	a 120,400	a 700	1	2	23	25	3	900	60,447	12,290	16,925
141	Decorah	3,246	5-21	1,155	400	300	312	612	190	114,000	600	1	1	21	22	2	800	35,000	12,350	17,930
142	Fairfield	4,689	5-21	1,331	0	459	528	987	176	139,221	782	1	3	20	23	2	1,000	70,000	12,000	18,000
143	Grinnell	3,860	5-21	1,309	9	568	638	1,206	175½	175,947	1,002	2	1	29	30	5	981	98,000	17,025	25,790
144	Lemars	4,146	5-21	1,490	.....	425	509	934	177	a 126,590	715	2	2	26	28	3	980	100,000	15,070	25,725
145	Marion	4,102	5-21	1,124	50	415	447	862	175	125,981	720	2	1	22	23	4	900	65,000	12,435	20,632
146	Missouri Valley	4,010	5-21	1,014	4	410	415	825	176	126,720	720	1	2	21	23	4	985	40,000	11,984	16,000
147	Mount Pleasant	4,109	5-21	1,131	.....	400	431	831	178	111,072	624	1	1	23	24	4	850	48,000	11,700	19,000
148	Newton	3,682	5-21	1,198	60	424	501	925	177	140,307	793	2	1	23	24	4	963	85,000	11,257	19,257
149	Oelwein	5,142	5-21	1,550	150	590	681	1,271	176	159,632	907	3	0	27	27	4	1,092	62,350	12,615	19,600
150	Perry	3,986	5-21	1,180	0	462	462	924	180	a 146,880	816	1	1	28	29	5	1,073	43,000	13,120	17,038
151	Red Oak*	4,355	5-21	1,538	0	635	617	1,255	176	a 174,768	993	4	4	31	35	6	1,260	.....	.....	.....
152	Washington	4,255	5-21	1,419	140	474	562	1,036	176	148,790	845	2	3	26	29	6	980	80,000	15,200	19,050
153	Webster City	4,613	5-21	1,350	20	434	643	1,077	178	a 142,044	798	2	1	28	29	4	.....	50,000	15,322	24,000
	KANSAS.																			
154	Argentine	5,878	5-21	2,092	250	624	734	1,358	160	169,962	1,063	1	3	25	28	6	1,400	65,000	11,496	16,334
155	Arkansas City*	6,140	6-21	1,850	.....	783	854	1,637	158	201,924	1,278	1	4	30	34	6	1,750	150,000	14,213	19,156
156	Cherryvale	3,472	5-21	1,692	20	682	681	1,363	160	170,240	1,064	1	5	17	22	4	1,200	70,000	10,600	15,200
157	Concordia	3,401	5-21	1,001	200	431	481	912	180	108,900	605	5	0	13	13	4	850	90,000	9,515	11,835
158	Galena	10,155	5-21	1,909	.....	765	829	1,594	156	179,058	1,148	1	5	22	27	5	1,600	70,000	10,706	17,970
159	Horton	3,398	5-21	1,261	0	511	469	980	158	122,654	771	1	2	17	19	3	.....	35,000	7,200	10,200
160	Junction City	4,695	5-21	1,817	49	532	521	1,053	176	181,280	1,030	2	4	22	26	5	1,352	86,000	14,920	22,785
161	Newton	6,208	5-21	2,500	100	690	728	1,418	175	196,875	1,125	2	4	26	30	3	1,600	85,000	16,000	20,000
162	Osawatomie	4,191	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
163	Ottawa	6,934	5-21	2,160	20	839	904	1,743	165	236,658	1,408	1	2	35	37	4	1,600	140,000	16,415	26,849

* Statistics of 1904-5.

a Approximate.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	KANSAS—continued.																			
164	Rosedale	3,270	5–21	[a] 1,800	200	533	602	1,135	180	167,638	921	2	1	21	22	4	1,100	$60,000	$11,300	$13,000
165	Salina	6,074	5–21	2,300	125	641	742	1,383	177	201,046	1,188	2	7	26	33	6	1,400	90,000	19,305	30,467
166	Wellington	4,245	5–21	1,454	.....	523	483	1,006	170	131,072	791	1	0	18	18	3	1,100	110,000	8,760	12,260
167	Winfield	5,554	5–21	2,483	48	739	791	1,530	167	201,833	1,234	2	5	25	30	5	1,524	185,500	15,875	19,650
	KENTUCKY.																			
168	Ashland	6,800	6–20	2,020	150	795	790	1,585	180	216,000	1,200	1	3	30	33	6	1,400	100,349	14,756	25,672
169	Bellevue	6,332	6–20	1,979	600	460	458	918	185	[a] 140,330	756	1	1	23	24	3	950	50,000	15,592	16,271
170	Danville	4,285	6–20	1,471	200	500	420	920	180	[a] 106,380	591	1	4	9	13	2	250	20,000	4,365	7,013
171	Dayton	6,104	6–20	2,042	*250	440	458	898	200	173,284	866	4	1	21	22	4	1,100	80,000	14,069	21,490
172	Georgetown	3,823	6–20	603	*60	216	223	439	174	52,925	304	1	2	8	10	1	400	17,526	5,365	9,767
173	Madisonville	3,628	6–20	.....	50	303	426	729	178	84,060	467	1	3	10	13	1	600	35,000	7,078	9,247
174	Maysville*	6,423	6–20	1,454	185	576	584	1,160	200	[a] 218,000	1,090	2	5	16	21	6	.....	35,000	12,300	14,020
175	Middlesboro*	4,162	6–20	1,375	0	324	426	750	140	[a] 63,840	456	1	2	11	13	4	750	60,000	4,060	5,100
176	Paris	4,603	6–20	1,563	190	389	459	848	185	[a] 103,600	560	1	4	15	19	2	700	50,000	9,950	13,123
177	Richmond* [b]	4,653	6–20	759	150	272	298	570	195	72,930	374	4	2	12	14	1	600	23,500	5,650	[c] 13,206
178	Somerset	3,384	6–20	1,500	0	605	605	1,210	178	162,872	915	2	1	25	26	3	.....	100,000	10,037	15,400
179	Winchester*	5,964	6–20	1,596	160	573	645	1,218	192	184,934	963	1	3	19	22	5	950	30,000	11,571	16,342
	LOUISIANA.																			
180	Alexandria	5,648	6–21	2,000	400	500	560	1,060	175	.....	.....	2	2	10	12	4	.....	40,000	.....	.....
181	Crowley	4,214	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
182	Donaldsonville	4,105	6–18	[a] 900	200	278	317	595	167	63,510	380	1	1	12	13	4	550	22,000	7,755	9,080
183	Houma	3,212	6–18	1,550	192	297	301	598	175	[a] 82,425	471	1	3	9	12	4	.....	60,000	5,000	6,500
184	Monroe	5,428	6–18	1,200	200	327	615	942	187	[a] 124,542	666	*3	*3	*17	*20	*5	*700	90,000	13,284	19,587
	MAINE.																			
185	Belfast	4,615	5–21	1,061	0	.....	.....	698	169	[a] 105,350	602	1	3	22	25	10	733	20,000	10,323	14,830
186	Brewer	4,835	5–21	1,402	6	502	518	1,020	162	[a] 144,666	893	3	1	29	30	11	1,000	40,000	9,498	14,367

187	Brunswick	5,210	5-21	2,075	390	413	424	837	170	122,570	721	1	2	33	35	19	1,050	80,000	16,261	19,701
188	Eastport	5,311	5-21	1,835	.....	408	532	940	185	150,960	816	1	3	24	27	7	1,245	36,500	11,082	15,620
189	Ellsworth	4,297	5-21	1,411	17	405	482	897	176	a 125,312	712	1	5	26	31	21	1,400	32,000	8,359	14,500
190	Gardiner	5,501	5-21	1,466	10	478	552	1,030	172	155,870	905	1	3	26	29	11	1,230	50,000	12,923	21,200
191	Houlton*	4,686	5-21	1,484	0	.....	.....	954	.....	.....	890	4	4	24	28	12	.....	45,000	9,464	15,900
192	Old Town	5,763	5-21	1,912	300	480	600	1,080	165	a 153,615	931	2	3	31	34	12	1,200	100,000	13,000	18,000
193	Saco	6,122	7-21	1,742	114	464	524	988	185	a 140,862	761	5	2	24	26	17	700	65,000	12,000	17,000
194	Sanford*	6,078	5-21	2,629	326	377	512	889	173	122,311	707	3	1	34	35	11	1,100	60,000	16,439	20,108
195	Skowhegan	4,266	5-21	1,390	350	362	396	758	.....	.....	.....	3	2	25	27	12	.....	50,000	9,905	16,339
196	South Portland	6,287	5-21	1,876	10	.....	.....	1,239	180	a 199,260	1,107	1	3	36	39	16	1,400	61,000	12,938	20,839
197	Westbrook	7,283	5-21	2,741	485	616	774	1,390	172	219,314	1,274	3	5	33	38	10	1,672	125,000	18,746	27,392
	MARYLAND.																			
198	Cambridge	5,747	6-18	1,200	0	396	397	793	200	.....	.....	0	3	19	22	4	1,200	50,000	43,791	59,479
199	Frostburg	5,274	6-21	2,000	200	519	700	1,219	195	198,900	1,020	0	2	19	21	2	1,300	45,000	8,000	15,000
200	Salisbury	4,277	.....	.....	.....	518	550	1,068	d 175	129,850	742	1	5	17	22	4	.....	*38,000	8,552	14,906
	MASSACHUSETTS.																			
201	Abington*	4,489	5-15	a 850	0	490	517	1,007	a 177	159,276	884	3	3	24	27	5	1,000	150,000	17,390	21,000
202	Amherst	5,028	7-14	573	15	444	461	905	178	a 136,864	769	1	2	21	23	8	900	90,000	13,716	17,072
203	Andover	6,813	5-15	1,211	14	.....	.....	1,334	182½	a 193,242	1,057	4	2	42	44	11	1,343	200,000	26,452	34,963
204	Athol	7,061	7-14	831	0	599	627	1,226	185	a 191,845	1,037	3	2	29	31	10	1,500	200,000	16,312	27,440
205	Barnstable*	4,364	7-14	459	0	.....	.....	741	166	a 103,916	626	3	7	20	27	10	784	80,000	15,166	23,895
206	Belmont	3,929	5-15	809	26	359	337	696	182	124,306	683	1	1	22	23	5	820	150,000	17,290	23,970
207	Blackstone	5,721	5-15	1,152	0	525	585	1,110	184	152,250	954	1	1	33	34	11	*580	40,000	14,568	17,540
208	Braintree	5,981	7-14	830	125	.....	.....	1,515	194	a 222,906	1,149	4	2	36	38	8	1,800	*90,000	21,947	32,756
209	Bridgewater	5,806	5-15	712	0	476	489	965	184	147,231	800	4	3	29	32	10	1,100	55,000	17,868	23,049
210	Canton	4,584	7-14	815	275	314	338	652	200	a 104,680	523	3	1	19	20	8	700	50,000	13,710	18,852
211	Chelmsford	3,984	7-14	626	0	430	452	882	186	127,465	685	2	2	25	27	9	900	53,500	12,973	20,175
212	Concord	5,652	7-14	622	18	568	590	1,158	184	180,015	978	1	6	31	37	5	1,250	120,000	24,057	36,246
213	Dedham	7,457	7-14	970	25	834	830	1,664	185½	a 263,966	1,423	4	5	48	53	7	1,600	275,000	38,745	53,948
214	Easthampton	5,603	7-14	898	30	606	631	1,237	a 176	185,568	1,050	3	1	31	32	9	1,300	60,000	16,458	22,073
215	Easton	4,837	5-15	914	0	.....	.....	1,065	195	178,171	914	3	2	31	33	10	1,100	150,000	17,430	27,078
216	Fairhaven	3,567	7-14	558	.....	415	445	860	188	130,284	693	4	1	22	23	5	900	175,000	11,930	18,349
217	Franklin*	5,017	7-14	720	.....	507	521	1,028	180	149,123	828	3	1	24	25	9	1,015	.....	12,696	24,700
218	Grafton	4,869	7-14	632	0	.....	.....	892	178	136,607	767	1	1	25	26	7	*922	80,000	11,875	20,899
219	Great Barrington	5,854	7-14	1,030	20	560	575	1,135	e 180	172,050	940	3	4	35	39	13	1,200	175,000	18,450	26,757
220	Hingham	5,059	5-21	889	75	439	465	904	200	171,200	869	3	5	20	25	8	1,025	120,000	17,410	22,678
221	Hudson	5,454	5-15	1,046	25	571	547	1,118	184	a 177,928	967	3	3	23	26	7	1,110	*87,500	14,718	22,715
222	Ipswich*	4,658	5-15	860	0	425	413	838	179	a 139,567	652	2	1	24	25	11	980	30,000	10,000	16,028
223	Lee	3,596	5-15	719	165	.....	.....	651	195	a 102,375	525	1	1	19	20	6	730	40,000	9,347	14,325
224	Lexington	3,831	7-14	646	0	445	475	920	182	a 152,788	839	4	1	23	24	4	1,120	175,000	18,703	30,466
225	Mansfield	4,006	7-14	520	0	.....	.....	878	187	138,575	735	1	2	25	27	10	900	60,000	10,000	19,000
226	Marblehead	7,582	5-15	1,125	20	652	683	1,335	194	221,626	1,142	3	1	36	37	8	1,344	120,000	19,376	27,012
227	Maynard	3,142	7-14	561	0	422	435	857	f 189	144,611	712	3	2	20	22	2	809	65,000	14,000	19,125

*Statistics of 1904-5.
a Approximate.
b Statistics for white schools only.
c Includes expenditures for colored schools.
d Colored schools, 105 days.
e High school, 190 days.
f High school, 195 days.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MASSACHUSETTS—cont'd.																			
228	Middleboro	6,885	7-14	889	18	.....	.....	1,368	190	[a] 215,270	1,133	3	4	36	40	*19	1,400	$80,000	$20,434	$29,961
229	Millbury	4,460	5-15	935	60	405	407	812	[b] 172½	[a] 120,335	687	3	2	23	25	6	977	51,800	11,777	15,182
230	Milton	6,578	5-15	1,313	.....	.....	.....	1,559	185	232,545	1,257	8	4	51	55	10	.....	250,000	48,241	66,037
231	Monson	3,402	5-15	644	11	338	312	650	180	95,472	530	3	0	23	23	16	802	25,000	9,976	16,044
232	Montague	6,150	5-15	1,377	235	591	529	1,120	185	[a] 184,191	995	3	2	36	38	10	1,349	155,200	21,379	33,703
233	Needham	4,016	7-14	578	5	450	456	906	[c] 187	149,360	796	1	2	27	29	8	1,117	75,000	16,178	23,301
234	North Andover	4,243	5-15	834	3	424	464	888	190	[a] 145,160	764	1	3	25	28	9	1,000	70,000	14,941	21,766
235	North Attleboro	7,253	5-15	1,252	0	666	721	1,387	181½	200,662	1,141	3	2	38	40	13	1,581	135,000	21,360	32,938
236	Northbridge	7,036	5-15	1,386	*0	778	772	1,550	190	247,456	1,302	3	1	36	37	10	1,774	158,500	19,690	29,626
237	North Brookfield	4,587	7-14	356	85	215	240	455	[a] 180	[a] 73,440	408	3	1	12	13	2	502	40,000	7,466	11,698
238	Norwood	5,480	7-14	908	0	764	756	1,520	183	240,329	1,300	4	2	39	41	7	1,756	130,800	26,784	39,001
239	Orange	5,520	7-14	712	0	558	583	1,141	175	180,425	1,031	3	1	27	28	8	1,500	*100,600	15,270	24,535
240	Palmer	7,801	7-14	826	265	573	599	1,172	176	184,081	1,046	3	2	30	32	7	1,225	110,000	18,111	27,571
241	Provincetown	4,247	7-14	680	*0	.....	.....	891	190	[a] 144,400	760	1	1	23	24	6	1,050	60,000	10,948	13,201
242	Randolph	3,993	*5-15	*609	*25	343	356	699	186	108,375	582	2	3	16	19	5	*760	82,000	8,118	12,481
243	Reading	4,969	5-15	972	0	601	609	1,210	187	183,299	980	4	3	30	33	7	1,275	200,000	22,059	33,056
244	Rockland	5,327	5-15	1,038	0	610	578	1,188	185	195,073	1,061	3	5	26	31	11	1,508	44,179	19,455	26,532
245	Rockport	4,592	7-14	592	0	425	442	867	182½	145,218	795	3	1	22	23	9	1,046	28,500	9,376	13,760
246	Saugus	5,084	5-15	1,301	0	769	799	1,568	184	232,944	1,266	3	1	38	39	11	1,450	130,000	19,399	28,589
247	South Hadley	4,526	7-14	621	*0	503	493	996	[d] 184	146,958	790	3	2	27	29	6	1,000	58,500	13,808	20,849
248	Spencer	7,627	5-15	1,345	*345	.....	.....	1,069	180	[a] 939,651	879	3	3	30	33	15	1,064	127,000	17,454	28,103
249	Stoneham	6,197	5-15	1,061	0	628	605	1,233	183	189,405	1,035	3	1	28	29	6	1,275	140,000	18,444	27,379
250	Stoughton	5,442	7-14	800	240	.....	.....	879	165	126,741	766	1	1	23	24	9	1,052	60,000	12,726	20,022
251	Swampscott	4,548	7-14	527	0	405	464	869	189¼	134,367	710	2	1	25	26	7	850	82,200	18,322	27,548
252	Tewksbury	3,683	5-15	526	.....	.....	.....	440	173	60,896	352	3	0	14	14	6	.....	49,500	7,584	15,004
253	Warren	4,417	5-15	801	211	.....	.....	636	175	99,067	566	3	3	16	19	4	800	75,000	10,482	16,810
254	Wellesley	5,072	5-15	779	416	439	488	927	[a] 172	142,697	830	8	1	37	38	6	952	155,000	25,917	37,747
255	Westboro	5,400	7-14	507	0	373	378	751	193	126,615	679	1	2	17	19	6	793	70,000	10,278	16,496
256	Whitman	6,155	7-14	840	10	613	647	1,260	190½	228,200	1,198	3	2	32	34	7	1,500	110,000	18,382	39,942
257	Williamstown	5,013	5-15	822	87	.....	.....	799	178	120,285	676	1	5	27	32	9	1,000	85,000	14,322	20,649
258	Winchendon	5,001	7-14	795	0	*560	*563	*1,123	*180½	*159,472	*883	5	3	31	34	8	1,300	194,580	21,000	27,500
259	Winthrop	6,058	7-14	898	0	724	715	1,439	183	205,326	1,122	4	5	33	38	4	1,500	100,000	26,469	35,332

	MICHIGAN.																			
260	Albion	4,519	5-20	1,511	*0	531	542	1,073	185	162,825	766	3	3	21	24	5	1,065	75,000	14,010	21,818
261	Benton Harbor	6,562	5-20	*1,800	*11	795	782	1,577	173	210,111	1,203	2	2	35	37	5	1,654	80,000	17,370	26,667
262	Bessemer	3,911	5-20	1,156	0	532	463	995	200	190,724	953	2	2	24	26	5	1,010	50,000	15,800	24,674
263	Big Rapids	4,686	5-20	1,250	350	485	520	1,005	193	152,039	761	2	2	25	27	4	1,200	*45,000	12,750	17,090
264	Cadillac	5,997	5-20	2,020	118	971	1,035	2,006	176	276,343	1,570	2	0	41	41	5	1,950	100,000	20,259	29,967
265	Charlotte	4,092	5-20	898	17	447	522	969	186	a 135,980	763	3	1	23	24	6	888	50,000	13,560	18,250
266	Cheboygan	6,489	5-20	2,260	375	720	735	1,455	196	190,726	1,000	2	3	25	28	8	1,400	68,000	13,267	22,869
267	Coldwater	6,216	5-20	1,345	*0	602	652	1,254	195	201,825	1,035	1	4	30	34	4	*1,180	100,000	17,455	25,915
268	Delray	4,573	5-20	1,964	*150	620	810	1,430	198	a 256,608	1,296	4	2	34	36	3	1,464	200,000	26,625	40,000
269	Dowagiac	4,151	5-20	1,192	0	556	589	1,145	196	165,336	913	2	3	26	29	3	1,000	75,000	12,787	19,927
270	Grand Haven	4,743	5-20	1,601	150	613	612	1,225	195	198,350	992	2	0	29	29	4	1,234	95,000	13,322	26,737
271	Hancock	4,050	5-20	1,965	*350	656	526	1,182	194	207,800	1,039	1	3	22	25	3	1,054	100,000	16,116	24,181
272	Hillsdale	4,151	5-20	1,152	0	525	520	1,045	186	230,370	812	3	2	25	27	6	954	100,000	13,890	20,302
273	Houghton	3,359	5-20	1,865	257	603	626	1,229	200	212,360	1,061	2	5	32	37	6	1,400	130,000	23,596	45,712
274	Ionia	5,209	5-20	a 1,500	*200	618	630	1,248	196	a 190,161	975	1	0	32	32	4	982	.....	*15,029	*20,492
275	Ludington	7,166	5-20	2,530	475	770	860	1,630	185½	260,000	1,322	3	2	44	46	7	1,669	120,000	23,250	46,668
276	Manistique	4,126	5-20	*1,425	250	502	541	1,043	191	169,029	845	2	2	25	27	4	1,142	70,000	17,696	26,954
277	Marine City*	3,829	5-20	1,218	300	320	300	620	200	102,400	512	2	1	15	16	3	750	59,000	5,697	16,592
278	Marshall	4,370	5-20	953	80	326	438	764	197	127,251	646	3	2	22	24	5	950	125,000	13,818	19,770
279	Monroe	5,043	5-20	1,682	400	455	396	851	189	104,339	a 552	4	2	19	21	4	800	38,000	11,015	14,572
280	Mount Clemens	6,576	5-20	2,203	450	607	621	1,228	200	189,446	947	3	3	29	32	5	1,012	125,000	16,113	29,727
281	Mount Pleasant	3,662	5-20	1,167	200	350	462	812	200	a 158,000	790	3	4	24	28	6	.....	62,000	21,000	55,000
282	Negaunee	6,935	5-20	2,213	500	645	684	1,329	200	a 218,000	1,090	7	2	31	33	6	1,424	60,000	11,754	32,535
283	Niles	4,287	5-20	1,201	0	514	502	1,016	185	158,665	858	1	1	24	25	6	1,016	85,000	12,720	16,303
284	Norway	4,170	5-20	1,675	175	547	509	1,056	190	155,315	817	1	2	23	25	4	873	62,000	14,268	25,000
285	Petoskey	5,285	5-20	1,556	235	638	603	1,241	187	a 159,511	853	1	3	28	31	5	1,148	60,500	16,008	21,913
286	St. Joseph	5,155	5-20	1,544	200	527	537	1,064	178	162,694	968	3	2	28	30	3	1,235	80,630	16,935	26,127
287	South Haven	4,009	5-20	1,013	25	470	551	1,021	186	147,458	776	1	2	23	25	3	962	40,000	12,169	15,023
288	Three Rivers	3,550	5-20	968	0	.....	.....	925	190	139,926	736	2	2	24	26	5	1,000	85,000	13,636	16,782
289	Wyandotte	5,183	5-20	2,245	600	585	640	1,225	196	195,216	996	3	0	31	31	3	1,244	225,000	14,000	18,500
290	Ypsilanti	7,378	5-20	1,615	0	566	608	1,174	195	178,425	915	1	4	29	33	4	1,200	70,000	16,825	31,237
	MINNESOTA.																			
291	Albert Lea	4,500	5-21	1,500	0	640	700	1,340	180	186,500	1,042	3	2	30	32	5	1,500	175,000	20,000	29,006
292	Anoka	3,769	5-21	1,061	103	421	506	927	180	137,297	752	1	2	22	24	4	950	84,365	14,517	19,747
293	Austin	5,474	5-21	1,450	0	613	745	1,358	180	199,226	1,107	2	1	31	32	6	1,350	105,000	18,345	27,426
294	Crookston	5,359	6-21	2,000	200	762	850	1,612	180	222,456	a 1,236	2	1	35	36	6	1,540	85,000	19,843	52,036
295	Ely	3,717	6-21	1,200	0	.....	.....	1,005	183	a 146,949	803	1	3	24	27	6	1,100	110,000	17,200	101,000
296	Eveleth	2,752	5-21	.....	0	543	557	1,100	183	167,271	984	4	0	32	32	5	1,219	85,000	20,527	62,998
297	Fergus Falls	6,072	.....	.....	*25	579	742	1,321	179	204,030	1,134	1	3	29	32	5	1,500	125,000	a23,000	a 29,000
298	Hastings	3,811	5-21	950	325	318	364	682	180	105,007	a 583	2	0	19	19	4	725	60,000	11,663	16,283
299	Little Falls	5,774	5-21	1,900	300	700	800	1,500	180	218,700	1,215	1	1	30	31	4	*1,405	80,000	18,000	25,000
300	Moorhead*	3,730	5-21	.....	325	457	410	867	175	110,442	614	2	1	20	21	4	800	40,000	12,586	24,459
301	New Ulm	5,403	5-21	1,500	700	414	385	799	195	119,679	614	1	2	16	18	5	825	57,000	11,125	16,500
302	Owatonna	5,561	5-21	1,600	350	600	620	1,220	176	197,600	1,122	1	2	28	30	4	1,225	95,000	15,950	21,000
303	Rochester	6,843	5-21	1,497	325	600	572	1,172	180	a 181,200	1,007	3	1	34	35	6	1,488	110,000	16,842	25,000
304	St. Peter	4,302	6-21	.....	75	303	402	705	174	111,531	645	3	1	17	18	3	*725	45,000	10,905	13,564
305	Virginia	2,962	5-21	.....	0	690	810	1,500	200	228,000	a 1,140	6	4	34	38	6	1,500	250,000	25,000	60,000
306	Willmar	3,409	6-21	a 1,100	20	472	492	964	176	a 148,297	842	1	1	22	23	4	900	80,000	12,052	17,642

*Statistics of 1904-5. a Approximate. b High school, 195 days. c High school, 191 days. d High school, 196 days.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MISSISSIPPI.																			
307	Biloxi	5,467	5–21	2,884	350	625	671	1,296	180	200,700	1,115	1	3	20	23	5	1,200	$50,000	$11,296	$12,296
308	Corinth	3,661	5–21	2,007	100	585	415	1,000	180	.....	.....	2	1	21	22	3	800	35,000	11,500	13,000
309	Hattiesburg	4,175	5–21	3,500	300	825	982	1,807	178	262,260	1,457	2	3	31	34	5	1,878	105,000	14,470	19,875
310	Laurel	3,193	5–21	[a] 2,700	0	696	733	1,429	178	159,291	895	1	4	24	28	7	1,200	27,700	13,036	14,856
311	McComb	4,477	5–21	1,900	200	617	674	1,291	176	165,616	941	1	2	22	24	3	1,200	65,000	10,000	11,500
312	Water Valley	3,813	5–21	1,400	50	441	578	1,019	176	113,696	646	4	2	16	18	2	750	12,000	7,365	8,100
313	Yazoo City	4,944	5–21	.....	125	633	872	1,505	180	169,920	944	3	4	23	27	3	1,500	50,000	12,250	15,500
	MISSOURI.																			
314	Aurora	6,191	6–20	1,546	0	535	588	1,123	160	[a] 151,360	946	4	2	18	20	3	1,215	30,000	7,777	12,500
315	Boonville	4,377	6–20	1,206	100	364	426	790	175	109,864	610	1	2	17	19	2	850	40,000	9,900	12,000
316	Brookfield*	5,484	6–20	1,500	75	609	631	1,240	180	[a] 171,000	950	2	7	18	25	6	1,400	80,000	11,265	18,000
317	Cape Girardeau	4,815	6–20	2,603	500	710	790	1,500	180	207,660	1,020	4	3	21	24	3	1,000	75,000	10,030	15,300
318	Carterville	4,445	6–20	1,425	0	555	528	1,083	160	[a] 115,840	724	2	1	16	17	3	1,000	45,000	8,500	15,500
319	Chillicothe	6,905	6–20	.....	*200	*711	*674	*1,385	*176	*184,518	*1,048	1	8	24	32	6	1,500	100,000	11,555	16,000
320	Clinton	5,061	6–20	1,579	25	624	683	1,307	165	162,969	988	1	6	26	32	4	1,700	75,000	11,928	15,649
321	Columbia	5,651	6–20	2,010	100	762	819	1,581	175	216,308	1,236	2	3	30	33	5	1,434	92,439	17,685	27,747
322	De Soto	5,611	6–21	2,113	150	722	783	1,505	180	217,260	1,207	1	3	23	26	6	1,476	65,000	10,794	14,082
323	Fulton	4,883	6–20	1,132	0	402	438	840	160	120,000	750	1	3	18	21	3	840	40,000	9,280	11,120
324	Kirksville	5,966	6–20	1,546	100	559	668	1,227	158	136,826	855	2	5	25	30	5	*1,360	50,000	14,000	15,000
325	Lexington	4,190	6–20	1,750	.....	568	638	1,206	179½	161,645	900	3	2	20	22	4	1,306	75,000	9,500	14,500
326	Louisiana	5,131	6–21	1,800	.....	555	506	1,061	148	113,201	754	7	0	19	19	4	1,224	60,000	10,338	13,622
327	Macon	4,068	6–20	1,141	100	437	472	909	170	110,000	675	2	2	21	23	3	1,016	54,371	9,435	11,528
328	Marshall*	5,086	6–20	1,588	200	655	724	1,379	174	163,284	954	1	7	22	29	4	1,200	75,000	14,983	18,460
329	Maryville	4,577	6–20	1,250	40	497	561	1,058	178	153,061	851	2	2	25	27	5	1,200	125,000	15,111	20,000
330	Mexico	5,099	6–21	1,725	100	582	678	1,260	180	178,814	929	3	5	25	30	3	1,300	45,000	13,404	17,484
331	Poplar Bluff	4,321	6–20	1,756	0	690	754	1,444	173	162,972	929	1	5	24	29	5	1,500	75,000	12,400	22,668
332	Rich Hill*	4,053	6–20	1,200	300	400	500	900	180	[a] 135,270	751	1	5	16	21	3	.....	22,000	6,590	8,381
333	Trenton	5,396	6–20	1,468	0	755	752	1,507	180	201,428	1,119	2	5	27	32	5	1,567	125,000	13,798	34,458
334	Warrensburg	4,724	6–20	[a] 1,450	*300	530	563	1,093	178	137,822	775	2	7	21	28	7	1,150	50,000	13,225	19,932

	MONTANA.																		
335	Bozeman	3,419	6–21	1,638		547	615	1,162	171	160,138	890	3	3	24	27	3	1,056	110,000	20,092	29,000
336	Missoula	4,366	6–21	2,500	100			1,533	165	216,975	1,315	1	3	33	36	7	1,211		26,000	
	NEBRASKA.																		
337	Fremont [b]	7,241	5–21	2,841				2,191	[a] 180	[a] 295,640	1,648				46				[a] 22,854	
338	Grand Island	7,554	5–21	2,686	350	818	866	1,684	178	228,730	1,285	3	3	38	41	6	1,830	149,500	22,410	32,653
339	Kearney	5,634	5–21	3,112	0	762	765	1,527	177	194,700	1,100	8	2	29	31	6	1,600	156,700	14,729	24,857
340	Nebraska City	7,380	5–21	2,421	4	651	743	1,394	176	196,118	1,115	1	1	32	33	7	1,600	97,200	19,500	27,000
341	Norfolk	3,883	5–21	1,700	150	582	657	1,239	175	168,810	965	2	1	25	26	6	1,400	75,000	13,897	20,700
342	North Platte	3,640	5–21	1,215	0			1,063	178	[a] 145,960	820	2	2	24	26	6				
343	Plattsmouth	4,964	5–21	1,776	100	608	612	1,220	173½	164,552	948	1	0	26	26	9	1,500	60,500	13,466	17,715
344	York	5,132	5–21	1,515	50	591	665	1,256	177	173,300	978	2	4	20	24	4	950	100,000	12,285	16,000
	NEVADA.																		
345	Reno	4,500																		
	NEW HAMPSHIRE.																		
346	Claremont	6,498	5–16	1,500	300	558	543	1,101	166	151,060	833	3	1	24	25	16	1,200	80,000	14,099	16,306
347	Exeter	4,922	5–16	986	128	479	338	817	180			0	2	17	19	9		50,000	8,776	12,809
348	Franklin	5,846	6–16	1,111	544	423	403	826	167	114,729	641	3	1	23	24	7	750	79,800	11,659	17,615
349	Somersworth	7,023	5–16	1,350	450	518	457	975	167	154,809	927	0	2	25	27	6	1,100	100,000	14,000	20,000
	NEW JERSEY.																		
350	Asbury Park	4,148	4–20	[a] 900	25	430	401	831	183	[a] 104,310	570	4	1	26	27	2	741	100,000	23,350	34,532
351	Boonton	3,901	4–20	680	200	340	341	681	186	95,000	509	1	1	15	16	3	700	35,500	10,550	15,700
352	Bordentown* [c]	4,110	5–18	829		285	307	592	192½	75,501	395		2	11	13	2	622	21,000	6,771	10,340
353	Dover	5,938	5–18	[c] 1,642	30	733	707	1,440	193	204,015	1,109	1	3	29	32	4	1,320	60,000	18,900	28,500
354	Garfield	3,504	5–18	1,400	200	610	618	1,228	192	190,880	890	2	2	19	21	2	1,040	60,000	11,850	20,000
355	Irvington	5,255	5–18	[c] 2,006	125	814	753	1,567	193	223,075	1,154	2	1	32	33	5	1,469	121,030	22,520	34,215
356	Lambertville	4,637	5–18	818	175	316	327	643	190	98,143	515	4	0	15	15	3	800	18,000	8,600	12,091
357	Madison	3,754	5–18	783	200	313	268	581	190	75,283	394	2	0	15	15	2	598	50,000	11,950	17,000
358	Newton	4,376	5–18	943	50	398	447	845	188	107,952	574	1	1	18	19	1	850	90,000	10,500	16,000
359	North Plainfield	5,009	5–20	[a] 1,300	15	594	601	1,195	179	152,812	860	6	1	30	31	3	1,200	40,000	24,139	60,000
360	Princeton*	3,899	5–18	[c] 922	170	342	380	722	195	93,229	489	1	4	15	19	3	710	60,000	10,575	17,500
361	Redbank	5,428	5–18	[c] 1,326	[a] 300	573	544	1,117	189	151,743	782	3	1	29	30	4	2,000	131,110	19,600	35,647
362	Ridgewood	2,685	4–20	912	135	419	412	831	191	111,999	615	6	1	18	19	4	1,000	125,000	18,025	22,151
363	Rutherford	4,411	5–18	[c] 1,400	6	632	664	1,296	187	190,220	1,000	2	5	31	36	3	1,200	200,000	25,000	34,000
364	Salem	5,811	5–18	[c] 1,337	100	545	720	1,265	200	[a] 217,800	1,089	2	2	33	35	5	1,400	130,000	19,450	28,470
365	Somerville	4,843	5–20		[a] 16	527	531	1,058	188	150,046	798	1	1	26	27	3	1,000	* 80,000	16,125	* 22,500
366	South Amboy	6,349	4–20	1,981	788	347	367	714	187	98,529	524	3	0	16	16	2	720	55,600	10,750	17,240
367	South Orange	4,608	4–20	[a] 1,550	400	497	511	1,008	189	141,792	752	1	3	32	35	5	945	161,000	28,501	44,807
368	Summit*	5,302	5–18	[c] 1,544	300	449	380	829	184	103,745	563	3	0	21	21	3		100,000	18,480	23,672
369	Vineland	4,370	5–20	[a] 2,200	25	1,080	1,020	2,101	176	277,486	1,586	1	2	45	47	20	* 2,098	84,500	20,074	29,374
370	Westfield	4,328	5–18	[a] 1,300	40	562	589	1,151	180	156,000	[a] 866	3	2	25	27	3	1,100	150,000	22,000	35,000
371	West New York	5,267	4–20	[a] 1,900	450	726	774	1,500	193	198,646	1,029	1	0	29	29	4	1,500	50,000	16,960	37,000
372	Woodbury	4,087	5–20	936	50	451	443	894	183	115,263	635	1	2	20	22	5	900	30,000	11,200	17,150

* Statistics of 1904–5. [a] Approximate. [b] Copied from Nebraska Educational Directory, 1906–7. [c] Copied from State report, 1905.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NEW MEXICO.																			
373	Raton	3,540	5-21	1,310	100	470	495	965	175	103,425	656	1	3	19	22	3	980	$75,000	$12,000	$16,000
374	Santa Fe	5,603	5-21	1,920	500	358	215	573	176	66,528	378	1	2	10	12	3	450	50,000	7,301	8,760
	NEW YORK.																			
375	Albion	4,477	5-18	1,234	324	459	427	886	194	111,681	609	1	2	24	26	5	1,000	31,800	13,882	16,825
376	Ballston Spa	3,923	5-18	710	0	328	382	710	194	122,121	a 629	4	1	21	22	3	900	45,668	10,200	17,115
377	Bath	4,994	*5-18	*697	0	343	380	723	180	102,826	556	1	1	16	17	2	*700	45,000	9,000	17,000
378	Canandaigua	6,151	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
379	Catskill	5,484	5-18	1,124	300	422	404	826	192	127,243	662	2	2	27	29	3	1,000	70,000	15,825	25,865
380	Dansville	3,633	5-18	673	221	230	252	482	193	61,381	318	2	0	12	12	1	524	35,000	8,075	10,500
381	Fishkill	3,673	5-18	1,029	115	339	405	744	186	104,807	563	1	0	15	15	1	656	37,728	9,142	13,325
382	Fredonia	4,127	5-18	1,050	475	300	330	630	181	88,641	479	1	0	19	19	3	680	45,000	8,620	20,561
383	Gouverneur	3,689	5-18	1,058	0	456	521	977	182	174,150	931	3	2	28	30	4	1,300	103,540	13,108	20,215
384	Granville	2,700	5-18	789	7	323	381	704	190	106,316	589	2	1	18	19	3	876	55,300	8,687	12,942
385	Green Island	4,770	5-18	1,075	0	394	411	805	190	114,154	603	0	1	15	16	3	825	43,000	9,583	13,642
386	Haverstraw	5,935	5-18	1,482	350	584	571	1,155	192	165,085	860	1	0	23	23	1	1,000	43,125	13,500	17,694
387	Hempstead	3,582	5-18	965	25	421	447	868	182	121,620	661	5	0	22	22	3	675	62,200	17,265	25,942
388	Herkimer	5,555	8-16	761	0	643	644	1,287	193	190,753	988	5	1	29	30	2	1,250	98,400	18,195	26,927
389	Hoosick Falls	5,671	5-18	1,180	350	466	476	942	189	132,763	733	1	3	24	27	4	1,100	89,000	15,427	28,188
390	Ilion	5,138	5-18	1,032	0	601	596	1,197	187	175,536	943	1	1	29	30	3	1,080	75,370	16,853	27,782
391	Lancaster	3,750	5-18	960	400	268	292	560	188	81,561	422	1	0	14	14	2	811	55,492	7,759	11,314
392	Lestershire	3,111	5-18	800	10	340	389	729	193	106,127	550	2	0	19	19	2	800	40,000	10,000	15,000
393	Lyons	4,300	5-18	921	0	425	450	875	192	123,182	641	4	1	17	18	1	900	72,150	12,220	20,317
394	Malone	5,935	5-18	1,677	175	b 704	b 784	b 1,488	189	b 192,319	b 1,035	1	2	35	37	11	.....	114,500	19,413	35,365
395	Mamaroneck	4,722	5-16	1,165	120	427	471	898	195	123,605	619	1	1	21	22	4	735	125,000	19,000	30,000
396	Matteawan*	5,807	5-18	852	97	363	430	793	185	a 106,204	574	1	0	15	15	1	700	32,000	9,442	13,424
397	Mechanicsville	4,695	5-18	1,576	0	626	640	1,266	190	196,798	1,035	3	1	29	30	3	1,200	78,980	14,227	20,315
398	Medina	4,716	5-18	1,356	145	459	483	942	193	142,911	740	3	2	28	30	5	942	60,659	14,825	22,500
399	Newark	4,578	5-18	675	0	384	401	785	194	123,106	634	1	0	23	23	1	800	46,900	11,680	18,483
400	North Tarrytown	4,241	5-18	*965	313	295	279	574	190	77,895	410	0	1	13	14	1	550	83,450	9,400	19,170
401	Norwich	5,766	5-18	1,300	15	692	725	1,417	195	a 218,400	1,120	2	1	36	37	5	.....	119,000	16,133	27,602

402	Nyack	4,275	5-18	1,397	200	587	610	1,197	189	174,036	921	3	1	22	23	2	1,142	65,382	17,004	26,197
403	Ossining	7,939	5-18	1,526	275	571	611	1,182	188	179,128	953	1	1	34	35	3	1,200	77,600	24,433	43,480
404	Owego	5,039	8-16	791	92	379	382	761	183	106,245	568	2	2	23	25	5	*900	37,800	12,539	18,497
405	Penn Yan	4,650	5-18	773	134	410	495	905	182	121,658	654	1	2	19	21	5	950	73,550	11,750	19,763
406	Potsdam	3,843	5-18	390	.....	156	154	310	190	41,778	246	0	1	7	8	1	180	25,445	3,637	5,282
407	Rye	3,603	5-18	872	134	323	307	630	184	87,045	460	1	0	15	15	1	600	89,150	12,411	21,624
408	Salamanca	4,251	5-18	1,305	290	472	404	876	192	124,071	637	3	2	25	27	4	950	61,200	14,765	22,849
409	Sandy Hill	4,473	5-18	1,112	222	500	608	1,108	190	152,741	834	1	1	28	29	6	926	82,950	15,510	23,479
410	Seneca Falls	6,519	5-18	*1,284	360	419	397	816	191	117,634	618	2	0	23	23	4	900	107,800	11,830	17,454
411	Solvay	3,493	5-18	1,088	0	540	548	1,088	190	153,407	807	1	2	34	36	3	1,120	66,925	17,780	29,130
412	Tarrytown	4,770	6-18	877	15	351	468	819	189	128,630	680	2	3	23	26	3	900	141,000	20,340	33,991
413	Waterloo	4,256	5-18	532	193	244	334	578	188	79,314	417	3	2	16	18	4	.....	71,356	10,810	14,625
414	Waverly	4,465	5-18	1,041	0	471	584	1,055	190	159,938	841	2	1	24	25	5	1,010	65,978	14,119	21,603
415	Whitehall	4,377	5-18	1,450	0	400	500	900	191	133,732	675	1	0	25	25	4	850	25,000	12,100	16,500
	NORTH CAROLINA.																			
416	Burlington	3,692	6-21	1,386	0	a 365	a 416	a 781	a 180	ac125,000	c 512	c 1	c 0	c 14	c 14	c 4	c 800	c 14,000	5,844	6,550
417	Fayetteville	4,670	6-21	2,350	300	514	552	1,066	160	125,960	771	3	3	11	14	3	*1,400	30,000	7,000	9,000
418	Gastonia	4,610	6-21	*1,865	0	608	592	1,200	175	124,425	711	1	1	18	19	7	826	*15,000	7,220	8,203
419	Goldsboro	5,877	6-21	2,715	0	.....	.....	1,717	168	.....	.....	2	3	30	33	5	.....	85,000	15,342	18,359
420	High Point	4,163	6-21	2,517	0	672	724	1,396	160	a 154,080	963	3	2	19	21	4	1,400	90,000	10,800	15,000
421	Kinston	4,106	*6-21	1,500	45	*572	*618	*1,190	*155	*111,627	*719	1	4	17	21	3	*700	30,000	7,440	9,100
422	Salisbury	6,277	6-21	2,174	431	616	852	1,468	176	a 173,536	986	4	4	26	30	3	1,500	60,000	13,326	23,258
423	Washington	4,842	6-21	1,939	45	514	601	1,115	176	129,023	733	1	3	15	19	2	915	55,000	8,090	9,860
424	Wilson	3,525	6-21	2,430	.....	591	684	1,275	d 171	129,870	758	1	2	23	25	3	1,000	35,000	9,350	13,492
	NORTH DAKOTA.																			
425	Bismarck	3,319	6-20	892	150	250	390	640	189	72,846	428	3	1	18	19	2	650	65,000	13,500	22,495
426	Jamestown	2,853	6-20	1,341	200	400	408	808	174	a 105,618	607	1	0	19	19	3	1,000	100,000	13,000	40,000
427	Minot	1,277	8-14	.....	0	419	461	880	180	102,924	586	3	1	18	19	3	900	100,000	12,075	58,623
428	Valley City	2,446	8-14	1,000	190	345	362	707	177	89,098	503	1	4	16	20	3	750	60,000	12,790	24,826
	OHIO.																			
429	Ashland	4,087	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
430	Barberton	4,354	6-21	1,637	208	606	618	1,224	175	a 172,200	984	3	4	30	34	7	1,300	95,425	18,509	31,434
431	Barnesville	3,721	6-21	1,259	0	536	457	993	175	a 142,625	815	2	1	22	23	2	1,000	100,000	11,634	15,703
432	Bellefontaine*	6,649	6-21	2,139	120	761	757	1,518	174	217,481	1,250	1	4	35	39	5	1,562	100,000	18,690	26,863
433	Bellevue	4,101	6-16	1,148	150	.....	.....	.....	180	.....	.....	1	4	21	25	4	1,000	75,000	11,000	17,000
434	Bowling Green	5,067	6-21	1,371	0	620	590	1,210	175	a 283,050	1,046	2	4	26	30	4	1,300	90,000	16,061	23,892
435	Bridgeport	3,963	6-21	1,493	.....	447	448	895	175	122,200	694	2	2	21	23	4	.....	70,000	12,542	19,634
436	Bucyrus	6,530	6-21	1,817	150	675	645	1,320	173	138,963	803	1	6	23	29	3	1,500	110,000	14,516	19,650
437	Canal Dover	5,422	6-21	1,600	150	550	536	1,086	175	152,950	874	2	4	25	29	3	1,150	100,000	14,328	19,593
438	Circleville	6,991	6-21	1,911	140	699	649	1,348	185	a 187,775	1,015	3	2	34	36	4	1,500	150,000	20,372	27,769
439	Collinwood	3,639	6-21	1,268	150	470	506	976	182	136,838	764	4	1	18	19	3	750	100,000	15,777	48,683
440	Defiance	7,579	6-21	2,376	400	606	620	1,226	182	179,362	985	2	1	31	32	5	1,500	125,000	16,282	25,000
441	Delphos	4,517	6-21	1,500	300	362	360	722	180	128,700	715	1	4	18	22	4	750	80,000	12,000	16,000
442	Dennison	3,763	6-21	1,052	*300	401	357	758	176	110,880	630	2	2	19	21	3	850	40,000	9,632	12,000
443	Gallipolis	5,432	6-21	1,518	4	638	547	1,185	168½	149,200	883	3	6	24	30	6	1,300	30,700	13,989	24,748

*Statistics of 1904-5. a Approximate. b Pupils of school age only. c Statistics of white schools only. d Colored schools, 172 days.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	OHIO—continued.																			
444	Greenfield	3,979	6–21	1,284	.....	457	528	985	179	[a] 123,331	689	1	2	23	25	2	970	.....	$11,680	$13,500
445	Greenville	5,501	6–21	1,835	75	629	632	1,261	174	[a] 179,916	1,034	3	5	33	38	4	1,324	$140,000	22,367	36,621
446	Hillsboro*	4,535	6–21	1,152	0	443	504	947	180	133,420	769	2	5	20	25	3	1,000	80,000	15,000	19,500
447	Jackson	4,672	6–21	1,565	0	600	610	1,210	172	171,656	998	1	3	25	28	6	1,500	60,000	12,235	.....
448	Kent	4,541	6–21	1,106	110	469	544	1,013	185	141,070	762	1	4	19	23	3	1,125	80,000	12,275	13,775
449	Kenton	6,852	6–21	2,271	150	640	693	1,333	170	183,770	1,081	1	4	27	31	6	1,540	100,000	15,017	22,487
450	Miamisburg	3,941	6–21	1,413	75	366	455	821	176	121,436	689	1	2	20	22	5	813	91,000	12,215	17,717
451	Mount Vernon	6,633	6–21	2,200	232	784	889	1,673	190	[a] 288,230	1,517	1	4	34	38	8	1,800	200,000	[a] 20,500	24,350
452	Nelsonville	5,421	6–21	1,907	0	771	779	1,550	180	[a] 217,260	1,207	1	4	26	30	3	1,500	90,000	13,522	17,834
453	Newburg	5,909	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
454	New Philadelphia	6,213	6–21	2,200	*0	825	810	1,635	174	[a] 274,050	1,575	1	3	36	39	4	1,700	150,000	18,500	25,000
455	North Baltimore	3,561	6–21	870	0	362	374	736	176	[a] 118,272	672	1	3	17	20	2	800	60,000	9,000	11,000
456	Norwalk	7,074	6–21	2,052	400	649	697	1,346	184	199,272	1,083	1	4	30	34	5	1,400	150,000	18,646	25,158
457	Norwood	6,480	6–21	2,947	350	807	964	1,771	190	[a] 225,530	1,187	2	7	41	48	5	1,500	150,000	33,180	.....
458	Oberlin	4,082	6–21	1,178	.....	417	470	887	182	[a] 140,140	770	1	3	21	24	4	[a] 1,000	63,000	12,152	.....
459	Painesville	5,024	6–21	1,371	160	530	607	1,137	183	168,177	919	3	3	25	28	5	1,250	110,000	17,533	26,602
460	Pomeroy*[b]	4,639	6–21	1,350	.....	.....	.....	905	[a] 170	[a] 126,140	742	0	4	17	21	5	.....	35,000	7,834	11,309
461	Ravenna	4,003	6–21	*1,087	75	415	420	835	184	126,960	690	2	3	18	21	3	900	80,000	13,500	42,143
462	St. Bernard	3,384	6–21	1,365	500	190	170	360	194	52,380	270	3	1	11	12	2	400	75,000	8,475	13,073
463	St. Marys	5,359	6–21	1,610	150	539	596	1,135	175	[a] 151,550	866	1	2	24	26	4	1,200	80,000	11,760	12,660
464	Shelby	4,685	6–21	1,200	112	410	390	808	175	111,475	637	3	1	23	24	4	900	75,000	8,334	13,000
465	Sidney	5,688	6–21	1,875	250	591	605	1,196	174	172,608	992	1	4	31	35	5	1,300	70,000	21,109	27,000
466	Toronto	3,526	6–21	1,217	150	383	407	790	176	[a] 107,712	612	1	1	18	19	4	800	60,000	9,898	12,500
467	Troy	5,881	6–21	1,587	75	534	493	1,027	[a] 180	154,772	861	1	6	25	31	3	1,100	213,000	19,554	26,704
468	Uhrichsville	4,582	6–21	1,365	20	492	483	975	175	144,375	825	1	5	21	26	3	1,100	120,000	11,000	13,000
469	Urbana	6,808	6–21	1,850	200	574	599	1,173	177	170,095	1,000	3	5	23	28	4	1,275	107,500	19,050	[a] 31,000
470	Vanwert	6,422	6–21	2,107	0	795	771	1,566	180	249,683	1,387	1	8	30	38	4	1,800	200,000	20,818	29,000
471	Wapakoneta	3,915	6–21	1,401	130	398	407	805	171	122,265	715	4	3	20	23	2	800	50,000	11,720	*17,916
472	Washington Court-House	5,751	6–21	1,641	0	662	651	1,313	175	183,050	1,046	3	3	29	32	5	*1,320	70,000	21,358	24,500
473	Wellsville*	6,146	6–21	2,000	125	687	685	1,372	176	217,008	1,233	1	0	27	27	4	1,420	125,000	14,300	17,537
474	Wilmington	3,613	6–21	1,039	0	353	410	763	176	111,760	635	1	6	16	22	3	865	100,000	12,712	50,770
475	Wooster*[b]	6,063	6–21	2,237	.....	.....	.....	1,256	190	194,460	1,024	1	3	25	28	5	.....	160,000	16,147	26,812

	OKLAHOMA TERRITORY.																			
476	El Reno	3,383	6-21	1,463	60	559	598	1,157	180	154,296	857	1	1	23	24	4	.....	75,000	12,000	13,000
477	Enid	3,444	.....	.....	150	.....	.....	1,600	160	.....	.....	3	4	36	40	8	1,650	.....	18,000	25,000
478	Perry	3,351	6-21	1,101	116	276	257	533	160	72,000	490	1	2	16	18	6	500	50,000	7,000	10,000
479	Ponca City	2,528	6-21	1,000	.....	450	550	1,000	180	a 171,000	950	1	2	16	18	4	800	50,000	7,800	8,000
	OREGON.																			
480	Eugene City	3,236	4-20	1,867	150	708	756	1,464	173	189,689	1,116	1	2	33	35	4	1,500	105,000	17,205	24,224
481	Pendleton	4,406	4-20	1,800	146	624	583	1,207	172	165,523	962	1	2	26	28	5	1,320	125,000	18,000	28,750
482	Salem	4,258	4-20	2,000	800	890	906	1,796	177	260,590	1,403	1	7	36	43	5	1,720	150,000	24,300	35,000
483	The Dalles	3,542	5-21	1,262	140	507	501	1,008	176	151,791	757	1	1	17	18	4	860	66,000	11,219	26,492
	PENNSYLVANIA.																			
484	Archbald	5,396	6-16	1,232	0	493	523	1,016	180	111,582	884	1	5	16	21	5	1,100	65,000	8,869	18,227
485	Ashland	6,438	6-21	2,000	105	590	679	1,269	180	184,900	1,027	1	2	24	26	4	1,633	60,500	12,106	17,085
486	Ashley*	4,046	6-21	1,000	20	425	515	940	178	138,840	780	1	1	21	22	2	920	50,000	10,000	11,250
487	Athens	3,749	6-16	600	0	424	482	906	180	123,480	686	1	2	20	22	3	950	50,000	10,790	16,815
488	Bangor	4,106	6-21	1,018	0	472	546	1,018	180	153,199	832	1	9	12	21	4	1,100	56,000	10,087	14,761
489	Bellefonte	4,216	6-16	876	162	.....	.....	789	180	104,220	579	1	4	14	18	3	*800	95,000	9,126	19,801
490	Bellevue	3,416	6-16	a 900	10	553	607	1,160	200	a 153,800	769	1	2	23	25	3	1,000	205,000	22,000	28,880
491	Berwick	3,916	6-18	900	0	500	563	1,063	180	157,500	875	0	4	18	22	2	1,075	75,000	11,380	.....
492	Bethlehem	7,293	6-16	a 2,250	250	906	852	1,758	196	296,552	1,462	2	11	33	44	6	2,084	195,745	25,913	33,684
493	Blakeslee (P. O., Peckville)	3,915	.....	.....	.....	348	454	802	180	a 751,200	690	1	1	16	17	3	825	49,000	7,135	13,778
494	Bloomsburg	6,170	6-21	1,500	40	588	614	1,202	180	a 185,400	1,030	1	6	25	31	3	1,400	105,000	13,490	31,704
495	Bristol	7,104	*6-16	*1,250	*250	569	635	1,204	200	a 164,400	822	1	0	25	25	5	1,303	60,000	13,070	20,148
496	Catasauqua	3,963	8-16	782	122	310	340	650	197	111,583	566	1	3	13	16	2	700	60,000	8,798	13,629
497	Coatesville*	5,721	6-16	1,400	0	760	833	1,593	180	266,668	1,481	4	1	30	31	4	1,600	100,000	16,755	26,000
498	Conshohocken	5,762	6-21	1,342	*600	449	432	881	200	120,484	621	1	1	21	22	2	790	55,000	11,735	*18,563
499	Corry* b	5,369	.....	.....	.....	599	542	1,141	a 180	a 162,360	a 902	1	1	25	26	6	729	.....	10,519	21,252
500	Darby	3,429	6-21	.....	100	480	522	1,002	200	a 136,800	684	2	1	19	20	2	1,100	75,000	*9,070	*19,474
501	Dickson City	4,948	.....	.....	360	491	497	988	180	a 106,380	591	0	3	14	17	4	750	40,000	7,797	.....
502	Donora	.....	6-16	1,302	51	620	682	1,302	180	210,924	1,172	3	1	24	25	2	1,200	150,000	a16,170	*33,180
503	Duryea	.....	6-21	1,765	150	895	601	1,496	180	180,693	a 1,003	1	1	23	24	7	1,100	83,000	9,175	12,065
504	Edwarsdale	5,165	6-18	1,600	100	603	689	1,292	180	a 135,000	750	1	2	18	20	4	1,300	50,000	10,000	12,000
505	Etna* b	5,384	.....	.....	.....	389	374	763	a 180	a 106,740	a 593	1	1	15	16	.....	.....	.....	10,679	20,538
506	Forest City	4,279	6-21	1,100	.....	527	512	1,039	160	a 144,000	900	1	0	15	15	2	950	21,000	*5,221	10,000
507	Freeland* b	5,254	.....	.....	.....	584	542	1,126	170	126,340	752	1	3	16	19	.....	.....	.....	7,392	11,915
508	Gilberton	4,373	6-16	1,100	0	300	500	800	180	.....	.....	3	3	20	23	4	750	28,500	8,960	16,742
509	Greenville*	4,814	6-16	.....	300	556	586	1,142	180	171,000	950	3	4	26	30	3	1,200	125,000	16,000	24,000
510	Hanover	5,302	6-16	1,320	260	533	512	1,045	180	153,540	853	1	5	20	25	4	1,090	110,000	13,505	18,240
511	Huntingdon	6,053	6-16	1,325	10	635	695	1,330	180	212,800	a 1,182	3	3	27	30	3	1,500	72,000	13,427	17,147
512	Indiana	4,142	6-16	1,000	0	*460	*490	*950	*160	*136,800	*855	1	3	14	17	3	1,100	40,000	8,280	11,000
513	Jeannette	5,865	6-16	1,340	260	648	672	1,320	180	a 154,040	856	1	1	23	24	3	1,500	105,000	13,400	23,299
514	Jersey Shore	3,070	6-21	1,230	.....	632	571	1,203	180	199,186	864	1	4	18	22	2	1,320	125,000	9,504	14,612
515	Johnsonburg	3,894	8-21	1,050	0	455	437	892	160	117,041	731	1	1	19	20	3	850	42,000	8,459	17,213
516	Kane	5,296	6-21	1,224	250	570	654	1,224	180	a 186,840	1,038	2	1	26	27	3	1,100	50,000	13,500	.....
517	Kingston	3,846	6-21	.....	*100	403	478	881	176	107,888	613	1	1	14	15	3	791	54,000	7,342	13,334
518	Kittanning	3,902	6-21	1,000	0	424	482	906	180	122,935	683	5	3	16	19	1	1,000	60,000	14,070	18,000

*Statistics of 1904-5. a Approximate. b Copied from State report, 1905.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	PENNSYLVANIA—continued.																			
519	Knoxville	3,511	6–16	a 1,000	400	300	300	600	180	a 104,400	580	1	5	14	19	2	812	$100,000	$7,845	$17,185
520	Lansford	4,888	6–16	1,100	0	656	548	1,204	180	158,871	914	1	4	19	23	5	1,200	50,000	11,626	21,985
521	Latrobe	4,614	6–16	1,021	300	466	464	930	178	143,254	804	1	2	26	28	3	1,200	65,000	18,000	22,157
522	Lehighton	4,629	6–16	1,356	75	452	587	1,039	180	133,864	745	1	5	17	22	3	1,000	72,568	8,756	13,865
523	Lewistown*b	4,451	.....	.....	.....	730	772	1,502	180	214,560	1,192	1	6	25	31	.....	.....	.....	14,540	25,211
524	Lock Haven	7,210	6–21	2,000	210	641	676	1,317	160	a 153,280	958	1	6	25	31	4	1,600	113,000	11,916	18,723
525	Luzerne	3,817	6–21	a 1,000	100	375	427	802	180	99,499	551	1	1	12	13	2	600	30,000	7,048	9,932
526	McKees Rocks	6,352	.....	.....	780	637	654	1,291	200	a 157,400	787	1	1	21	22	4	1,050	108,000	14,524	28,508
527	Mauch Chunk*b	4,029	.....	.....	.....	288	304	592	a 200	a 88,600	a 443	1	3	12	15	.....	.....	.....	7,650	43,370
528	Middletown	5,608	6–16	1,300	0	595	559	1,154	180	a 147,960	822	1	5	21	26	6	1,300	60,000	11,775	19,500
529	Millvale	6,736	6–16	1,540	642	469	440	909	190	a 158,080	832	2	1	19	20	3	1,000	91,000	11,316	19,223
530	Milton	6,175	6–16	1,450	0	669	642	1,311	179	179,016	1,000	1	6	23	29	5	1,465	100,000	12,190	18,750
531	Minersville	4,815	6–21	a 1,500	100	537	507	1,044	180	154,151	856	1	3	15	18	3	1,000	100,000	9,291	33,202
532	Monessen	2,197	8–16	.....	.....	692	711	1,403	180	178.200	990	5	5	32	37	4	1,450	119,200	20,652	51,890
533	Monongahela	5,173	6–16	1,500	50	600	633	1,233	180	169,920	944	3	3	25	28	3	1,225	75,000	17,366	31,098
534	Mount Pleasant	4,745	6–16	1,500	500	488	478	966	170	126,795	746	1	1	24	25	3	1,097	75,000	11,927	18,604
535	New Brighton	6,820	6–21	1,600	140	.....	.....	1,297	180	204,120	1,134	2	1	30	31	4	1,536	100,000	16,510	47,852
536	New Kensington	4,665	8–16	a 1,300	75	541	516	1,057	180	a 142,200	790	1	1	22	23	3	950	75,000	11,750	.....
537	North Braddock	6,535	.....	.....	.....	999	919	1,918	180	251,598	1,421	2	0	39	39	4	1,800	.....	b20,620	b 83,359
538	Old Forge*b	5,630	.....	.....	.....	712	883	1,595	a 180	a 173,340	a 963	1	2	20	22	.....	.....	.....	9,222	21,185
539	Oliphant	6,180	6–16	1,460	300	557	591	1,148	180	139,140	773	1	1	20	21	5	1,110	53,000	10,920	17,720
540	Punxsutawney	4,375	6–21	1,200	150	560	540	1,100	160	a 160,000	1,000	1	0	25	25	3	1,200	40,000	11,518	18,578
541	Rankin	3,775	.....	.....	.....	393	467	860	198	118,220	575	4	0	23	23	2	850	115,000	13,472	20,586
542	Renovo	4,082	8–16	1,000	*339	*340	*338	*678	*160	*97,600	*610	1	1	17	18	3	800	46,000	7,834	17,102
543	Ridgway	3,515	6–16	1,046	150	502	480	982	180	144,180	801	2	4	18	22	2	950	62,000	11,566	22,696
544	Rochester	4,688	6–21	1,009	0	419	481	906	180	154,000	850	2	1	23	24	3	1,100	230,000	14,707	24,753
545	St. Clair*b	4,638	.....	.....	.....	502	486	988	a 180	a 131,580	a 731	1	3	13	16	.....	.....	.....	6,849	12,050
546	St. Marys	4,295	6–16	1,200	600	257	254	511	160	55,520	347	2	2	11	13	2	525	25,000	6,400	8,000
547	Sayre	5,243	6–16	a 1,400	60	693	730	1,423	180	198,000	1,100	2	2	29	31	5	1,500	75,000	14,680	19,314
548	Scottdale	4,261	8–16	1,400	350	450	574	924	180	a 146,700	815	1	6	16	22	3	1,100	55,000	11,850	38,213
549	Sewickley	3,568	.....	.....	.....	452	372	824	190	122,170	643	2	3	23	26	1	825	165,000	17,518	30,674
550	Sharpsburg	6,842	6–21	1,550	425	476	477	953	180	140,049	733	1	1	20	21	2	1,050	125,000	12,000	22,000

551	Slatington	3,773	6–16	1,027	0	464	459	923	180	138,240	768	1	6	15	21	3	760	51,972	8,810	19,466
552	South Sharon	.....	6–16	1,450	0	551	635	1,186	180	.....	.....	1	2	20	22	3	1,350	85,000	13,500	16,824
553	Tarentum	5,472	6–16	1,529	150	633	691	1,329	180	a 186,840	1,038	2	5	28	33	4	1,400	100,000	19,967	29,812
554	Taylor	4,215	6–16	1,400	50	816	728	1,544	180	a 163,800	910	1	3	20	23	8	1,200	75,000	12,000	40,000
555	Towanda	4,663	6–16	a 1,000	200	373	389	762	180	103,680	576	1	2	18	20	3	1,200	54,000	9,846	14,211
556	Turtle Creek	3,262	.....	.....	.....	382	428	810	180	113,220	629	3	0	17	17	1	850	100,000	11,749	17,940
557	Tyrone	5,847	6–21	1,590	130	706	708	1,414	180	204,066	1,132	2	6	25	31	3	1,350	96,500	16,631	22,497
558	Waynesboro	5,396	6–16	1,500	*25	621	648	1,269	170	165,750	975	1	10	23	33	3	1,650	45,000	14,500	20,000
559	West Pittston	5,846	6–16	1,188	40	593	647	1,240	180	a 182,700	1,015	3	0	24	24	4	1,288	87,000	13,255	21,849
560	Wilmerding	4,179	6–16	750	30	457	468	925	200	134,800	674	3	0	18	18	3	800	108,000	12,239	38,555
561	Windber	.....	6–16	a 940	100	431	445	876	160	a 102,240	589	1	3	16	19	3	1,100	50,000	7,637	19,410
	RHODE ISLAND.																			
562	Bristol	6,901	5–15	1,562	77	571	591	1,162	200	180,200	901	1	3	26	29	6	1,152	102,000	15,425	21,064
563	Burrillville	6,317	5–15	1,555	28	751	732	1,483	185	206,645	1,117	1	2	31	33	9	1,423	90,000	15,474	35,166
564	Coventry*	5,279	5–15	1,330	321	412	398	810	180	77,272	434	1	5	14	19	13	909	26,938	6,704	9,028
565	Johnston	4,305	5–15	1,210	10	549	497	1,046	195	135,135	693	4	0	24	24	12	954	44,500	11,413	19,616
566	North Kingstown	4,194	5–15	848	0	348	377	725	174	a 112,230	645	1	5	19	24	13	943	33,409	11,211	17,990
567	South Kingstown	4,972	5–15	1,010	20	445	512	957	180	a 127,980	711	1	2	37	39	12	1,200	25,000	12,600	19,000
568	Warren	5,108	5–15	800	195	410	408	818	193	a 109,817	569	3	2	23	25	7	880	70,000	10,586	17,290
	SOUTH CAROLINA.																			
569	Abbeville	3,766	6–21	a 800	25	600	780	1,380	170	195,000	1,147	1	5	18	23	5	1,400	20,000	6,580	7,300
570	Aiken	3,414	6–21	1,000	109	418	473	891	176	92,400	575	1	4	14	18	4	.....	35,000	6,500	7,000
571	Beaufort	4,110	6–21	.....	80	265	371	636	c 176	85,412	477	2	2	11	13	3	.....	6,500	4,545	.....
572	Chester	4,075	.....	.....	0	540	560	1,100	142	132,000	850	1	6	16	22	3	900	28,000	7,722	10,571
573	Florence* b	4,647	.....	.....	75	416	545	961	180	151,020	839	2	2	17	19	3	1,200	25,000	8,000	10,000
574	Gaffney	3,937	.....	.....	0	497	532	1,029	180	.....	.....	1	3	14	17	5	700	8,000	6,570	7,200
575	Georgetown	4,138	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
576	Greenwood	4,824	6–21	a 1,500	200	599	697	1,296	174	142,193	817	1	2	17	19	5	1,000	28,175	7,189	9,625
577	Laurens* b	4,029	6–21	a 1,000	200	295	399	694	171	81,881	479	1	2	13	15	2	a 700	18,850	5,783	6,483
578	Newberry	4,607	.....	.....	150	*b 434	*b 579	*b 1,013	* b 180	*b 151,920	* b 844	2	2	18	20	3	800	21,000	7,300	8,400
579	Orangeburg	4,455	6–21	1,700	*200	600	752	1,352	200	240,000	1,200	1	2	24	26	4	1,500	50,000	9,444	*10,388
580	Rockhill	5,485	6–21	1,800	40	719	908	1,627	180	a 204,300	1,135	1	4	17	21	4	800	25,000	8,410	*10,413
581	Sumter*	5,673	6–21	1,197	100	763	925	1,688	172	198,660	1,155	1	6	26	32	7	.....	60,000	11,208	12,966
582	Union	5,400	.....	.....	100	948	949	1,897	180	a 162,000	900	1	1	24	25	5	1,100	35,000	10,000	11,000
	SOUTH DAKOTA.																			
583	Aberdeen	4,087	6–21	1,850	150	637	664	1,301	180	187,373	1,041	1	11	27	38	7	1,391	120,000	13,556	39,192
584	Deadwood	3,498	6–21	.....	.....	416	476	892	176	117,601	a 669	1	2	25	27	10	980	.....	.....	.....
585	Mitchell	4,055	6–21	1,100	150	445	446	891	176	141,685	830	2	1	21	22	4	850	53,000	13,810	21,773
586	Watertown	3,352	6–21	1,170	0	500	670	1,170	177	96,000	a 542	2	1	26	27	5	1,200	18,000	22,000	28,000
587	Yankton	4,125	6–21	1,139	.....	388	420	808	174	116,612	670	2	2	23	25	4	820	85,161	14,185	17,615

* Statistics of 1904–5. a Approximate. b Copied from State report, 1905. c Colored schools, 180 days.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	TENNESSEE.																			
588	Bristol	5,271	6–21	1,644	150	638	653	1,291	177	161,247	911	1	4	20	24	4	1,160	$40,000	$10,215	$11,959
589	Cleveland	3,858	6–21	1,445	.....	388	415	803	178	[a] 130,296	732	1	1	13	14	1	750	25,000	3,850	.....
590	Columbia*	6,052	6–21	.....	.....	479	581	1,060	192	164,736	858	1	3	16	19	4	1,000	35,000	7,300	11,000
591	Dyersburg	3,647	6–21	1,420	150	343	409	752	176	[a] 96,970	551	1	3	12	15	2	1,000	23,000	5,535	8,321
592	Harriman	3,442	6–21	1,250	200	363	366	729	177	79,068	454	1	3	11	14	3	750	12,000	4,629	6,070
593	Johnson City	4,645	6–21	2,268	0	685	726	1,411	171	173,066	1,012	1	6	21	27	4	1,400	58,000	11,250	14,000
594	Murfreesboro	3,999	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	TEXAS.																			
595	Belton	3,700	7–17	1,009	250	350	450	800	170	109,746	627	1	5	15	20	5	825	37,050	10,500	11,873
596	Bonham	5,042	7–17	1,200	.....	393	598	1,191	180	153,741	854	1	6	17	23	4	1,100	61,830	13,430	31,066
597	Brenham	5,968	7–18	1,149	150	426	556	982	182	123,331	677	1	3	19	22	5	.....	22,615	11,855	15,320
598	Brownsville	5,308	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
599	Brownwood	3,965	7–17	1,060	70	612	645	1,257	175	148,063	912	3	3	16	19	4	1,015	55,500	*9,723	*12,543
600	Corpus Christi	4,703	7–17	2,124	200	512	461	973	180	[a] 154,640	858	2	4	16	20	5	1,024	35,720	14,350	16,325
601	Denton	4,187	7–17	1,574	*900	798	801	1,599	176	235,740	1,350	1	7	19	26	4	1,600	72,850	17,610	20,000
602	Ennis	4,919	7–17	1,199	95	663	760	1,423	160	143,790	898	1	6	20	26	6	1,083	51,200	13,300	16,045
603	Gonzales	4,297	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
604	Hillsboro	5,346	7–20	1,500	55	710	870	1,580	178	174,655	981	1	6	25	31	7	1,550	51,332	14,946	18,147
605	McKinney	4,342	7–17	910	75	375	426	801	180	115,200	640	1	4	17	21	4	900	15,000	9,800	12,000
606	Marlin	3,090	7–17	.....	25	480	542	1,022	180	112,693	626	1	3	17	20	2	1,200	40,000	12,000	15,000
607	Navasota	3,857	7–17	778	0	336	436	772	180	85,665	[a] 476	1	4	10	14	2	*416	34,950	6,930	8,580
608	Orange*	3,835	7–17	913	25	440	512	952	173	113,597	658	1	2	16	18	3	890	41,701	8,095	9,105
609	Taylor	4,211	7–17	.....	950	594	422	1,016	180	120,234	668	1	4	21	25	2	808	47,500	12,413	18,435
610	Terrell	6,330	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
611	Texarkana	5,256	7–17	2,335	500	681	784	1,465	180	135,850	927	1	3	24	27	*4	*841	25,000	13,536	15,500
612	Victoria	4,010	7–17	1,378	*200	511	535	1,046	164	112,644	787	1	6	16	22	2	1,000	50,600	10,360	14,820
613	Waxahachie	4,215	7–17	1,126	.....	703	758	1,461	164	159,625	900	1	6	15	21	3	1,600	60,000	16,000	17,500
614	Weatherford	4,786	7–17	1,210	120	630	780	1,410	180	181,691	1,009	1	5	22	27	6	1,100	34,000	11,200	14,200

	UTAH.																			
615	Logan	5,451	6-18	2,102	292	730	766	1,496	172	208,327	1,207	3	7	22	29	10	1,450	82,885	18,950	38,004
616	Park City	3,759	6-18	1,170	*80	590	561	1,151	180	159,000	886	4	3	27	30	4	800	*102,000	*15,860	*37,864
617	Provo City	6,185	6-18	2,427	*303	872	843	1,715	174	236,808	1,391	3	12	24	36	4	*1,628	85,500	14,530	35,253
	VERMONT.																			
618	Bellows Falls	4,337	5-18	1,296	0	684	612	1,296	180	221,460	1,230	3	4	36	40	12	1,300	117,000	15,490	32,856
619	Bennington	5,656	5-21	1,297	350	484	507	991	195	149,817	788	2	0	23	23	2	1,000	100,000	13,000	19,817
620	Brattleboro[b]	5,297	5-18	989	*204	264	278	542	176½	87,367	495	4	1	25	26	6	956	125,000	15,620	29,950
621	Montpelier	6,266	5-21	1,535	400	480	477	957	173	139,092	804	3	1	23	24	2	980	70,000	14,370	22,419
622	St. Albans	6,239	5-18	2,120	550	492	537	1,029	185	135,213	769	2	1	24	25	4	1,248	60,000	13,400	21,200
623	St. Johnsbury	5,666	5-18	1,874	505	467	448	915	178½	137,766	772	3	1	30	31	13	1,100	80,000	14,287	30,628
	VIRGINIA.																			
624	Berkley	4,988																		
625	Bristol	4,579	*7-20	*1,200	*50	531	534	1,065	174	a 131,544	756	1	2	18	20	4	850	48,000	7,302	8,753
626	Charlottesville	6,449	*5-21	*2,250		*777	*932	*1,709	*182	*246,246	*1,353	4	0	33	33	2	1,500	65,000	10,687	13,000
627	Fredericksburg	5,068	7-20	1,675	237	380	409	789	181	a 109,315	603	1	3	11	14	5	806	12,575	4,762	6,070
628	Radford	3,344	6-20	973		370	373	743	176	74,470	440	1	3	9	12	3	585	5,000	4,802	5,876
629	Staunton	7,289	7-20	1,818	*223	536	618	1,154	181	190,239	949	1	6	25	31	3	640	60,000	12,508	14,162
630	Suffolk*	3,827	7-20	1,104	80	350	380	730	180	89,100	495	1	2	13	15	4		11,500	4,972	6,533
631	Winchester	5,161	7-20	1,281	250	392	412	804	189	119,637	633	1	3	11	14	2	850	24,000	5,857	7,308
	WASHINGTON.																			
632	Aberdeen	3,747	6-21	1,400	160	631	650	1,281	183	179,230	979	2	4	28	32	5	1,300	63,943	20,744	33,838
633	North Yakima	3,154	6-21	2,300	400	1,016	976	1,992	174	236,604	1,354	7	1	49	50	11	1,800	200,000	40,000	60,000
634	Olympia	4,082	5-21	1,514	100	589	657	1,246	173	166,232	945	2	6	21	27	4	1,000	78,800	18,615	33,155
635	Vancouver*	4,006	5-21	1,200	250	505	513	1,018	173	133,385	771	1	4	17	21	4	950	57,650	12,307	16,500
	WEST VIRGINIA.																			
636	Benwood	4,511	6-21	1,251	200	*325	*330	*655	*190			0	2	14	16	3	900	100,000	8,000	25,000
637	Bluefield	4,644	6-21	2,000	100	705	790	1,495	170	170,000	1,000	3	6	26	32	6	1,600	30,960	9,000	10,000
638	Clarksburg	4,050	6-21	2,202		751	707	1,458	176	187,150	1,062	2	9	27	36	8	1,100	139,000	19,845	26,000
639	Fairmont	5,655	6-21	2,150	0	788	922	1,710	158	218,040	1,380	2	11	33	44	9	1,600	253,500	22,271	36,785
640	Hinton	3,763	6-21	1,285	0	476	523	999	175	112,417	644	3	5	22	27	4	1,025	65,000	8,000	11,000
641	Moundsville	5,362	6-21	2,204	0	742	769	1,511	175	197,820	1,130	1	2	27	29	4	1,400	100,000	13,500	14,750
	WISCONSIN.																			
642	Antigo	5,145	4-20	2,214	320	787	772	1,559	180	220,181	1,257	2	2	34	36	6	1,500	110,000	18,005	38,734
643	Baraboo	5,751	4-20	1,437	0	716	730	1,446	176	205,016	1,157	2	3	35	38	8	1,600	120,000	19,743	30,639
644	Beaver Dam	5,128																		
645	Berlin	4,489	4-20	1,704	430	389	410	799	185	115,501	608	1	1	18	19	3	850	77,000	10,129	21,017
	Depere:																			
646	East side	4,038	4-20	834	*314	108	116	224	189	36,908	195	1	2	8	10	2	250	26,000	5,975	7,849
647	West side		4-20	787	168	121	150	271	174	50,535	232	1	2	8	10	2	284	23,500	2,700	6,860

*Statistics of 1904-5. [a]Approximate. [b]High school statistics not included.

TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1905–6*—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
			School census age.	Children of school census age.		Boys.	Girls.	Total.					Men.	Women.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	WISCONSIN—continued.																			
648	Grand Rapids	4,493	4–20	1,952	250	625	640	1,265	180	181,718	1,010	3	4	33	37	*5	*1,425	$140,000	$20,270	$32,992
649	Kaukauna	5,115	4–20	1,700	850	*275	*275	*550	*175	*90,000	*515	*4	*4	*21	*25	*2	*700	80,000	10,060	24,000
650	Marshfield	5,240	4–20	2,400	677	495	513	1,008	190	149,343	786	1	1	22	23	4	1,380	86,000	13,669	19,739
651	Menasha	5,589	4–20	2,357	850	412	431	843	190	114,952	605	1	2	22	24	3	900	80,000	13,272	20,608
652	Menomonie	5,655	4–20	2,065	242	781	795	1,576	171½	209,071	1,219	1	8	40	48	9	1,800	125,000	27,333	41,393
653	Monroe	3,927	4–20	1,202	6	553	537	1,090	180	178,990	989	2	2	25	27	4	1,100	75,000	12,945	38,282
654	Neenah	5,954	4–20	1,932	194	611	692	1,303	179	194,836	1,069	2	2	34	36	8	1,325	103,000	18,757	25,704
655	Oconto	5,646	4–20	1,959	600	.....	.....	880	175	139,858	800	0	6	17	23	4	900	50,000	11,400	*17,000
656	Portage*	5,459	4–20	1,799	229	.....	.....	1,570	190	152,000	800	1	1	23	24	5	1,300	100,000	12,390	18,000
657	Rhinelander	4,998																		
658	South Milwaukee	3,392	4–20	1,757	386	337	352	689	183	99,000	541	0	2	16	18	3	700	32,000	11,500	13,000
659	Stoughton	3,431	4–20	1,401	0	561	618	1,179	177	162,972	905	1	2	19	21	5	1,200	.....	13,585	21,018
660	Sturgeon Bay	3,372	4–20	1,398	197	445	456	901	197	135,971	699	1	1	20	21	3	1,340	80,000	10,325	14,338
661	Washburn	6,814	4–20	1,656	325	493	528	1,021	174	a 171,912	988	3	2	29	31	6	*2,100	200,000	17,000	21,528
662	Waukesha	7,419	4–20	2,067	320	608	689	1,297	190	195,845	1,250	1	7	33	40	6	1,567	100,000	19,410	41,021
	WYOMING.																			
663	Rock Springs	4,363	6–21	950	0	400	450	850	178	a 115,166	647	3	2	18	20	5	875	36,000	15,000	16,562
664	Sheridan	1,559	6–21	1,154	25	495	522	1,017	180	128,160	702	2	0	21	21	7	900	50,000	13,800	17,000

Statistics of 1904–5.

aApproximate.

TABLE 15.—*Summary of statistics of public kindergartens reported in cities of 4,000 population and over, 1905–6.*

State or Territory.	Number of cities and villages reporting public kindergartens.	Number of schools.	Number of instructors.	Pupils.			
				Boys.	Girls.	Not reported as to sex.	Total.
United States	369	3,391	5,097	104,426	105,127	[a] 17,837	227,390
North Atlantic Division	181	1,878	2,615	54,095	53,741	[a] 14,599	122,435
South Atlantic Division	8	83	163	1,779	1,942	192	3,913
South Central Division	24	75	149	2,352	2,585	.....	4,937
North Central Division	135	1,213	1,909	40,891	41,359	3,046	85,296
Western Division	21	142	261	5,309	5,500	.....	10,809
North Atlantic Division:							
Maine	6	22	37	207	208	[b] 649	1,064
New Hampshire	7	22	40	410	457	.....	867
Vermont	4	12	18	250	243	45	538
Massachusetts	34	299	526	8,577	8,419	359	17,355
Rhode Island	6	51	95	2,015	1,935	.....	3,950
Connecticut	14	89	187	2,254	2,307	[c] 2,569	7,130
New York	56	866	963	24,592	23,857	1,746	50,195
New Jersey	38	285	350	5,668	5,702	9,211	20,581
Pennsylvania	16	232	399	10,122	10,613	20	20,755
South Atlantic Division:							
Maryland	1	19	40	404	402	.....	806
District of Columbia	1	47	97	1,067	1,203	.....	2,270
Virginia	1	6	12	158	186	.....	344
West Virginia	1	1	1	22	30	.....	52
South Carolina	1	1	1	28	20	.....	48
Georgia	3	9	12	100	101	192	393
South Central Division:							
Kentucky	5	26	51	1,013	1,080	.....	2,093
Alabama	3	6	13	160	166	.....	326
Mississippi	5	6	9	202	222	.....	424
Louisiana	4	24	56	723	793	.....	1,516
Texas	4	7	11	122	136	.....	258
Oklahoma	3	6	9	132	188	.....	320
North Central Division:							
Ohio	16	138	208	4,640	4,980	.....	9,620
Indiana	14	81	110	1,953	1,945	264	4,162
Illinois	6	234	288	9,346	9,204	.....	18,550
Michigan	35	208	302	6,234	6,211	365	12,810
Wisconsin	31	183	327	8,097	8,169	381	16,647
Minnesota	7	66	107	2,612	2,673	75	5,360
Iowa	17	84	125	1,031	1,029	1,961	4,021
Missouri	3	168	359	5,670	5,841	.....	11,511
South Dakota	2	4	4	131	111	.....	242
Nebraska	4	47	79	1,177	1,196	.....	2,373
Western Division:							
Montana	1	6	6	98	112	.....	210
Colorado	3	41	81	1,760	1,804	.....	3,564
New Mexico	1	1	1	15	25	.....	40
Utah	1	3	9	164	148	.....	312
Washington	2	4	6	148	160	.....	308
California	13	87	158	3,124	3,251	.....	6,375

[a] Including estimates for Skowhegan, Me., and Hartford, Conn.
[b] Including estimate for Skowhegan.
[c] Including estimate for Hartford.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6.*

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
ALABAMA.						
Bessemer	1	2	21	20	.....	41
Florence *	1	2	20	20	.....	40
Mobile	4	9	119	126	.....	245
CALIFORNIA.						
Fresno	1	1	68	55	.....	123
Los Angeles	47	85	1,906	2,059	.....	3,965
Oakland	2	2	69	75	.....	144
Pasadena	7	17	236	248	.....	484
Pomona	3	6	122	100	.....	222
Redlands	2	3	17	22	.....	39
Riverside	1	3	31	39	.....	70
Sacramento	9	16	212	208	.....	420
San Diego	6	11	216	203	.....	419
San Francisco	1	1	21	28	.....	49
Santa Ana	2	4	68	62	.....	130
Santa Barbara	4	7	115	114	.....	229
Santa Cruz	2	2	43	38	.....	81
COLORADO.						
Denver	35	69	1,522	1,541	.....	3,063
Grand Junction	1	2	46	46	.....	92
Pueblo, district No. 20	5	10	192	217	.....	409
CONNECTICUT.						
Bristol	4	6	139	151	.....	290
Hartford	14	60	.....	.....	.....	.....
Manchester (ninth district) *	1	2	128	143	.....	271
Meriden	1	2	23	34	.....	57
Naugatuck	4	4	113	124	.....	237
New Britain *	8	18	281	309	.....	590
New Haven	19	32	821	818	.....	1,639
New London	5	10	.....	.....	228	228
Norwalk	6	12	179	152	.....	331
Norwich (central district)	5	10	.....	.....	198	198
South Norwalk	2	4	.....	.....	200	200
Stamford	6	7	172	177	.....	349
Waterbury	12	16	340	337	.....	677
Winsted	2	4	58	62	.....	120
DISTRICT OF COLUMBIA.						
Washington	47	97	1,067	1,203	.....	2,270
GEORGIA.						
Athens	1	1	18	28	.....	46
Augusta	3	5	82	73	.....	155
Columbus	5	6	.....	.....	192	192
ILLINOIS.						
Chicago	215	247	8,861	8,668	.....	17,529
Dixon (North side)	1	3	40	38	.....	78
Evanston:						
District No. 75	5	10	98	126	.....	224
District No. 76	2	4	56	56	.....	112
La Grange	4	5	73	90	.....	163
Moline *	7	19	218	226	.....	444
INDIANA.						
Columbus	2	3	*40	*50	.....	*90
East Chicago	3	6	86	85	.....	171
Evansville	7	14	281	303	.....	584
Fort Wayne	6	12	193	226	.....	419
Hammond	6	12	225	175	.....	400
La Porte	2	4	77	71	.....	148
Michigan City	7	8	.....	.....	264	264
Richmond	7	7	195	183	.....	378
Shelbyville	4	2	93	114	.....	207
South Bend	10	20	254	276	.....	530
Terre Haute	24	12	316	288	.....	604
Tifton	.....	7	78	72	.....	150
Valparaiso	1	1	24	31	.....	55
Vincennes	2	2	91	71	.....	162

*Statistics of 1904–5.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued.

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
IOWA.						
Burlington	6	9	120	120	.....	240
Cedar Rapids	4	8	.....	.....	274	274
Charles City*	1	2	39	46	.....	85
Council Bluffs	12	19	.....	.....	541	541
Creston	4	8	106	98	.....	204
Decorah	1	1	30	25	.....	55
Des Moines:						
Capital Park	1	1	30	32	.....	62
West Side	20	30	.....	.....	896	896
Dubuque	7	14	246	230	.....	476
Fort Dodge	7	*7	.....	.....	250	250
Grinnell	3	3	57	57	.....	114
Marshalltown	7	7	126	127	.....	253
Mount Pleasant	3	3	36	34	.....	70
Oskaloosa	5	5	121	113	.....	234
Washington	1	3	48	77	.....	125
Waterloo (West Side)	1	3	42	40	.....	82
Webster City	1	2	30	30	.....	60
KENTUCKY.						
Covington	6	12	279	281	.....	560
Frankfort	2	3	44	49	.....	93
Henderson	1	1	20	23	.....	43
Lexington*[a]	5	20	217	225	.....	442
Louisville	12	15	453	502	.....	955
LOUISIANA.						
Donaldsonville	1	1	36	28	.....	64
Monroe	1	1	12	17	.....	29
New Orleans	21	51	647	706	.....	1,353
Shreveport	1	3	28	42	.....	70
MAINE.						
Bangor	5	11	105	90	.....	195
Biddeford	1	1	17	24	.....	41
Lewiston	4	4	73	74	.....	147
Portland	9	18	.....	.....	589	589
Saco	1	1	12	20	.....	32
Skowhegan	2	2	.....	.....	.....	.....
MARYLAND.						
Baltimore*	19	40	404	402	.....	806
MASSACHUSETTS.						
Andover	3	3	.....	.....	122	122
Attleboro	2	3	52	55	.....	107
Boston	107	199	3,716	3,563	.....	7,279
Braintree*	5	5	74	75	.....	149
Bridgewater	1	2	22	13	.....	35
Brookline	11	20	250	231	.....	481
Cambridge	16	32	481	490	.....	971
Chelsea	2	2	55	47	.....	102
Chicopee	2	2	44	30	.....	74
Dedham	4	8	75	86	.....	161
Easton	1	2	.....	.....	60	60
Fall River	3	6	99	128	.....	227
Framingham	2	4	30	24	.....	54
Greenfield	2	2	33	47	.....	80
Haverhill	9	12	185	228	.....	413
Holyoke	8	16	263	263	.....	526
Lowell	13	25	403	347	.....	750
Marblehead	2	4	54	44	.....	98
Medford	6	5	121	123	.....	244
Melrose	8	16	169	162	.....	331
Milton	4	7	.....	.....	177	177
New Bedford	3	6	100	76	.....	176
Newton	14	27	353	379	.....	732
North Adams	6	11	153	200	.....	353
Northampton	6	7	93	90	.....	183
Pittsfield	2	4	53	81	.....	134

* Statistics of 1904–5.

[a] Copied from superintendent's annual report for 1905. The enrollment reported does not include statistics of West End kindergarten.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued.

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
MASSACHUSETTS—continued.						
Salem	5	10	144	138	.....	282
Somerville	4	8	200	212	.....	412
Springfield	14	26	562	521	.....	1,083
Wellesley	1	2	19	14	.....	33
Westfield	5	10	74	55	.....	129
West Springfield	3	2	71	72	.....	143
Winchester	2	4	45	47	.....	92
Worcester	23	34	584	578	.....	1,162
MICHIGAN.						
Adrian	5	5	.....	.....	250	250
Bay City	3	3	118	118	.....	236
Cadillac	2	4	80	70	.....	150
Calumet	14	28	384	339	.....	723
Coldwater	2	2	68	77	.....	145
Delray	3	7	62	88	.....	150
Detroit	51	82	2,105	1,907	.....	4,012
Dowagiac	2	2	64	68	.....	132
Escanaba	2	4	93	130	.....	223
Flint	4	6	134	143	.....	277
Grand Haven	1	3	56	52	.....	108
Grand Rapids	32	34	817	856	.....	1,673
Hillsdale	2	2	41	49	.....	90
Holland	4	4	115	129	.....	244
Houghton	2	5	61	62	.....	123
Ionia	3	3	25	28	.....	53
Ironwood	6	13	200	200	.....	400
Ishpeming	5	10	176	174	.....	350
Kalamazoo	8	14	250	241	.....	491
Manistee	6	6	106	107	.....	213
Manistique	3	3	69	72	.....	141
Marquette	2	4	67	72	.....	139
Menominee	6	6	224	192	.....	416
Monroe	2	2	68	72	.....	140
Mount Clemens	4	4	65	82	.....	147
Mount Pleasant	1	1	10	15	.....	25
Muskegon	8	10	260	267	.....	527
Negaunee	2	3	65	105	.....	170
Pontiac*	4	4	76	86	.....	162
St. Joseph	2	4	48	42	.....	90
Sault Ste. Marie	3	7	95	112	.....	207
Traverse City	6	8	160	192	.....	352
Three Rivers	4	4	.....	.....	115	115
Wyandotte	3	4	51	40	.....	91
Ypsilanti	1	1	21	24	.....	45
MINNESOTA.						
Duluth	12	13	366	380	.....	746
Ely	2	2	.....	.....	75	75
Eveleth	4	5	70	66	.....	136
Minneapolis	5	10	302	315	.....	617
St. Paul	32	63	1,647	1,649	.....	3,296
Virginia	4	6	100	150	.....	250
Winona	7	8	127	113	.....	240
MISSISSIPPI.						
Columbus	1	3	80	100	.....	180
Greenville	1	1	19	13	.....	32
McComb	1	1	42	47	.....	89
Natchez	2	2	40	40	.....	80
Yazoo City	1	2	21	22	.....	43
MISSOURI.						
Cape Girardeau	1	3	28	22	.....	50
Kansas City	26	35	729	700	.....	1,429
St. Louis	141	321	*4,913	*5,119	.....	*10,032
MONTANA.						
Helena	6	6	98	112	.....	210

*Statistics of 1904–5.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
NEBRASKA.						
Hastings	1	2	22	26	.....	48
Lincoln	13	26	403	437	.....	840
Omaha	32	49	707	668	.....	1,375
York	1	2	45	65	.....	110
NEW HAMPSHIRE.						
Claremont	2	5	30	32	.....	62
Concord (Union district)	6	12	120	133	.....	253
Franklin	2	2	31	25	.....	56
Keene	3	3	50	51	.....	101
Manchester	1	2	28	24	.....	52
Nashua	4	8	77	92	.....	169
Portsmouth	4	8	74	100	.....	174
NEW JERSEY.						
Asbury Park	1	2	58	47	.....	105
Bayonne	*7	10	223	235	.....	458
Bloomfield	7	12	200	226	.....	426
Boonton	1	1	15	22	.....	37
Camden	8	8	163	163	.....	326
Dover	3	3	51	57	.....	108
East Orange	7	12	293	280	.....	573
Englewood	5	7	89	80	.....	169
Garfield	2	2	80	80	.....	160
Hackensack	4	8	.....	.....	405	405
Hoboken	8	16	.....	.....	1,073	1,073
Jersey City	5	5	.....	.....	370	370
Long Branch	3	4	122	104	.....	226
Madison	1	1	21	12	.....	33
Montclair	7	15	208	175	.....	383
Newark	105	100	.....	.....	7,363	7,363
New Brunswick	1	1	28	53	.....	81
Newton	1	1	48	52	.....	100
North Plainfield	2	4	90	69	.....	159
Orange	6	12	250	281	.....	531
Passaic	9	18	567	557	.....	1,124
Paterson	19	20	1,043	995	.....	2,038
Perth Amboy	9	10	300	317	.....	617
Plainfield *	5	6	169	158	.....	327
Princeton	2	3	42	49	.....	91
Ridgewood	3	3	55	65	.....	120
Rutherford	2	3	50	84	.....	134
Salem	2	2	20	30	.....	50
Somerville	1	2	40	51	.....	91
South Orange	3	5	56	70	.....	126
Summit	2	3	39	62	.....	101
Town of Union	3	3	151	173	.....	324
Trenton	24	22	528	544	.....	1,072
Weehawken	3	6	126	110	.....	236
Westfield	2	4	72	76	.....	148
West Hoboken	5	5	294	266	.....	560
West New York	1	1	54	45	.....	99
West Orange	6	10	123	114	.....	237
NEW MEXICO.						
Santa Fe	1	1	15	25	.....	40
NEW YORK.						
Albany	24	27	552	587	.....	1,139
Amsterdam	7	7	110	130	.....	240
Auburn	5	9	105	111	.....	216
Binghamton	14	14	298	340	.....	638
Buffalo	23	30	832	939	.....	1,771
Catskill	2	2	45	40	.....	85
Cohoes	4	5	125	125	.....	250
Cortland	1	1	37	20	.....	57
Dunkirk	1	2	26	31	.....	57
Fredonia	3	4	40	50	.....	90
Geneva	4	9	126	112	.....	238
Gloversville	7	7	.....	.....	300	300
Haverstraw	1	1	27	32	.....	59
Hempstead	1	2	22	26	.....	48
Herkimer	1	1	22	31	.....	53

* Statistics of 1904–5.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued.

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
NEW YORK—continued.						
Hornell	4	4	96	125	.....	221
Ilion	2	3	56	56	.....	112
Ithaca	3	3	104	90	.....	194
Jamestown	9	11	275	254	.....	529
Johnstown	2	2	44	36	.....	80
Lancaster	1	1	15	22	.....	37
Lansingburg	5	6	97	78	.....	175
Little Falls	3	3	53	44	.....	97
Lockport	3	3	73	80	.....	153
Matteawan*	1	1	50	57	.....	107
Medina	2	2	30	35	.....	65
Mount Vernon	6	6	130	140	.....	270
New Rochelle	7	11	296	289	.....	585
New York	549	532	15,698	14,817	.....	30,515
Niagara Falls	8	14	209	204	.....	413
North Tarrytown	1	1	39	39	.....	78
North Tonawanda	4	7	132	139	.....	271
Nyack	1	1	25	40	.....	65
Olean	6	6	114	126	.....	240
Ossining	2	2	35	45	.....	80
Plattsburg	5	5	148	134	.....	282
Port Chester	4	5	176	162	.....	338
Port Jervis	1	1	31	29	.....	60
Poughkeepsie	4	4	92	107	.....	199
Rensselaer	2	2	63	60	.....	123
Rochester	32	71	1,945	1,833	.....	3,778
Rome	5	6	109	103	.....	212
Rye	1	1	28	26	.....	54
Sandy Hill	1	2	44	47	.....	91
Saratoga Springs*	5	6	96	79	.....	175
Schenectady	9	10	219	230	.....	449
Solvay	2	2	50	62	.....	112
Syracuse	26	36	940	976	.....	1,916
Tarrytown	1	2	32	35	.....	67
Troy	8	16	.....	.....	300	300
Utica	15	23	.....	.....	1,146	1,146
Waterloo	2	3	21	32	.....	53
Watertown	5	5	100	110	.....	210
Watervliet	3	4	69	48	.....	117
White Plains	4	4	74	86	.....	160
Yonkers	14	15	417	408	.....	825
OHIO.						
Akron	15	15	474	492	.....	966
Canton	1	1	28	19	.....	47
Cincinnati	7	16	244	215	.....	459
Cleveland	38	74	1,250	1,406	.....	2,656
Dayton	22	22	718	729	.....	1,447
Delaware	1	1	27	23	.....	50
Fostoria	1	3	39	57	.....	96
Fremont	3	6	75	75	.....	150
Mansfield	7	14	96	186	.....	282
Norwalk	1	2	57	47	.....	104
Norwood	3	3	45	55	.....	100
Springfield	1	3	30	39	.....	69
St. Bernard	1	1	10	12	.....	22
Toledo	35	52	1,436	1,552	.....	2,988
Xenia	1	1	29	17	.....	46
Youngstown	1	4	82	56	.....	138
OKLAHOMA.						
Guthrie	2	2	25	35	.....	60
Oklahoma City	3	6	85	125	.....	210
Ponca City	1	1	22	28	.....	50
PENNSYLVANIA.						
Allegheny	20	40	481	542	.....	1,023
Altoona	5	10	172	208	.....	380
Archbald	2	4	50	55	.....	105
Erie	1	2	46	32	.....	78
Huntingdon	1	5	.....	.....	20	20
Johnstown	2	2	61	78	.....	139

*Statistics of 1904–5.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued.

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
PENNSYLVANIA—continued.						
Kittanning	1	2	34	42	.....	76
Lancaster [a]	2	4	40	30	.....	70
Philadelphia	128	213	7,021	7,124	.....	14,145
Pittsburg	37	75	1,429	1,627	.....	3,056
Rankin	1	3	59	73	.....	132
Scranton	21	21	443	467	.....	910
Sewickley	1	2	30	36	.....	66
Tarentum	2	4	51	72	.....	123
Titusville	4	8	90	116	.....	206
Wilkes Barre	4	4	115	111	.....	226
RHODE ISLAND.						
Cranston	4	5	188	190	.....	378
Newport	5	5	157	110	.....	267
Pawtucket	12	24	402	410	.....	812
Providence	26	54	1,176	1,136	.....	2,312
South Kingston	1	2	29	35	.....	64
Woonsocket	3	5	63	54	.....	117
SOUTH CAROLINA.						
Anderson	1	1	28	20	.....	48
SOUTH DAKOTA.						
Sioux Falls	3	3	91	86	.....	177
Watertown	1	1	40	25	.....	65
TEXAS.						
El Paso	3	4	75	80	.....	155
Navasota	1	2	8	20	.....	28
Palestine	2	2	25	20	.....	45
Texarkana	1	3	14	16	.....	30
UTAH.						
Salt Lake City	3	9	164	148	.....	312
VERMONT.						
Bennington	1	2	.....	.....	45	45
Burlington	6	6	144	149	.....	293
Montpelier	1	2	30	21	.....	51
Rutland *	4	8	76	73	.....	149
VIRGINIA.						
Richmond	6	12	158	186	.....	344
WASHINGTON.						
Seattle	3	4	112	120	.....	232
Spokane	1	2	36	40	.....	76
WEST VIRGINIA.						
Fairmont	1	1	22	30	.....	52
WISCONSIN.						
Antigo	5	5	71	79	.....	150
Appleton	7	14	301	354	.....	655
Ashland	2	4	70	60	.....	130
Baraboo	3	6	58	59	.....	117
Beloit	5	10	228	220	.....	448
Berlin	2	2	56	49	.....	105
De Pere (East side)	1	1	14	8	.....	22
De Pere (West side)	2	2	16	20	.....	36
Eau Claire	8	8	.....	.....	381	381
Fon du Lac	7	15	347	338	.....	685
Grand Rapids	4	5	86	92	.....	178
Janesville	4	8	140	130	.....	270
Kaukauna	2	3	65	55	.....	120
Kenosha	2	3	50	48	.....	98
Madison	3	6	78	85	.....	163

* Statistics of 1904–5.
[a] Under private control, but maintained out of public appropriations.

TABLE 16.—*Public kindergartens in cities of over 4,000 inhabitants in 1905–6*—Continued.

State and city.	Number of schools.	Instructors.	Pupils.			
			Boys.	Girls.	Not reported as to sex.	Total.
1	2	3	4	5	6	7
WISCONSIN—continued.						
Manitowoc	6	6	190	200	.....	390
Mansfield	1	2	40	30	.....	70
Marinette	6	6	168	217	.....	385
Menasha	3	6	102	94	.....	196
Menomonie	3	3	109	114	.....	223
Merrill	2	4	65	85	.....	150
Milwaukee	51	101	3,284	3,259	.....	6,543
Monroe	2	3	120	110	.....	230
Neenah	2	4	65	85	.....	150
Oshkosh	11	25	563	557	.....	1,120
Racine	9	17	380	378	.....	758
Sheboygan	7	21	380	382	.....	762
Stevens Point	3	4	70	75	.....	145
Stoughton	2	2	36	54	.....	90
Superior	11	27	535	544	.....	1,079
Wausau	7	14	410	388	.....	798

CHAPTER XV.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS

For the school year ended June, 1906, there were 622 universities, colleges, and technological schools reporting to this Bureau. There are 158 of these institutions for men only and 335 open to both men and women. These 493 institutions appear in the tables classified under the general heading of this chapter. Of the 129 institutions admitting women only, 15 are classified as colleges for women, Division A, and 114 as colleges for women, Division B.

Formerly the technological schools proper, or those granting the B. S. or other scientific or technical degrees were given a separate classification. This separate list was misleading, particularly to many of the Bureau's foreign correspondents, who supposed that these schools stood for all that was being done in America in higher technical training. As a matter of fact the universities and colleges known as the B. A. colleges have been for several years conferring twice as many B. S. degrees as have been granted by the schools of technology. In recent years the scientific courses have been so broadened and strengthened that their completion requires as much time as the classical, literary, or philosophical courses. For reasons which are obvious from the above statement the separate classification is discontinued, beginning with this report, and the 45 institutions conferring only the B. S. or other scientific degrees appear in the regular list of universities and colleges. These schools of technology can still be distinguished in Table 28, which indicates the institutions conferring the A. B., B. S., Ph. B., and the B. L. degrees. A more useful table is 29, which gives a list of seventeen technical courses of study and indicates the institutions offering one or more of them.

The total number of professors and instructors in all departments of the 622 universities, colleges, and technological schools was 23,950. These were distributed as follows: 285 men and 473 women in colleges for women, Division A; and 410 men and 1,691 women in colleges for women, Division B; and 18,520 men and 2,571 women in the remaining 493 institutions. In the latter there were 12,278 professors and instructors for the undergraduate departments alone, 11,012 men and 1,266 women.

In the 622 institutions there were 258,603 students in the preparatory, collegiate, graduate, and professional departments. These are shown by departments in Tables 7, 15, and 19. These tables show that there were 135,834 students, 97,738 men and 38,096 women, in the undergraduate and resident graduate departments of the universities, colleges, and technological schools, not including colleges for women, Division B. The numbers of such students for each year since 1889–90 are shown in the following table:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology from 1889–90 to 1905–6.

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
1901–2	66,325	22,507	5,549	11,808	1,202	78,133	29,258
1902–3	69,178	24,863	5,749	13,216	1,124	82,394	31,736
1903–4	71,817	24,413	6,341	14,189	1,269	86,006	32,023
1904–5	77,250	26,739	6,305	14,911	1,199	92,161	34,243
1905–6	97,738	31,443	6,653	(a)	(a)	97,738	38,096

a Included in universities and colleges for men and for both sexes.

In addition to the number of students mentioned in the last line of the above table there were enrolled 12,730 students in the collegiate and graduate departments of the 114 colleges for women, Division B.

The number of undergraduate students in the various courses of study in the 493 universities and colleges and schools of technology and in the colleges for women, Division A, were as follows so far as reported:

Liberal arts	81,595
Agriculture	4,310
Mechanical engineering	7,426
Civil engineering	7,962
Electrical engineering	5,696
Chemical engineering	1,234
Mining engineering	2,826
General engineering	2,501
Architecture	776
Sanitary engineering	82
Household economy	1,730
Commerce	1,193

DEGREES CONFERRED.

The total number of degrees and the number of each kind conferred on men and on women in 1905–6 was as follows:

Degree.	On men.	On women.	Degree.	On men.	On women.
A. B	5,835	4,183	A. C	5	0
B. S	3,921	700	B. Arch	7	2
Ph. B	764	430	B. Agri	23	0
B. L	132	510	B. S. A	96	1
B. C. E	47	0	A. A	2	0
B. M. E	51	0	B. Mus	8	255
B. E. E	3	0	B. Ped	24	14
B. E. M	5	0	B. S. D	8	5
B. E	89	16	B. Paint	1	24
Met. E	3	0	B. O	1	7

Degrees conferred—Continued.

Degree.	On men.	On women.	Degree.	On men.	On women.
B. F. A	25	2	M. Acc's	113	0
B. C. S	2	1	M. F	15	0
B. Acc's	48	5	M. Agri	1	0
A. M	1,024	362	Sc. D	1	0
M. S	168	15	Ph. D	312	25
M. L	1	10	M. C. S	2	0
Ph. M	29	0	M. C. E	3	0
C. E	363	0	Ph. L	4	0
M. E	494	0	L. I	44	39
E. E	157	0	Mus. D	1	0
E. M	193	0	M. Dip	2	0
M. M. E	4	0			
M. Ped	4	14	Total	14,035	6,620

The number of Ph. D. degrees conferred by the several institutions during the year is reported as follows:

Institutions conferring Ph. D. degree in 1906.

Institution.	On examinations.		Honorary.
	On men.	On women.	
University of California	4	0	0
Leland Stanford Junior University	2	0	0
University of Colorado	2	0	0
University of Denver	4	0	0
Yale University	27	2	0
Catholic University of America	5	0	0
George Washington University	2	0	0
University of Chicago	27	4	0
Ewing College, Ill	5	0	0
University of Illinois	3	0	0
Hanover College, Indiana	0	0	1
Taylor University, Indiana	1	0	0
State University of Iowa	5	0	0
Johns Hopkins University	32	0	0
Boston University	10	0	0
Harvard University	46	0	0
Radcliffe College	0	2	0
Tufts College	1	0	0
Clark University	13	0	0
University of Michigan	8	1	0
University of Minnesota	2	0	0
Washington University	2	0	0
University of Nebraska	5	2	0
St. Anselm's College, New Hampshire	0	0	4
Dartmouth College	1	0	0
Princeton University	5	0	0
Cornell University	16	3	0
College of St. Francis Xavier, New York	1	0	0
Columbia University	38	4	0
New York University	8	0	0
St. John's College, New York	0	0	1
Oregon Agricultural College	0	0	1
Bryn Mawr College	0	2	0
Western University of Pennsylvania	1	0	0
Grove City College, Pennsylvania	0	0	7
Franklin and Marshall College, Pennsylvania	1	0	0
University of Pennsylvania	23	5	0
Villanova College, Pennsylvania	0	0	3
Brown University	1	0	0
Allen University, South Carolina	0	0	1
Vanderbilt University, Tennessee	1	0	0
Washington and Lee University	1	0	0
University of Wisconsin	9	0	0
Total	312	25	18

The 622 institutions for higher education reporting to this Bureau in 1906 possessed property aggregating in value $554,077,023. Of this aggregate $17,817,316 represented the value of libraries; $26,738,488 the value of scientific apparatus, machinery, and furniture; $261,090,825 the value of grounds and buildings, and $248,430,394 the amount of productive funds. In the libraries there were 11,868,927 bound volumes and 2,605,287 pamphlets. These items are given in Tables 13, 17, and 21.

The purpose and cost of new buildings erected during the year, so far as reported, are shown in the table following:

Purpose and cost of new buildings.

Institution.	Purpose.	Cost.
Alabama Polytechnic Institute	Engineering	$18,000
Athens Female College (Alabama)	Dormitory	14,000
University of Arizona	Engineering	4,000
	Barn and seed house	1,800
University of Arkansas	Girls' dormitory	40,000
	Boys' dormitory	20,000
	Chemistry	15,000
	Agriculture	12,000
	Hospital	5,000
	Dairy	6,000
Mills College (California)	Library	40,000
University of California	Administration	266,781
	Gymnasium, men	29,825
	Agriculture	5,473
	Gymnasium, women	8,104
	Entomology	1,713
University of Southern California	Two science halls	60,000
Santa Clara College (California)	Dormitory	5,000
University of Colorado	Chemistry	30,000
College of the Sacred Heart (Colorado)	Reading room, boiler room	15,000
State Agricultural College (Colorado)	Stock pavilion	5,300
	Horse barn	5,000
	Granary	2,000
	Mechanics (addition)	2,279
	Stock sheds	800
Colorado School of Mines	Mining and electro-metallurgy	50,000
	Administration	80,000
Connecticut Agricultural College	Dormitory, men	65,000
State College for Colored Students (Delaware)	Dormitory	3,800
	Water and heating plants	2,015
Georgetown University (District of Columbia)	Gymnasium	50,000
Trinity College (District of Columbia)	Library	68,000
Presbyterian College of Florida	Dormitory (addition)	1,500
Atlanta University	Library	25,000
Georgia School of Technology	Chemistry	20,000
Emory College (Georgia)	Athletic hall	27,000
Wesleyan Female College (Georgia)	Auditorium, dormitory, etc	40,000
University of Idaho	Metallurgical laboratory	40,000
	Agriculture	33,300
Carthage College (Illinois)	Gymnasium	11,000
Illinois Woman's College	Domestic science	50,000
St. Bede College (Illinois)	Administration	40,000
Indiana University	Social and religious	100,000
	Library	100,000
Concordia College (Indiana)	Administration	80,000
Purdue University (Indiana)	Engineering, civil	50,000
	Engineering, electrical	2,000
	Sheep barn	2,000
Moores Hill College (Indiana)	Administration	50,000
Iowa State College of Agriculture and Mechanic Arts	do	410,000
Drake University (Iowa)	Memorial hall	30,000
	Stadium (addition)	8,000
St. Joseph's College (Iowa)	Athletics	4,500
Iowa College	Administration	20,000
	Y. M. C. A	10,000
Cornell College (Iowa)	Library	52,000
Baker University (Kansas)	do	40,000
University of Kansas	Gymnasium and auditorium	100,000
Kansas State Agricultural College	Granary	4,000
	Boiler rooms	3,000
St. Mary's College (Kansas)	Heating plant	5,000
Fairmount College (Kansas)	Dormitory, men	33,000
Berea College (Kentucky)	Administration	50,000
	Waterworks	50,000
	Library	30,000
Millersburg Female College (Kentucky)	Dormitory	6,500
St. Mary's College (Kentucky)	do	5,000
Kentucky Wesleyan College	Administration	55,000

Purpose and cost of new buildings—Continued.

Institution.	Purpose.	Cost.
Louisiana State University	Engineering (addition)	$10,000
University of Maine	Library	50,000
Colby College (Maine)	Dormitory, women	55,000
Washington College (Maryland)	Administration	60,000
Massachusetts Agricultural College	Horticulture	30,000
	Entomology	3,000
Tufts College (Massachusetts)	Library	100,000
Wellesley College (Massachusetts)	Observatory (addition)	25,000
Michigan State Agricultural College	Dormitory	55,000
Albion College (Michigan)	Administration (addition)	15,000
University of Michigan	Physical laboratory (addition)	35,000
Hope College (Michigan)	Gymnasium	30,000
University of Minnesota	Pathology	100,000
	Woman's building	60,000
St. Olaf College (Minnesota)	Administration	20,000
	Heating plant	19,000
Blue Mountain Female College (Mississippi)	Waterworks	9,000
Meridian Female College (Mississippi)	Conservatory (addition)	3,000
Rust University (Mississippi)	Administration	10,000
Millsaps College (Mississippi)	Library	30,000
Central College for Women (Missouri)	Auditorium	40,000
Cottey College (Missouri)	Steam plant	5,000
Missouri Wesleyan College	Administration	55,000
Central College (Missouri)	Gymnasium	15,000
Park College (Missouri)	President's residence	19,000
	Heating and lighting plant	5,000
Montana Agricultural College	Gymnasium	1,000
	Biology	1,000
	Poultry building	8,000
Grand Island College (Nebraska)	Dormitory, women	30,000
	Boiler house	9,000
University of Nebraska	Home economics	32,000
	Social and religious	100,000
	Museum	50,000
Creighton University (Nebraska)	Dormitory	40,000
State University of Nevada	Mining and metallurgy	16,000
	Administration (additions)	9,000
New Hampshire College of Agriculture and Mechanic Arts.	Gymnasium and drill hall	25,000
	Library	30,000
Dartmouth College (New Hampshire)	Administration	100,000
	Dormitory	18,500
Stevens Institute of Technology (New Jersey)	Chemistry	150,000
Princeton University (New Jersey)	Administration	412,000
	Dormitory	190,000
University of New Mexico	Heating plant	6,000
St. Bonaventure's College (New York)	Theology	15,000
St. John's College (Brooklyn, N. Y.)	Laboratory	8,000
St. Lawrence University (New York)	Library	50,000
Hamilton College (New York)	Dormitory	75,000
Colgate University (New York)	Science building (addition)	16,056
Cornell University	Liberal arts	330,000
	Physics	250,000
New York University (New York)	Medicine	115,000
St. John's College (New York, N. Y.)	do	37,440
Niagara University (New York)	Gymnasium, etc	125,000
Rensselaer Polytechnic Institute (New York)	Administration	125,000
	Chemistry	110,000
Salem Academy and College (North Carolina)	Music	32,000
University of North Carolina	Chemistry	50,000
	Y. M. C. A	15,000
Trinity College (North Carolina)	Dormitory	17,749
Elon College (North Carolina)	do	28,000
	Heat, light, and water plants	17,000
Agricultural and Mechanical College for Colored Race (North Carolina).	Dormitory	7,500
Shaw University (North Carolina)	Industrial	9,000
Wake Forest College (North Carolina)	Biology and medicine	16,000
	Infirmary	7,000
German Wallace College (Ohio)	Dormitory	29,000
Capital University (Ohio)	Gymnasium	12,000
Ohio Wesleyan University	Engineering	10,000
	Gymnasium	82,000
Kenyon College (Ohio)	Dormitory (addition)	10,000
Denison University (Ohio)	Dormitory, women	40,418
	Y. M. C. A	25,000
	Gymnasium, women	18,145
Marietta College (Ohio)	Library	65,000
	Dormitory	40,000
	Heating plant	20,000

Purpose and cost of new buildings—Continued.

Institution.	Purpose.	Cost.
Miami University (Ohio)	Dormitory, women	$10,350
Heidelberg University (Ohio)	do	50,000
Otterbein University (Ohio)	do	40,000
	Heating plant	22,000
Kingfisher College (Oklahoma)	Industrial	15,000
Epworth University (Oklahoma)	Administration	10,000
Oklahoma Agricultural and Mechanical College	Engineering	17,500
Pacific University (Oregon)	Dormitory, women	45,000
Philomath College (Oregon)	Administration (addition)	6,500
Muhlenberg College (Pennsylvania)	Administration	31,215
Lebanon Valley College (Pennsylvania)	Dormitory, women	31,000
	Dormitory, boys	35,000
	Heating plant	17,000
	President's residence	4,000
Moravian College (Pennsylvania)	Athletics	5,000
Haverford College (Pennsylvania)	Dining hall and kitchen	54,000
Allegheny College (Pennsylvania)	Preparatory school building	20,000
	Gymnasium, women	22,000
Susquehanna University (Pennsylvania)	Heating plant	3,000
Pennsylvania State College	Mining	12,000
	Power house	2,500
College of Charleston (South Carolina)	Dormitory	4,000
South Carolina Military Academy	Gymnasium	2,000
Presbyterian College of South Carolina	Administration	30,000
	President's residence	4,000
Columbia College (South Carolina)	Administration	150,000
Furman University (South Carolina)	Library	22,500
Newberry College (South Carolina)	Engineering	10,000
	Gymnasium	3,500
Claflin University (South Carolina)	Administration	40,000
	Heating plant	8,000
Wofford College (South Carolina)	Administration	6,972
South Dakota Wesleyan University	President's residence	15,000
Redfield College (South Dakota)	Gymnasium	7,000
Yankton College (South Dakota)	Library	17,500
Carson and Newman College (Tennessee)	Dormitory, men	13,000
University of Tennessee	Engineering	22,500
Fisk University (Tennessee)	Applied science	25,000
University of the South (Tennessee)	Theological	15,000
St. Edward's College (Texas)	Steam plant	1,800
Polytechnic College (Texas)	Administration	42,000
San Antonio Female College (Texas)	Steam plant	10,000
Trinity University (Texas)	Dormitory	15,000
University of Utah	Chemistry (addition)	14,700
	Machine shop (addition)	7,220
Norwich University (Vermont)	Dormitory	54,000
Randolph-Macon College (Virginia)	do	37,000
Virginia Polytechnic Institute	Science hall	27,000
	Power plant (addition)	1,843
	Agriculture	25,178
	Administration	4,324
Bridgewater College (Virginia)	Dormitory, women	15,000
Virginia Military Institute	Mess hall	13,500
Randolph-Macon Woman's College (Virginia)	Dormitory	40,000
	Science hall	20,000
	Library	20,000
	Chapel enlarged	10,000
	Steam laundry	5,000
Adelphia College (Washington)	Administration	45,000
University of Puget Sound (Washington)	Gymnasium	4,000
	Dining room	1,000
Bethany College (West Virginia)	Library	20,000
Lawrence University (Wisconsin)	do	50,000
	Dormitory (addition)	15,000
	Music	10,000
University of Wisconsin	Chemistry	47,374
	Engineering	29,362
	Administration	63,060
Milton College (Wisconsin)	Library and laboratories	25,000
Milwaukee-Downer College (Wisconsin)	Infirmary	6,500
	Power house	29,000
Northwestern University (Wisconsin)	Dormitory	60,000

The 622 universities, colleges, and technological schools had an aggregate income of $44,783,326 for the year ending June, 1906. Of this amount $16,340,101 was from tuition and other college fees, $10,241,539 from productive funds, $14,266,111 from public funds, and $3,935,575 from sources not stated.

BENEFACTIONS.

The total value of all gifts and bequests reported by the several institutions included in this chapter as having been received during the year amounted to $17,716,605. Of this amount $12,158,072 was received by the following-named 39 institutions reporting gifts amounting to $100,000 and over:

Howard College (Alabama)	$100,000
University of California	292,627
Occidental College of Los Angeles, Cal	225,000
Yale University (Connecticut)	1,145,575
Catholic University of America (District of Columbia)	338,069
University of Chicago (Illinois)	478,673
Northwestern University (Illinois)	523,422
McKendree College (Illinois)	109,000
De Pauw University (Indiana)	100,000
Morningside College (Iowa)	204,000
Leander Clark College (Iowa)	150,000
Bowdoin College (Maine)	125,000
Harvard University (Massachusetts)	2,218,118
Williams College (Massachusetts)	236,034
University of Michigan	100,000
Hope College (Michigan)	130,000
Olivet College (Michigan)	250,000
University of Minnesota	185,000
Princeton University (New Jersey)	523,511
Cornell University (New York)	216,681
Columbia University (New York)	1,050,323
Syracuse University (New York)	129,563
Rensselaer Polytechnic Institute (New York)	114,560
Guilford College (North Carolina)	115,000
Western Reserve University (Ohio)	437,000
Oberlin College (Ohio)	322,416
Wittenberg College (Ohio)	170,000
Kingfisher College (Oklahoma)	110,000
Bryn Mawr College (Pennsylvania)	190,000
Pennsylvania College for Women	194,000
Allegheny College (Pennsylvania)	103,000
University of Pennsylvania	544,832
Lehigh University (Pennsylvania)	122,148
Swarthmore College (Pennsylvania)	190,000
Brown University (Rhode Island)	143,015
Huron College (South Dakota)	110,799
Grant University (Tennessee)	206,766
Washington College (Tennessee)	100,000
Norwich University (Vermont)	154,000

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.

On April 18, 1905, Mr. Andrew Carnegie, of New York, transferred to a board of trustees $10,000,000 in 5 per cent bonds of the United States Steel Corporation, the income of which is intended to provide retiring pensions for college professors in the United States, Canada, and Newfoundland, under such conditions as may be adopted by the board of trustees.

The fund is to apply to universities, colleges, and technological schools without regard to race, sex, creed, or color. State and colonial institutions are not to be included, nor such institutions as are under the control of a sect or require trustees (or a majority thereof), officers, faculty, or students to belong to any specified sect or which impose any theological test.

The names of the members of the board of trustees designated by Mr. Carnegie were printed in the Report of the Commissioner of Education for 1904. The first annual report of the officers of the board was made public in October, 1906. From this report the following extract is made as setting forth the general policy adopted for the distribution of the fund.

It seems desirable that there should be presented in this first report of the progress of the foundation some general statement of the ends which the trustees have sought to accomplish in carrying out the work under the general rules which were adopted.

From the beginning the trustees and the executive committee have sought to deal with this great responsibility from the standpoint of strengthening the profession of the teacher, and the questions which naturally first presented themselves were the following:

(1) What is the value of a retiring allowance system to a teacher in the higher institutions of learning?

(2) How may this fund be so used as to promote that value and at the same time to strengthen the general interests of education?

In answer to these two questions it may be said that the chief value of the retiring allowance to the teacher consists in removing the disquieting uncertainty which goes with a small income, thus leaving him free to devote himself heartily to the work of teaching. There are few situations in life more full of discomfort and of anxiety than that of the man who sees old age or illness approach, with but slender means to support himself and his family. The teacher is, furthermore, by the very nature of his occupation and of his environment called upon to maintain a social standard very high in comparison with his pay. It has become increasingly evident of late years that the calling of the teacher, involving as it does this small salary and an uncomfortable risk in old age, was appealing in diminishing degree to that body of men whom any profession seeks to attract. It is true that the real teacher finds in the joy of teaching his chief reward. The same thing is true of the highest class of men in any profession, but it is also true that as the rewards and honors of a profession increase it will become more attractive to men of ability, strength, and initiative. In other words, the chief value of the establishment of a system of retiring allowances to the teacher in the higher institutions consists in the lifting of this uncertainty regarding old age or disability, in the consequent lightening of the load of anxiety, and in the increasing attractiveness of the professor's life to an ambitious and intelligent man. All this tends to social dignity and stability.

With regard to the second question, it is evident to the trustees that to better the profession of the teacher and to attract into it increasing numbers of strong men it is necessary that the retiring allowance should come as a matter of right, not as a charity. No ambitious and independent professor wishes to find himself in the position of accepting a charity or a favor, and the retiring allowance system simply as a charity has little to commend it. It would unquestionably relieve here and there distress of a most pathetic sort, but, like all other ill-considered charity, it would work harm in other directions. It is essential, in the opinion of the trustees, that the fund shall be so administered as to appeal to the professors in American and Canadian colleges from the standpoint of a right, not from that of charity, to the end that the teacher shall receive his retiring allowance on exactly the same basis as that upon which he receives his active salary, as a part of his academic compensation.

It is upon these two fundamental principles that the trustees and the executive committee have sought to build; and their whole effort has had for its aim the establishment in America, using that term in the widest sense, of the principle of the retiring allowance in institutions of higher learning, upon such a basis that it may come to the professor as a right, not a charity.

When one comes to work out the details of such a plan, taking into account the conditions imposed by the founder as expressed in the charter of the foundation, it seems clear that it is desirable to confer such retiring allowances, so far as is possible, through the institutions themselves; in other words, to recognize institutions as promptly as may be, and, once having recognized them, to confer retiring allowances upon their professors through them in accordance with a fixed set of rules and upon a fixed plan. If the colleges and universities of the United States, Canada, and Newfoundland were

comparable in academic grade, if they stood free of State and denominational control, this would be a comparatively simple matter. As it is one finds in the 700 colleges scattered over the North American continent every possible grade of academic development and every possible degree of State and denominational control; and it is the difficulties which lie in this situation which have made it, in the judgment of the executive committee, absolutely necessary to proceed slowly in the recognition of institutions. No institutions will suffer any loss by waiting a few months, or even a few years, for admission to the "accepted list;" and it can be readily understood by all that such recognition should be manifested only so soon as it is clearly and justly due. In the rules established by the trustees, therefore, the questions of educational standard and of denominational or State control have been provisionally dealt with, and along the following lines:

EDUCATIONAL STANDARD.

The terms college and university have, as yet, no fixed meaning on this continent. It is not uncommon to find flourishing high schools which bear one or the other of these titles. To recognize institutions of learning without some regard to this fact would be to throw away whatsoever opportunity the foundation has for the exertion of educational influence.

The trustees have, therefore, adopted for the present an arbitrary definition of what constitutes a college, one framed very closely after that adopted in the revised ordinances of the State of New York. This definition is expressed in the rules of the foundation as follows:

"An institution to be ranked as a college must have at least six professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the preacademic or grammar school studies."

In order to judge what constitutes "four years of academic or high school preparation" the officers of the foundation have made use of a plan commonly adopted by college entrance examination boards. By this plan college entrance requirements are designated in terms of units, a unit being a course of five periods weekly throughout an academic year of the preparatory school. For the purposes of the foundation the units in each branch of academic study have also been quantitatively defined, the aim being to assign values to the subjects in accordance with the time usually required to prepare adequately upon them for college entrance. Thus, plane geometry, which is usually studied five periods weekly throughout an academic year of the preparatory school, is estimated as one unit. In other words, the value of the unit is based upon the actual amount of work required and not upon the time specified for the preparation of the work.

A difficulty, however, arises in estimating by this method the entrance requirements of the various colleges and universities. The large majority of institutions accept the certificates of "approved" preparatory schools and academies. In the course of these "approved" schools it frequently happens that there is a marked discrepancy between the amount of work required and the time specified for the preparation of the work, when judged by the definitions of the units as adopted by the officers of the foundation. For example, plane geometry may be accepted as an entrance requirement by an institution, although that subject has been studied in the preparatory school for only two periods weekly throughout an academic year. In such cases the officers of the foundation will credit the institution with plane geometry solely upon the basis of time given to the preparation of the subject. Thus, plane geometry studied two periods weekly throughout an academic year would be counted as two-fifths of a unit and not as one unit. Or, if the time given to the preparation of the academic course is generally below the standard, the officers of the foundation reserve the right to consider such work as altogether unsatisfactory unless adequate explanation is offered.

Fourteen units constitute the minimum amount of preparation which may be interpreted as "four years of academic or high school preparation."

ACCEPTED INSTITUTIONS.

The following-named institutions are mentioned in the first annual report of the board as accepted institutions in the United States.

Amherst College	Amherst, Mass.
Beloit College	Beloit, Wis.
Carleton College	Northfield, Minn.

Case School of Applied Science	Cleveland, Ohio.
Clark University	Worcester, Mass.
Clarkson (Thomas S.) School of Technology	Potsdam, N. Y.
Colorado College	Colorado Springs, Colo.
Columbia University	New York City.
Cornell University	Ithaca, N. Y.
Dartmouth College	Hanover, N. H.
George Washington University	Washington, D. C.
Hamilton College	Clinton, N. Y.
Harvard University	Cambridge, Mass.
Hobart College	Geneva, N. Y.
Johns Hopkins University	Baltimore, Md.
Knox College	Galesburg, Ill.
Iowa College	Grinnell, Iowa.
Lawrence University	Appleton, Wis.
Lehigh University	South Bethlehem, Pa.
Leland Stanford University	Stanford University, Cal.
Marietta College	Marietta, Ohio.
Massachusetts Institute of Technology	Boston, Mass.
Middlebury College	Middlebury, Vt.
Mount Holyoke College	South Hadley, Mass.
New York University	New York City.
Oberlin College	Oberlin, Ohio.
Polytechnic Institute	Brooklyn, N. Y.
Princeton University	Princeton, N. J.
Radcliffe College	Cambridge, Mass.
Ripon College	Ripon, Wis.
Smith College	Northampton, Mass.
Stevens Institute of Technology	Hoboken, N. J.
Trinity College	Hartford, Conn.
Tufts College	Tufts College, Mass.
Tulane University of Louisiana	New Orleans, La.
Union College	Schenectady, N. Y.
University of Pennsylvania	Philadelphia, Pa.
University of Rochester	Rochester, N. Y.
University of Vermont	Burlington, Vt.
Vassar College	Poughkeepsie, N. Y.
Wabash College	Crawfordsville, Ind.
Washington University	St. Louis, Mo.
Washington and Jefferson College	Washington, Pa.
Wellesley College	Wellesley, Mass.
Wells College	Aurora, N. Y.
Western Reserve University	Cleveland, Ohio.
Williams College	Williamstown, Mass.
Worcester Polytechnic Institute	Worcester, Mass.
Western University of Pennsylvania	Pittsburg, Pa.
Yale University	New Haven, Conn.

In Canada.

Dalhousie University	Halifax, Nova Scotia.
McGill University	Montreal, Canada.

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	37,716	11,881	49,597	1,259	737	1,996	139	11	150	39,114	12,629	51,743
N. Atlantic Division	5,481	159	5,640	20	6	26	4	2	6	5,505	167	5,672
S. Atlantic Division	5,701	355	6,056	105	5	110	12	0	12	5,818	360	6,178
S. Central Division	4,248	1,299	5,547	76	57	133	43	0	43	4,367	1,356	5,723
N. Central Division	17,812	7,387	25,199	841	411	1,252	73	7	80	18,726	7,805	26,531
Western Division	4,474	2,681	7,155	247	258	475	7	2	9	4,698	2,941	7,639
N. Atlantic Division:												
Maine	429	32	461	3	3	6	4	2	6	436	37	473
New Hampshire	134	9	143	2	0	2	0	0	0	136	9	145
Vermont	275	77	352	2	0	2	0	0	0	277	77	354
Massachusetts	242	4	246	7	0	7	0	0	0	249	4	253
Rhode Island	54	11	65	0	0	0	0	0	0	54	11	65
Connecticut	108	20	128	0	0	0	0	0	0	108	20	128
New York	1,213	0	1,213	0	0	0	0	0	0	1,213	0	1,213
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	3,026	6	3,032	6	3	9	0	0	0	3,032	9	3,041
S. Atlantic Division:												
Delaware	150	19	169	1	0	1	0	0	0	151	19	170
Maryland	900	0	900	0	0	0	0	0	0	900	0	900
Dist. of Columbia	92	46	138	2	2	4	0	0	0	94	48	142
Virginia	1,325	0	1,325	57	0	57	0	0	0	1,382	0	1,382
West Virginia	516	260	776	0	0	0	0	0	0	516	260	776
North Carolina	930	7	937	22	0	22	11	0	11	963	7	970
South Carolina	971	18	989	8	3	11	1	0	1	980	21	1,001
Georgia	740	5	747	7	0	7	0	0	0	747	5	752
Florida	77	0	77	8	0	8	0	0	0	85	0	85
S. Central Division:												
Kentucky	443	100	543	3	1	4	24	0	24	470	101	571
Tennessee	326	108	434	4	0	4	0	0	0	330	108	438
Alabama	685	62	747	26	7	33	0	0	0	711	69	780
Mississippi	784	322	1,106	10	24	34	19	0	19	813	346	1,159
Louisiana	337	1	338	6	0	6	0	0	0	343	1	344
Texas	1,026	391	1,417	14	20	34	0	0	0	1,040	411	1,451
Arkansas	339	171	510	10	3	13	0	0	0	349	174	523
Oklahoma	308	144	452	3	2	5	0	0	0	311	146	457
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio	2,238	913	3,151	57	47	104	3	0	3	2,298	960	3,258
Indiana	2,065	690	2,755	70	20	90	25	0	25	2,160	710	2,870
Illinois	1,751	577	2,328	55	21	76	41	5	46	1,847	603	2,450
Michigan	2,697	793	3,490	81	31	112	0	0	0	2,778	824	3,602
Wisconsin	2,318	880	3,198	159	59	218	0	1	1	2,477	940	3,417
Minnesota	1,614	1,052	2,666	75	35	110	0	0	0	1,689	1,087	2,776
Iowa	1,489	546	2,035	103	63	166	0	0	0	1,592	609	2,201
Missouri	1,025	351	1,376	88	28	116	0	0	0	1,113	379	1,492
North Dakota	191	116	307	11	1	12	0	0	0	202	117	319
South Dakota	297	128	425	9	2	11	2	0	2	308	130	438
Nebraska	828	705	1,533	67	53	120	0	0	0	895	758	1,653
Kansas	1,299	636	1,935	65	51	117	2	1	3	1,367	688	2,055
Western Division:												
Montana	209	111	320	0	1	1	0	0	0	209	112	321
Wyoming	23	42	65	5	2	7	0	0	0	28	44	72
Colorado	725	315	1,040	15	19	34	0	0	0	740	334	1,074
New Mexico	80	31	111	6	13	19	0	0	0	86	44	130
Arizona	40	19	59	1	1	2	2	0	2	43	20	63
Utah	356	294	650	6	5	11	0	0	0	362	299	661
Nevada	88	47	135	0	0	0	0	0	0	88	47	135
Idaho	141	60	201	0	1	1	0	0	0	141	61	202
Washington	719	545	1,264	20	11	31	3	0	3	742	556	1,298
Oregon	589	202	791	11	11	22	0	0	0	600	213	813
California	1,504	1,015	2,519	153	194	347	2	2	4	1,659	1,211	2,870

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	54,725	36,616	91,341	4,038	1,592	5,630	628	119	747	59,391	38,327	97,718
N. Atlantic Division	26,909	10,205	37,114	2,258	750	3,008	390	84	474	29,557	11,039	40,596
S. Atlantic Division	5,451	7,026	12,477	398	131	529	28	1	29	5,877	7,158	13,035
S. Central Division	4,397	6,297	10,694	75	104	179	32	1	33	4,504	6,402	10,906
N. Central Division	15,476	11,492	26,968	1,021	528	1,549	174	31	205	16,671	12,051	28,722
Western Division	2,492	1,596	4,088	286	79	365	4	2	6	2,782	1,677	4,459
N. Atlantic Division:												
Maine	629	289	918	0	0	0	0	0	0	629	289	918
New Hampshire	1,006	0	1,006	19	0	19	11	0	11	1,036	0	1,036
Vermont	215	53	268	0	0	0	0	0	0	215	53	268
Massachusetts	6,181	4,378	10,559	479	119	598	136	33	169	6,796	4,550	11,326
Rhode Island	649	196	845	50	31	81	11	0	11	710	227	937
Connecticut	2,659	31	2,690	277	33	310	65	0	65	3,001	64	3,065
New York	7,884	3,519	11,203	1,033	433	1,466	29	12	41	8,746	3,964	12,710
New Jersey	2,251	0	2,251	108	0	108	0	0	0	2,359	0	2,359
Pennsylvania	5,635	1,739	7,374	292	134	426	138	39	177	6,065	1,912	7,977
S. Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	826	761	1,587	162	70	232	0	0	0	988	831	1,819
District of Columbia	476	243	719	188	17	205	0	0	0	664	260	924
Virginia	1,317	1,489	2,806	8	8	16	0	0	0	1,325	1,497	2,822
West Virginia	172	171	343	3	2	5	0	0	0	175	173	348
North Carolina	1,145	1,000	2,145	32	12	44	5	1	6	1,182	1,013	2,195
South Carolina	727	1,376	2,103	2	10	12	22	0	22	751	1,386	2,137
Georgia	678	1,931	2,609	3	12	15	1	0	1	682	1,943	2,625
Florida	110	55	165	0	0	0	0	0	0	110	55	165
S. Central Division:												
Kentucky	726	1,023	1,749	7	8	15	5	0	5	738	1,031	1,769
Tennessee	1,165	1,532	2,697	44	28	72	3	1	4	1,212	1,561	2,773
Alabama	429	964	1,393	3	25	28	0	0	0	432	989	1,421
Mississippi	369	1,198	1,567	1	6	7	4	0	4	374	1,204	1,578
Louisiana	387	503	890	10	32	42	13	0	13	410	335	745
Texas	962	962	1,924	10	5	15	7	0	7	979	967	1,946
Arkansas	284	235	519	0	0	0	0	0	0	284	235	519
Oklahoma	61	60	121	0	0	0	0	0	0	61	60	121
Indian Territory	14	20	34	0	0	0	0	0	0	14	20	34
N. Central Division:												
Ohio	3,317	2,092	5,409	63	22	85	4	0	4	3,284	2,114	5,398
Indiana	1,626	753	2,379	20	18	38	5	1	6	1,651	772	2,423
Illinois	4,206	3,756	7,962	795	456	1,251	54	8	62	5,055	4,220	9,275
Michigan	563	400	963	6	2	8	30	1	31	599	403	1,002
Wisconsin	748	443	1,191	0	4	4	2	0	2	750	447	1,197
Minnesota	595	407	1,002	2	1	3	17	9	26	614	417	1,031
Iowa	1,580	1,324	2,904	17	15	32	28	7	35	1,625	1,346	2,971
Missouri	1,267	1,199	2,466	80	9	89	11	1	12	1,358	1,209	2,567
North Dakota	17	30	47	0	0	0	0	0	0	17	30	47
South Dakota	118	81	199	0	0	0	0	0	0	118	81	199
Nebraska	467	254	721	2	1	3	0	0	0	469	255	724
Kansas	972	753	1,725	36	0	36	23	4	27	1,031	757	1,788
Western Division:												
Montana	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	471	402	873	83	26	109	3	1	4	557	429	986
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	40	31	71	0	0	0	0	0	0	40	31	71
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	286	107	393	22	2	24	1	1	2	309	110	419
Oregon	135	101	236	1	1	2	0	0	0	136	102	238
California	1,560	955	2,515	180	50	230	0	0	0	1,740	1,005	2,745

TABLE 3.—*Undergraduate students in universities, colleges, and technological schools, for men and for both sexes.*

State or Territory.	Number of institutions.	Colleges for men.		Colleges for both sexes.			
		Institutions.	Undergraduate students.	Institutions.	Undergraduate students.		
					Men.	Women.	Total.
United States	493	158	35,878	335	56,563	29,496	86,059
North Atlantic Division	94	52	19,775	42	12,615	3,783	16,398
South Atlantic Division	81	40	7,553	41	3,599	1,320	4,919
South Central Division	76	20	2,973	56	5,672	2,724	8,396
North Central Division	197	37	4,711	160	28,577	17,530	46,107
Western Division	45	9	866	36	6,100	4,139	10,239
North Atlantic Division:							
Maine	4	1	281	3	777	321	1,098
New Hampshire	3	2	1,006	1	134	9	143
Vermont	3	1	134	2	356	130	486
Massachusetts	13	8	4,458	[a]5	1,965	467	2,432
Rhode Island	2	0	0	2	703	207	910
Connecticut	4	2	2,369	2	398	51	449
New York	26	18	4,538	8	4,359	1,747	6,106
New Jersey	6	6	2,251	0	0	0	0
Pennsylvania	33	14	4,738	19	3,923	851	4,774
South Atlantic Division:							
Delaware	2	1	118	1	32	19	51
Maryland	12	8	1,570	4	156	96	252
District of Columbia	7	4	144	3	424	189	613
Virginia	14	9	2,192	5	450	105	555
West Virginia	4	1	6	3	682	352	1,034
North Carolina	15	6	1,181	9	894	249	1,143
South Carolina	11	4	1,107	7	591	77	668
Georgia	12	5	1,128	7	290	178	468
Florida	4	2	107	2	80	55	135
South Central Division:							
Kentucky	10	3	355	7	814	326	1,140
Tennessee	20	4	239	16	1,252	658	1,910
Alabama	6	3	299	3	815	73	888
Mississippi	6	2	765	4	388	102	490
Louisiana	6	4	706	2	18	11	29
Texas	15	4	609	11	1,379	979	2,358
Arkansas	7	0	0	7	623	351	974
Oklahoma	4	0	0	4	369	204	573
Indian Territory	2	0	0	2	14	20	34
North Central Division:							
Ohio	34	6	942	28	4,613	2,710	7,323
Indiana	17	6	967	11	2,724	1,443	4,167
Illinois	31	7	1,024	24	4,933	4,108	9,041
Michigan	11	2	320	9	2,940	1,193	4,133
Wisconsin	10	2	235	8	2,831	1,221	4,052
Minnesota	9	2	158	7	2,051	1,459	3,510
Iowa	26	3	260	23	2,809	1,870	4,679
Missouri	19	5	460	14	1,832	865	2,697
North Dakota	3	0	0	3	208	146	354
South Dakota	7	1	92	6	323	209	532
Nebraska	10	1	87	9	1,208	959	2,167
Kansas	20	2	166	18	2,105	1,347	3,452
Western Division:							
Montana	3	1	61	2	148	111	259
Wyoming	1	0	0	1	23	42	65
Colorado	6	2	311	4	885	717	1,602
New Mexico	3	1	25	2	55	31	86
Arizona	1	0	0	1	40	19	59
Utah	3	0	0	3	396	325	721
Nevada	1	0	0	1	88	47	135
Idaho	1	0	0	1	141	60	201
Washington	6	1	195	5	810	652	1,462
Oregon	8	0	0	8	724	303	1,027
California	12	4	274	8	2,790	1,832	4,622

[a] Includes Clark University, which has no undergraduate department.

TABLE 4.—*Classification of universities, colleges, and technological schools, for men and for both sexes, according to number of undergraduate students.*

State or Territory.	Institutions.	Institutions having—																			
		Less than 10.	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.	800 to 899.	900 to 999.	1,000 to 1,199.	1,200 to 1,499.	1,500 to 1,749.	Over 1,750.
United States	493	13	33	73	59	60	69	38	34	23	18	23	10	5	5	3	3	3	7	3	11
North Atlantic Division	94	2	2	8	8	6	17	5	8	7	6	9	2	2	1	1	1	...	4	1	4
South Atlantic Division	81	3	6	14	10	10	5	11	8	3	4	3	2	...	2	...	...	...	...	...	...
South Central Division	76	2	8	12	8	9	16	2	5	5	1	4	3	...	...	...	...	1	...	...	...
North Central Division	197	5	14	30	26	31	27	16	10	7	5	5	1	3	2	2	1	2	3	1	6
Western Division	45	1	3	9	7	4	4	4	3	1	2	2	2	...	...	...	1	...	...	1	1
North Atlantic Division:																					
Maine	4	...	...	...	...	...	...	...	1	1	1	1	...	...	...	...	...	...	...	...	...
New Hampshire	3	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...
Vermont	3	...	...	...	...	...	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Massachusetts	13	2	...	...	1	...	1	...	1	1	...	4	1	...	...	...	...	...	1	...	1
Rhode Island	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Connecticut	4	...	...	...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	...	...	1
New York	26	...	...	3	3	1	6	2	1	2	...	3	1	...	1	...	...	...	1	1	1
New Jersey	6	...	1	1	...	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	...
Pennsylvania	33	...	...	4	3	5	5	2	4	3	3	...	...	2	...	...	...	...	1	...	1
South Atlantic Division:																					
Delaware	2	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	12	...	2	1	3	...	...	5	...	...	...	...	...	...	1	...	...	...	...	...	...
District of Columbia	7	1	...	2	1	2	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Virginia	14	...	...	3	...	3	1	1	2	1	1	1	1	...	...	...	...	...	...	...	...
West Virginia	4	1	...	1	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...
North Carolina	15	...	1	2	2	3	1	1	1	2	1	1	...	...	...	...	...	...	...	...	...
South Carolina	11	...	2	...	2	...	1	3	2	...	...	...	1	...	...	...	...	...	...	...	...
Georgia	12	1	1	3	1	1	...	1	2	...	2	...	...	...	...	...	...	...	...	...	...
Florida	4	...	...	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																					
Kentucky	10	...	1	2	1	1	1	1	2	...	...	...	1	...	...	...	...	...	...	...	...
Tennessee	20	...	3	3	3	1	8	...	...	1	...	1	...	...	...	...	...	...	...	...	...
Alabama	6	...	...	...	1	...	3	...	...	1	...	1	...	...	...	...	...	...	...	...	...
Mississippi	6	1	...	...	...	1	1	...	1	1	...	...	1	...	...	...	...	...	...	...	...
Louisiana	6	1	1	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...
Texas	15	...	1	2	2	3	3	...	1	...	...	2	...	...	...	...	...	1	...	...	...
Arkansas	7	...	...	4	...	1	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...
Oklahoma	4	...	...	1	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																					
Ohio	34	...	2	4	3	5	7	4	1	...	2	1	1	1	2	...	...	...	...	...	1
Indiana	17	...	2	3	1	2	1	1	2	1	...	2	...	...	...	...	...	...	2	...	...
Illinois	31	...	2	6	6	4	4	4	1	3	1	...	...	...	1	...	1	...	...	...	2
Michigan	11	1	...	...	...	3	1	2	2	...	...	...	...	...	1	...	...	...	...	...	1
Wisconsin	10	...	...	2	2	1	2	...	...	2	...	...	...	...	...	...	...	...	...	...	1
Minnesota	9	...	1	1	1	1	2	...	...	2	...	...	...	...	...	...	...	...	...	...	1
Iowa	26	2	3	2	6	1	4	2	...	1	2	1	...	...	...	...	1	1	...	...	...
Missouri	19	1	1	3	2	4	4	2	...	...	1	...	...	...	...	...	...	...	1	...	...
North Dakota	3	...	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota	7	...	1	1	1	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska	10	...	...	3	1	3	1	1	...	...	...	...	...	...	...	...	...	...	...	1	...
Kansas	20	1	2	4	3	4	1	1	1	...	...	1	...	...	...	1	...	1	...	...	...
Western Division:																					
Montana	3	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado	6	...	...	1	...	...	...	1	1	...	1	1	1	...	...	...	...	...	...	...	...
New Mexico	3	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	3	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Nevada	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	6	...	...	1	1	1	...	1	...	1	...	...	...	...	...	...	1	...	...	...	...
Oregon	8	...	2	3	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...
California	12	1	1	2	1	2	1	1	1	...	...	...	...	...	...	...	...	...	...	1	1

TABLE 5.—*Classification of universities, colleges, and technological schools, for men and for both sexes, according to amount of endowment funds.*

State or Territory.	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 $1,449,999.	$1,500,000 to $1,999,999.	$2,000,000 to $2,999,999.	$3,000,000 to $3,999,999.	$4,000,000 to $4,999,999.	$5,000,000 to $7,499,999.	$7,500,000 to $9,999,999.	Over $10,000,000.
United States	493	127	12	14	9	18	28	47	73	47	20	17	19	7	10	2	3	7	6	6	3	2	3	1	4	3
N. Atlantic Division	94	20	...	...	1	3	5	3	10	4	5	8	4	3	4	1	2	3	3	3	3	2	...	...	3	2
S. Atlantic Division	81	28	2	5	2	4	3	7	15	7	3	...	2	...	1	...	...	1	...	...	...	...	1	...	...	...
S. Central Division	76	39	1	...	1	1	4	7	13	7	3	1	3	1	...	...	...	1	1	...	2	...	...	...	...	...
N. Central Division	197	34	6	9	5	8	13	28	27	24	6	7	9	3	5	1	1	2	2	3	1	...	1	1	1	...
Western Division	45	15	3	...	...	2	3	2	8	5	3	1	1	...	...	...	...	...	...	...	...	...	1	...	...	1
N. Atlantic Division:																										
Maine	4	...	...	...	...	...	...	...	...	1	...	2	...	...	...	...	1	...	...	...	...	...	...	...	...	...
New Hampshire	3	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Vermont	3	...	...	...	1	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Massachusetts	13	1	...	...	...	1	...	...	1	1	...	...	...	...	1	...	...	2	2	3	...	...	...	...	...	1
Rhode Island	2	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Connecticut	4	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	1	...
New York	26	9	...	...	...	1	2	...	1	...	2	3	2	...	1	...	...	1	...	1	1	...	...	...	1	1
New Jersey	6	3	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	...	...	...	...	...
Pennsylvania	33	6	...	...	...	1	3	2	7	2	2	2	2	1	1	...	1	2	...	...	...	...	...	...	1	...
S. Atlantic Division:																										
Delaware	2	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	12	7	1	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
District of Columbia	7	4	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Virginia	14	2	...	1	1	1	...	2	3	...	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
West Virginia	4	1	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina	15	3	...	3	...	1	2	...	4	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina	11	3	1	...	...	...	1	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	12	6	...	...	1	1	...	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Florida	4	1	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Central Division:																										
Kentucky	10	2	...	...	...	...	...	1	2	1	1	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...
Tennessee	20	6	1	...	...	1	1	3	3	2	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Alabama	6	2	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Mississippi	6	1	...	...	...	...	...	...	2	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Louisiana	6	3	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Texas	15	9	...	...	...	...	2	...	2	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Arkansas	7	3	...	...	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma	4	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N. Central Division:																										
Ohio	34	6	1	...	...	...	3	5	7	4	...	...	2	...	3	...	...	...	1	2	...	...	...	...	...	...
Indiana	17	4	...	1	...	...	2	1	...	3	2	1	2	...	1	...	...	...	...	...	...	...	...	...	...	...
Illinois	31	5	...	2	...	2	1	5	5	5	...	...	...	2	...	...	...	1	...	1	...	...	...	1	1	...
Michigan	11	2	...	...	...	1	...	...	...	4	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...
Wisconsin	10	...	1	1	...	2	...	...	2	1	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Minnesota	9	2	...	2	1	...	...	1	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...
Iowa	26	1	1	...	2	2	1	7	4	4	1	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Missouri	19	3	...	1	1	1	1	3	3	2	1	1	...	...	...	...	...	1	...	...	...	...	1	...	...	...
North Dakota	3	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...
South Dakota	7	3	1	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska	10	2	1	1	...	...	1	1	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Kansas	20	6	1	1	1	...	3	4	3	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Western Division:																										
Montana	3	1	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado	6	2	1	...	...	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	3	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	6	3	...	...	...	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	8	...	2	...	...	1	...	1	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
California	12	4	...	...	...	...	1	...	2	2	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1

TABLE 6.—*Professors and instructors in universities, colleges, and technological schools, 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	493	2,718	1,097	11,012	1,266	5,601	96	18,520	2,571
North Atlantic Division	94	552	101	3,701	123	1,877	19	6,077	274
South Atlantic Division	81	282	114	1,305	94	515	1	2,041	220
South Central Division	76	312	184	942	149	658	4	1,737	357
North Central Division	197	1,286	574	4,017	724	2,097	68	6,913	1,404
Western Division	45	286	124	1,047	176	454	4	1,752	316
North Atlantic Division:									
Maine	4	7	1	102	8	57	0	154	8
New Hampshire	3	11	0	95	0	22	0	138	0
Vermont	3	0	0	59	0	34	0	93	0
Massachusetts	13	34	2	894	4	440	13	1,363	15
Rhode Island	2	7	4	96	9	0	0	96	9
Connecticut	4	0	0	313	6	103	0	435	6
New York	26	281	45	1,152	54	751	4	2,237	147
New Jersey	6	19	5	243	0	0	0	254	5
Pennsylvania	33	193	44	747	42	470	2	1,307	84
South Atlantic Division:									
Delaware	2	4	2	24	2	0	0	24	2
Maryland	12	73	14	301	13	87	0	425	23
District of Columbia	7	37	4	152	3	281	1	521	21
Virginia	14	28	10	241	4	42	0	308	14
West Virginia	4	17	9	56	11	5	0	69	20
North Carolina	15	37	14	229	18	58	0	296	31
South Carolina	11	22	11	132	8	7	0	161	31
Georgia	12	48	33	127	22	27	0	176	51
Florida	4	16	17	43	13	8	0	61	27
South Central Division:									
Kentucky	10	46	34	110	24	115	0	278	80
Tennessee	20	74	40	210	43	230	2	460	82
Alabama	6	21	0	117	5	31	0	151	5
Mississippi	6	32	18	89	3	7	0	126	21
Louisiana	6	34	18	87	6	70	1	173	20
Texas	15	56	31	196	29	130	1	322	70
Arkansas	7	28	15	66	12	41	0	118	33
Oklahoma	4	14	9	60	12	34	0	102	27
Indian Territory	2	7	19	7	15	0	0	7	19
North Central Division:									
Ohio	34	189	73	628	112	275	1	1,071	224
Indiana	17	87	18	372	42	159	2	574	60
Illinois	31	266	120	803	117	410	18	1,445	273
Michigan	11	39	17	325	39	150	12	505	80
Wisconsin	10	59	14	373	40	15	0	411	52
Minnesota	9	54	17	235	48	197	0	462	69
Iowa	26	151	106	407	126	245	11	621	234
Missouri	19	146	70	282	31	259	1	684	106
North Dakota	3	52	14	53	9	16	0	97	21
South Dakota	7	55	36	86	33	4	0	111	47
Nebraska	10	69	40	160	53	210	2	422	86
Kansas	20	119	49	284	74	157	21	510	152
Western Division:									
Montana	3	11	11	47	11	0	0	43	16
Wyoming	1	11	6	14	5	0	0	15	6
Colorado	6	37	20	154	23	188	0	367	47
New Mexico	3	10	7	32	11	0	0	34	14
Arizona	1	4	4	17	1	0	0	21	5
Utah	3	32	16	80	17	0	0	112	33
Nevada	1	8	5	16	4	0	0	24	9
Idaho	1	3	1	18	4	0	0	21	5
Washington	6	36	12	144	24	8	0	195	37
Oregon	8	21	18	98	25	66	0	185	45
California	12	113	24	427	51	192	4	730	99

TABLE 7.—*Students in universities, colleges, and technological schools, 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	15,756	19,318	92,441	29,496	5,297	1,947	767	130	33,239	901
North Atlantic Division	9,223	1,400	32,390	3,783	2,278	570	394	86	10,032	249
South Atlantic Division	4,856	2,331	11,152	1,320	503	24	40	1	3,824	59
South Central Division	7,619	3,826	8,645	2,724	151	85	75	1	5,454	72
North Central Division	19,440	9,180	33,288	17,530	1,862	931	247	38	12,460	458
Western Division	4,518	2,521	6,966	4,139	503	337	11	4	1,459	63
North Atlantic Division:										
Maine	21	0	1,058	321	3	3	4	2	183	0
New Hampshire	95	0	1,140	9	21	0	11	0	65	0
Vermont	0	0	420	120	2	0	0	0	169	0
Massachusetts	544	9	6,423	467	486	24	136	33	2,505	115
Rhode Island	31	15	703	207	50	31	11	0	0	0
Connecticut	0	0	2,767	51	277	33	65	0	481	0
New York	5,773	485	8,837	1,747	1,033	421	29	12	4,079	97
New Jersey	256	28	2,251	0	108	0	0	0	0	0
Pennsylvania	2,603	913	8,661	851	298	58	138	39	2,550	37
South Atlantic Division:										
Delaware	37	45	150	19	1	0	0	0	0	0
Maryland	745	229	1,726	96	162	0	0	0	289	32
District of Columbia	507	60	568	189	190	19	0	0	1,866	26
Virginia	548	221	2,642	105	65	0	0	0	477	0
West Virginia	317	157	688	352	3	0	0	0	139	0
North Carolina	846	591	2,075	249	54	1	16	1	654	0
South Carolina	711	272	1,698	77	10	3	23	0	82	0
Georgia	934	554	1,418	178	10	1	1	0	184	1
Florida	211	202	187	55	8	0	0	0	43	0
South Central Division:										
Kentucky	1,181	695	1,169	326	10	1	29	0	1,095	9
Tennessee	1,828	1,111	1,491	658	48	13	3	1	1,931	19
Alabama	187	0	1,114	73	29	9	0	0	255	0
Mississippi	1,079	268	1,153	102	11	0	23	0	90	0
Louisiana	644	121	724	11	16	32	13	0	651	6
Texas	1,343	774	1,988	979	24	25	7	0	1,114	31
Arkansas	831	560	623	351	10	3	0	0	224	0
Oklahoma	389	244	369	204	3	2	0	0	84	7
Indian Territory	137	113	14	20	0	0	0	0	0	0
North Central Division:										
Ohio	2,886	1,509	5,555	2,710	120	66	7	0	1,198	30
Indiana	1,110	207	3,691	1,443	90	38	30	1	891	24
Illinois	4,112	1,814	5,957	4,108	850	477	95	13	3,628	143
Michigan	630	245	3,260	1,193	87	33	30	1	1,546	51
Wisconsin	790	151	3,066	1,221	159	63	2	1	166	1
Minnesota	628	267	2,209	1,459	77	36	17	9	1,158	22
Iowa	2,114	1,310	3,069	1,870	120	78	28	7	1,092	96
Missouri	2,577	1,229	2,292	865	168	32	11	1	1,313	4
North Dakota	739	262	208	146	11	1	0	0	75	0
South Dakota	735	479	415	209	9	2	0	0	41	1
Nebraska	1,234	590	1,295	959	69	54	0	0	762	47
Kansas	1,885	1,117	2,271	1,347	102	51	25	5	580	39
Western Division:										
Montana	74	54	209	111	0	1	0	0	0	0
Wyoming	69	95	23	42	5	2	0	0	0	0
Colorado	720	427	1,196	717	98	45	3	1	340	13
New Mexico	120	78	80	31	6	13	0	0	0	0
Arizona	89	74	40	19	1	1	2	0	0	0
Utah	723	575	396	325	6	5	0	0	0	0
Nevada	79	72	88	47	0	0	0	0	0	0
Idaho	67	41	141	60	0	1	0	0	0	0
Washington	626	244	1,005	652	42	13	4	1	112	10
Oregon	376	308	724	303	12	12	0	0	226	13
California	1,575	453	3,064	1,832	333	244	2	2	781	27

TABLE 8.—*Students pursuing various courses in universities, colleges, and technological schools, for men and for both sexes.*

State or Territory.	Students in undergraduate courses.												College students studying—		Students in pedagogy.		Students in commercial course.		Military drill.	Music.	Art.
	Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.			
United States	75,141	4,310	7,426	7,962	5,696	1,234	2,826	2,501	776	82	1,730	1,193	31,573	16,043	5,365	8,244	9,838	3,463	29,744	27,145	5,554
North Atlantic Division	19,907	734	2,854	3,263	1,558	285	715	261	473	18	25	225	9,573	4,598	952	1,133	1,209	72	4,204	1,857	608
South Atlantic Division	7,358	667	445	710	402	36	8	295	37	....	2	10	3,958	1,707	630	633	603	126	4,655	1,614	536
South Central Division	11,347	1,074	1,146	912	632	394	145	194	16	....	524	110	5,914	3,194	1,938	2,126	2,504	1,024	8,686	5,814	850
North Central Division	30,060	1,487	2,303	2,354	2,653	342	830	1,736	233	64	932	593	10,309	5,627	1,638	3,530	4,794	1,993	8,871	15,425	2,720
Western Division	6,469	348	678	723	451	177	1,128	15	17	....	247	255	1,819	917	207	822	728	248	3,328	2,435	840
North Atlantic Division:																					
Maine	957	20	46	132	99	1	.....	10	.....	.....	.....	.....	347	139	40	31	.....	.....	191	.....	.....
New Hampshire	949	13	5	42	3	.....	.....	25	.....	.....	.....	21	207	103	27	0	.....	.....	144	36	30
Vermont	147	44	21	177	38	34	.....	.....	.....	.....	.....	34	154	43	14	14	.....	.....	276	.....	.....
Massachusetts	3,957	285	326	323	343	103	122	3	107	13	.....	.....	1,169	615	123	21	.....	.....	764	68	48
Rhode Island	620	4	1	2	6	.....	.....	162	.....	.....	.....	.....	198	86	36	58	.....	3	70	.....	91
Connecticut	1,790	95	94	135	87	.....	46	.....	.....	5	12	.....	276	147	.....	.....	2	2	72	.....	.....
New York	4,983	235	1,348	1,214	471	33	277	36	237	....	13	.....	2,923	1,444	429	465	496	17	1,724	838	246
New Jersey	908	7	422	297	43	.....	.....	.....	.....	.....	.....	20	730	518	13	.....	8	.....	165	10	.....
Pennsylvania	5,596	31	591	941	468	114	270	25	129	....	.....	150	3,519	1,503	270	544	703	50	798	905	193
South Atlantic Division:																					
Delaware	78	32	14	39	27	.....	.....	.....	.....	.....	.....	.....	73	11	10	16	.....	.....	165	.....	.....
Maryland	895	40	48	27	.....	2	.....	.....	.....	.....	.....	10	428	164	46	135	128	.....	1,153	399	232
District of Columbia	551	.....	26	68	40	.....	.....	.....	37	....	.....	.....	229	146	19	64	26	29	76	.....	22
Virginia	1,445	109	120	333	219	6	.....	118	.....	....	.....	.....	946	250	174	39	46	12	909	207	8
West Virginia	438	4	35	51	.....	.....	.....	.....	.....	.....	.....	.....	289	109	56	23	65	35	225	295	191
North Carolina	1,723	218	70	98	75	21	3	.....	.....	.....	.....	.....	830	420	123	13	83	15	753	406	34
South Carolina	1,018	222	117	47	8	.....	.....	174	.....	.....	2	.....	615	341	132	144	18	4	819	29	.....
Georgia	1,068	39	.....	32	14	.....	5	.....	.....	.....	.....	.....	426	236	44	149	113	.....	442	72	8
Florida	142	3	15	15	19	7	.....	3	.....	.....	.....	.....	122	30	26	50	119	31	108	206	41
South Central Division:																					
Kentucky	5,774	537	573	456	320	197	74	97	8	....	262	55	3,357	1,597	969	1,113	1,252	512	4,343	2,907	425
Tennessee	1,656	26	29	63	23	2	3	71	1	....	36	.....	818	406	322	414	240	126	593	691	94
Alabama	666	104	83	64	86	36	32	.....	.....	.....	.....	.....	471	258	26	24	160	0	496	75	13
Mississippi	603	226	206	26	14	.....	2	.....	.....	.....	.....	.....	325	91	216	155	40	32	728	.....	.....
Louisiana	313	25	108	103	30	87	.....	.....	.....	.....	226	55	363	301	25	34	112	.....	810	119	.....

Texas	1,414	106	53	110	83	.....	.....	.....	7	....	.....	.....	747	337	141	277	574	248	741	1,167	147
Arkansas	616	32	48	90	84	72	29	.....	.....	....	.....	.....	390	104	238	200	33	49	871	527	89
Oklahoma	273	18	46	.....	.....	.....	8	26	.....	....	.....	.....	222	91	1	7	93	57	.....	255	65
Indian Territory	32	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	21	9	.....	2	.....	.....	104	73	18
North Central Division:																					
Ohio	5,737	200	211	245	315	77	94	360	10	....	95	45	1,881	924	289	726	448	208	1,351	2,026	487
Indiana	3,161	73	505	500	591	22	.....	.....	8	37	16	140	932	496	348	271	141	16	1,234	1,078	84
Illinois	3,860	367	515	506	474	94	.....	3	159	9	263	167	1,736	1,023	273	505	792	177	1,425	3,319	608
Michigan	2,341	150	531	239	174	62	234	444	.....	....	140	.....	289	190	30	30	76	56	590	504	155
Wisconsin	2,251	119	94	140	150	17	.....	296	.....	15	51	222	878	489	95	100	152	27	513	661	58
Minnesota	2,303	50	99	113	168	47	121	.....	.....	3	4	.....	804	313	74	356	253	43	1,066	436	134
Iowa	3,755	169	118	307	237	3	61	.....	.....	....	107	.....	1,342	721	143	522	483	248	618	2,345	203
Missouri	2,116	117	59	188	176	17	203	106	28	....	.....	.....	964	659	141	252	231	63	654	881	437
North Dakota	160	25	49	16	29	.....	19	.....	.....	....	6	.....	103	23	19	138	193	69	225	182	63
South Dakota	369	13	33	11	36	.....	92	.....	.....	....	21	19	99	51	26	76	242	95	292	541	140
Nebraska	1,600	26	32	89	101	3	6	148	.....	....	.....	.....	468	315	62	228	426	199	498	1,283	120
Kansas	2,407	178	57	.....	202	.....	.....	379	28	....	229	.....	813	423	138	326	1,347	702	415	2,169	231
Western Division:																					
Montana	169	9	33	17	23	.....	61	.....	.....	....	8	.....	54	10	5	10	37	26	.....	115	90
Wyoming	25	4	3	1	.....	.....	5	.....	.....	....	.....	.....	9	6	2	40	24	24	83	23	.....
Colorado	1,163	70	44	119	115	14	284	15	1	....	49	.....	240	130	56	102	20	15	295	112	.....
New Mexico	31	8	23	.....	.....	.....	25	.....	.....	....	9	19	10	5	3	17	20	31	119	20	0
Arizona	29	.....	2	8	.....	.....	15	.....	.....	....	.....	.....	23	.....	.....	.....	14	12	89	.....	.....
Utah	261	24	3	31	14	3	121	.....	.....	....	22	.....	65	15	60	264	65	9	238	365	256
Nevada	43	1	25	6	0	.....	38	.....	0	0	10	.....	.....	2	0	10	8	14	111	.....	.....
Idaho	116	4	.....	9	28	.....	46	.....	.....	....	60	.....	36	10	9	10	.....	.....	154	18	.....
Washington	1,097	39	60	107	93	9	79	.....	.....	....	24	.....	418	252	23	74	230	53	575	538	52
Oregon	453	66	143	34	36	.....	59	.....	.....	....	65	82	180	58	2	33	70	31	523	404	47
California	3,082	123	342	391	142	151	396	.....	16	....	.....	154	784	429	47	262	240	33	1,141	840	395

TABLE 9.—*Degrees conferred on men by universities, colleges, and technological schools 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.	Met. E.	A. C.	B. Arch.	B. Agri.	S. A.	B. S.	B. Mus.	B. Paint.	B. Ped.	B. S. D.	B. O.	B. F. A.	B. C. S.	B. Acc'ts.	A. A.
United States	5,835	3,921	764	132	47	51	3	89	3	5	7	23	96	5	8	1	24	8	1	25	2	48	2
North Atlantic Division	2,472	1,366	461	32	...	...	...	31	3	4	7	...	29	...	3	1	...	...	...	25	...	...	...
South Atlantic Division	652	379	23	4	...	...	...	31	...	...	...	20	20	5	...	...	...	...	...	...	...	...	...
South Central Division	387	316	17	6	21	32	2	27	...	...	...	3	4	...	...	...	2	...	...	...	...	...	2
North Central Division	2,018	1,523	263	36	26	19	...	...	...	1	...	...	43	...	4	...	21	3	1	...	2	33	...
Western Division	306	337	...	54	...	...	1	...	...	...	...	...	...	...	1	...	1	5	...	...	...	13	2
North Atlantic Division:																							
Maine	147	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Hampshire	97	82	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vermont	23	28	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Massachusetts	697	475	1	4	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Rhode Island	61	12	69	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut	329	20	225	2	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...
New York	488	218	72	...	...	...	...	31	2	...	7	...	27	...	1	1	...	...	...	4	...	...	...
New Jersey	165	71	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pennsylvania	465	396	88	...	...	...	...	...	1	4	...	...	...	...	1	...	...	...	...	...	...	...	...
South Atlantic Division:																							
Delaware	4	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	129	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia	37	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Virginia	137	85	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
West Virginia	22	4	...	4	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
North Carolina	146	43	9	...	...	...	...	31	...	...	...	16	...	...	...	...	...	...	...	...	...	...	...
South Carolina	91	114	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	75	67	10	...	...	...	...	...	...	...	...	3	...	5	...	...	...	...	...	...	...	...	...
Florida	11	9	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																							
Kentucky	25	12	...	...	10	28	...	...	...	...	...	3	...	...	...	...	1	...	...	...	...	...	...
Tennessee	110	49	3	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Alabama	48	74	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mississippi	18	63	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Louisiana	48	27	...	...	...	...	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Texas	81	74	14	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arkansas	37	8	...	...	11	4	2	...	...	...	...	...	4	...	...	...	...	...	...	...	...	2	...
Oklahoma	18	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																							
Ohio	405	217	57	29	...	...	...	...	...	...	...	...	...	...	4	...	2	...	1	...	...	...	...
Indiana	242	270	10	2	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...
Illinois	259	340	64	1	...	...	...	...	...	...	...	...	...	...	...	...	16	...	...	...	2	...	...
Michigan	214	232	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wisconsin	187	123	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Minnesota	126	25	9	1	...	...	...	...	...	1	...	...	7	...	...	...	...	...	...	...	...	28	...
Iowa	137	137	58	...	26	19	...	...	...	...	...	...	36	...	...	...	...	...	...	...	...	...	...
Missouri	131	51	10	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Dakota	19	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota	19	22	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska	83	65	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	3	...
Kansas	196	36	22	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	2	...
Western Division:																							
Montana	2	11	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Colorado	52	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	16	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	3	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	8	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	49	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	34	37	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	13	...
California	131	187	...	53	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	2

TABLE 10.—*Degrees conferred on men by universities, colleges, and technological schools for men and for both sexes.*

State or Territory.	A. M.	M. S.	M. L.	Ph. M.	C. E.	M. E.	E. E.	E. M.	M. M. E.	M. Ped.	M. Acc'ts.	M. F.	M. Agri. Sc. D.	Ph. D.	M. C. S.	M. C. E.	Ph. L.	L. I.	Mus. D.	M. Dip.
United States	1,034	168	1	20	363	494	157	193	4	4	113	15	1	1	312	2	3	4	44	1	2
North Atlantic Division	532	62		3	245	376	87	58	4		14	15		1	192	2					2
South Atlantic Division	90	9		1	21	21	7	2			4				40		4	4	40		
South Central Division	53	14			28	17	6	2			30		1		1		3		4		
North Central Division	316	63		25	65	72	54	75		4	65				67					1	
Western Division	43	14	1		4	8	3	56							12						
North Atlantic Division:																					
Maine	3						2														
New Hampshire	9	3			13	1					4				1	2					
Vermont	2	2			1		1														
Massachusetts	139	14				6	4								70						
Rhode Island	14	2			2	3	5								1						
Connecticut	73	5			3	1						15			27						2
New York	117	15		3	137	256	50	45	4				1		63						
New Jersey	66	1			29	76									5						
Pennsylvania	109	20			60	33	25	13			10				25						
South Atlantic Division:																					
Delaware																					
Maryland	19														32						
District of Columbia	11	5		1	4	2	2								7		4				
Virginia	26	2			7	13	5	2							1				12		
West Virginia	2				9	6															
North Carolina	16	1			1						4										
South Carolina	11																		28		
Georgia	3																				
Florida	2	1																			
South Central Division:																					
Kentucky	6	1			1	6		1					1								
Tennessee	25				1	1					2				1						
Alabama	3	6			9	7	2	1			10										
Mississippi	2	2																			
Louisiana	2	1				1															
Texas	10	1			17	1	4				18										
Arkansas	3	2				1											3		4		
Oklahoma	2	1																			
Indian Territory																					
North Central Division:																					
Ohio	76	3		2	20	39		11		1										1	
Indiana	30	12			12	7	7								1						
Illinois	50	18		18	2	9					20				35						
Michigan	49	14						42							8						
Wisconsin	31	3		2	2	2	2								9						
Minnesota	10	4		3	13	7	28	13			2				2						
Iowa	22	4			14										5						
Missouri	23	6			1	6	17				21				2						
North Dakota	1					2		4													
South Dakota	4							5													
Nebraska	14														5						
Kansas	15	5			1					3	22										
Western Division:																					
Montana								8													
Wyoming																					
Colorado	23							41							6						
New Mexico																					
Arizona		1																			
Utah																					
Nevada																					
Idaho																					
Washington	7	1			4	5	3	7													
Oregon	1	3																			
California	12	9	1			3									6						

TABLE 11.—*Degrees conferred on women by coeducational universities, colleges, and technological schools.*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. Mus.	B. Ped.	B. S. A.	B. C. S.	B. O.	A. M.	M. S.	Ph. M.	M. L.	M. Ped.	Ph. D.	L. L.	B. Acc'ts.	B. S. D.	B. Paint.	B. F. A.	B. E.	B. Arch.
United States	2,565	595	416	221	78	14	1	1	2	278	15	20	10	14	21	38	5	5	2	2	16	2
North Atlantic Division	540	224	109	5	16	...	...	1	1	123	6	1	...	13	14	...	...	...	2	2	...	2
South Atlantic Division	79	14	12	5	4	...	1	...	...	7	1	...	...	...	...	4	...	...	...	...	...	...
South Central Division	100	55	6	18	10	...	...	...	...	26	3	...	...	...	...	15	2	...	...	...	...	...
North Central Division	1,520	243	286	45	36	11	...	...	1	106	5	19	1	1	7	19	3	1	...	...	16	...
Western Division	326	59	3	148	12	3	...	...	...	16	...	...	9	...	...	...	...	4	...	...	...	...
North Atlantic Division:																						
Maine	43	3	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...
New Hampshire	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vermont	2	2	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Massachusetts	84	5	1	...	...	...	...	...	...	5	1	...	...	...	...	...	...	...	...	...	...	...
Rhode Island	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut	2	1	9	...	...	...	...	...	...	...	1	...	...	...	2	...	...	...	...	2	...	...
New York	335	190	67	3	7	...	...	1	...	97	1	...	...	13	7	...	...	...	2	...	...	2
New Jersey	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pennsylvania	74	21	25	2	9	...	...	...	1	19	3	1	...	...	5	...	...	...	...	...	...	...
South Atlantic Division:																						
Delaware	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia	17	3	4	...	...	...	...	...	...	6	1	...	...	...	...	...	...	...	...	...	...	...
Virginia	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
West Virginia	9	1	...	2	4	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina	14	6	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...
Georgia	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Florida	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																						
Kentucky	19	14	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...
Tennessee	10	7	1	3	...	...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...
Alabama	7	10	...	...	...	...	...	...	...	6	2	...	...	...	...	...	...	...	...	...	...	...
Mississippi	6	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Louisiana	2	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...
Texas	40	9	5	14	3	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...
Arkansas	8	4	...	...	4	...	...	...	...	1	...	...	...	...	...	15	2	...	...	...	...	...
Oklahoma	8	8	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																						
Ohio	278	34	46	29	6	1	...	...	...	17	...	...	...	...	...	...	...	...	...	...	...	...
Indiana	109	10	...	...	...	3	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...
Illinois	173	37	110	2	4	...	...	...	...	19	3	18	...	...	4	...	...	...	...	...	16	...
Michigan	181	15	8	...	5	...	...	...	...	13	...	...	...	...	1	...	...	...	...	...	...	...
Wisconsin	156	1	10	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...
Minnesota	168	16	11	4	4	...	...	...	...	9	...	...	1	...	...	...	3	...	...	...	...	...
Iowa	112	47	81	4	8	...	...	...	...	13	1	1	...	...	...	...	...	...	...	...	...	...
Missouri	77	24	1	2	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...
North Dakota	7	7	...	...	...	5	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota	14	8	...	...	1	...	...	...	...	1	...	...	...	...	...	19	...	...	...	...	...	...
Nebraska	117	10	1	...	...	1	...	...	...	9	...	...	...	...	2	...	...	...	...	...	...	...
Kansas	128	34	18	4	8	1	...	...	1	6	1	...	...	1	...	...	...	1	...	...	...	...
Western Division:																						
Montana	12	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	2	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado	93	2	...	...	...	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	7	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	8	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	37	4	...	...	1	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	18	20	...	2	7	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...
California	136	26	...	146	3	...	...	...	...	2	...	...	9	...	...	...	...	...	...	...	...	...

TABLE 12.—*Honorary degrees conferred by universities, colleges, and technological schools, for men and for both sexes.*

State or Territory.	D. D.	LL. D.	Ph. D.	L. H. D.	Litt. D.	D. C. L.	S. T. D.	Mus. D.	Sc. D.	Ped. D.	A. M.	M. S.	M. L.	Ped. M.	J. D.	B. C. E.	C. E.	D. Engr.	A. B.	B. S.
United States	315	230	18	11	17	1	1	2	23	5	162	7	1	1	1	1	1	3	2	1
North Atlantic Division	106	101	15	6	9	1	...	1	17	5	88	4	...	...	1	1	1	3	1	1
South Atlantic Division	35	31	1	....	5	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...
South Central Division	32	17	....	....	....	...	...	...	1	...	4	1	...	...	...	...	...	...	...	...
North Central Division	138	79	1	5	3	...	1	1	5	...	57	...	1	1	...	...	...	...	1	...
Western Division	4	2	1	....	....	...	...	...	...	...	6	2	...	...	...	...	...	...	...	...
North Atlantic Division:																				
Maine	7	5	....	....	3	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...
New Hampshire	2	2	4	....	1	...	...	...	1	...	27	1	...	...	...	...	...	...	...	1
Vermont	1	3	....	1	....	...	...	...	1	...	....	...	...	...	...	...	...	...	...	...
Massachusetts	9	21	....	....	1	...	...	...	2	...	5	...	...	...	...	...	...	...	...	...
Rhode Island	2	2	....	....	....	...	...	...	1	...	3	...	...	...	...	...	...	...	...	...
Connecticut	14	12	....	....	....	...	...	...	5	...	13	...	...	...	...	...	...	...	...	...
New York	21	32	1	3	2	1	...	1	7	1	9	1	...	...	...	1	...	...	...	...
New Jersey	4	12	....	1	....	...	...	...	...	...	14	1	...	...	...	...	1	3	...	...
Pennsylvania	46	12	10	1	2	...	...	...	...	4	11	1	...	...	1	...	...	...	1	...
South Atlantic Division:																				
Delaware	2	5	....	....	....	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
Maryland	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
District of Columbia	2	2	....	....	....	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Virginia	12	10	....	....	2	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
West Virginia	....	1	....	....	....	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
North Carolina	6	6	....	....	....	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...
South Carolina	8	5	1	....	2	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Georgia	5	2	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Florida	....	....	....	....	1	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
South Central Division:																				
Kentucky	6	3	....	....	....	...	...	...	1	...	2	1	...	...	...	...	...	...	...	...
Tennessee	12	5	....	....	....	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Alabama	4	2	....	....	....	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Mississippi	....	3	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Louisiana	....	3	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Texas	9	1	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Arkansas	1	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Oklahoma	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Indian Territory	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
North Central Division:																				
Ohio	25	16	....	1	....	...	...	...	2	...	15	...	...	1	...	...	...	...	1	...
Indiana	15	12	1	1	....	...	...	...	1	...	14	...	...	...	...	...	...	...	...	...
Illinois	22	18	....	2	2	...	1	...	1	...	8	...	...	...	...	...	...	...	...	...
Michigan	12	6	....	....	....	...	...	...	1	...	4	...	1	...	...	...	...	...	...	...
Wisconsin	3	4	....	....	1	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Minnesota	4	1	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Iowa	28	14	....	1	....	...	...	1	...	...	10	...	...	...	...	...	...	...	...	...
Missouri	11	5	....	....	....	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...
North Dakota	2	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
South Dakota	2	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Nebraska	5	2	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Kansas	9	1	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Western Division:																				
Montana	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Wyoming	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Colorado	2	2	....	....	....	...	...	...	...	...	3	2	...	...	...	...	...	...	...	...
New Mexico	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Arizona	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Utah	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Nevada	....	....	....	....	....	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Idaho	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Washington	....	....	....	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
Oregon	1	....	1	....	....	...	...	...	...	...	....	...	...	...	...	...	...	...	...	...
California	1	....	....	....	....	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...

TABLE 13.—*Property of universities, colleges, and technological schools, 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	798	11,681	11,310,509	2,586,237	$16,952,764	$25,626,268	$236,253,175	$236,613,929
North Atlantic Division	338	4,871	4,904,092	1,126,719	8,250,491	9,701,225	92,501,708	116,406,928
South Atlantic Division	36	1,811	1,216,950	294,407	1,644,627	2,222,050	34,855,565	12,696,687
South Central Division	53	1,459	670,184	220,597	843,451	2,235,023	17,252,428	14,475,050
North Central Division	309	2,962	3,607,444	621,657	5,164,299	9,616,834	73,815,127	59,241,552
Western Division	2	578	741,839	322,857	1,049,896	1,791,136	17,803,257	33,793,752
North Atlantic Division:								
Maine	2	258	184,477	29,000	184,200	84,100	2,185,345	2,010,014
New Hampshire	1	200	117,643	25,700	170,500	104,100	1,858,500	2,850,000
Vermont	0	220	113,035	46,450	154,000	235,250	1,192,000	1,157,452
Massachusetts	105	863	1,197,450	489,108	1,372,189	2,441,475	14,906,119	34,442,215
Rhode Island	1	100	[a] 170,974	57,000	1,318,449	262,461	1,775,551	3,200,582
Connecticut	35	747	633,520	32,000	681,000	807,762	7,880,943	10,124,706
New York	196	1,118	1,403,804	257,527	2,736,374	2,602,701	41,637,258	39,103,027
New Jersey	17	523	320,217	65,500	359,000	201,000	1,950,000	4,712,000
Pennsylvania	31	842	837,972	124,654	1,244,779	2,912,378	19,116,082	18,826,982
South Atlantic Division:								
Delaware	0	0	15,400	9,500	23,200	78,700	185,069	83,000
Maryland	22	206	253,031	120,500	381,500	547,000	13,459,000	4,468,425
District of Columbia	3	148	200,588	13,500	315,480	111,667	8,502,455	1,360,126
Virginia	9	569	242,007	48,462	239,577	485,027	4,236,765	2,693,114
West Virginia	0	35	31,000	3,200	55,000	143,500	1,100,000	415,769
North Carolina	2	402	161,229	75,265	263,338	201,734	2,785,849	1,482,707
South Carolina	....	325	137,895	14,280	149,632	375,937	1,706,496	866,982
Georgia	....	20	116,850	2,700	119,200	167,000	2,365,000	753,071
Florida	....	16	23,000	7,000	37,500	111,485	555,000	633,493
South Central Division:								
Kentucky	10	146	93,914	30,943	100,161	335,936	2,115,981	2,488,064
Tennessee	15	449	161,349	65,300	176,607	381,436	3,938,441	3,332,522
Alabama	11	75	86,890	12,500	101,200	113,782	1,033,206	1,423,842
Mississippi	6	8	44,700	20,709	69,037	359,527	1,167,891	1,395,059
Louisiana	6	311	84,260	7,834	76,654	289,811	3,463,740	2,805,313
Texas	5	213	126,274	40,570	223,092	477,305	3,196,100	2,550,050
Arkansas	0	116	40,500	15,300	41,500	145,000	754,000	215,200
Oklahoma	....	109	27,797	24,450	52,440	182,226	1,303,075	265,000
Indian Territory	0	12	4,500	3,000	2,700	10,000	200,000	.....
North Central Division:								
Ohio	23	500	725,033	134,924	991,191	1,576,436	13,887,360	10,140,796
Indiana	1	61	327,700	33,650	432,200	850,646	5,669,563	3,634,437
Illinois	100	1,200	858,686	78,696	1,076,786	2,256,649	21,357,364	19,710,668
Michigan	11	131	381,254	49,243	545,610	1,015,042	4,129,163	3,275,700
Wisconsin	22	49	227,063	56,350	350,362	749,730	4,727,890	2,399,570
Minnesota	....	6	186,025	36,402	189,800	341,000	3,678,338	2,282,714
Iowa	29	481	263,581	38,519	384,422	1,276,504	5,745,994	3,832,894
Missouri	23	197	316,949	48,240	569,279	580,310	6,917,349	8,006,525
North Dakota	0	5	40,300	5,950	59,298	159,405	812,398	2,912,000
South Dakota	....	17	43,445	17,555	54,659	122,000	1,146,085	283,904
Nebraska	14	79	125,471	35,438	210,338	383,795	2,505,388	1,494,521
Kansas	11	66	201,937	86,690	300,354	305,317	3,238,235	1,267,333
Western Division:								
Montana	....	1	30,012	16,772	44,700	172,560	504,500	813,898
Wyoming	....	7	19,857	11,000	29,479	106,104	225,000	21,451
Colorado	7	200	117,580	57,000	150,748	411,490	2,211,751	881,066
New Mexico	0	97	23,500	13,000	36,000	79,750	205,500	0
Arizona	....	1	11,000	13,560	20,415	48,673	178,349	.....
Utah	0	53	44,850	27,000	53,779	237,462	1,056,485	160,000
Nevada	0	7	12,340	20,000	29,625	46,721	299,201	148,912
Idaho	0	0	1,500	150	2,200	33,336	138,000	266,562
Washington	0	84	61,812	25,600	138,300	316,450	1,647,485	235,153
Oregon	....	14	50,931	23,200	65,800	153,200	881,500	738,120
California	14	114	368,457	115,635	487,850	185,400	10,460,496	30,468,510

[a] Including the John Carter Brown collection of 17,000 volumes of Americana, valued at $1,000,000.

TABLE 14.—*Income of universities, colleges, and technological schools, for men and for both sexes.*

State or Territory.	Tuition and other fees.	From productive funds.	State or city appropriations.		Federal appropriations.	From other sources.	Total.	Benefactions.
			Current expenses.	Building or other special purposes.				
United States	$13,347,287	$9,679,252	$7,562,964	$4,020,783	$2,600,714	$3,494,120	$40,705,120	$16,797,160
North Atlantic Division	6,000,109	4,316,325	1,018,578	342,667	1,055,783	1,390,845	14,133,312	8,320,682
South Atlantic Division	1,058,277	615,451	845,267	263,788	325,934	384,961	3,463,678	1,189,158
South Central Division	968,067	734,377	477,305	318,076	287,691	326,089	3,111,546	1,143,726
North Central Division	4,699,631	2,795,610	3,836,691	2,737,731	474,688	1,195,731	15,739,992	5,234,087
Western Division	621,263	1,217,489	1,415,212	358,521	456,613	187,494	4,256,592	909,507
North Atlantic Division:								
Maine	94,718	93,036	32,000	7,500	45,000	20,926	293,180	166,537
New Hampshire	127,009	120,052	33,000	30,300	45,030	19,005	374,566	125,697
Vermont	48,950	60,474	17,000	4,400	40,000	5,639	176,463	184,000
Massachusetts	1,449,945	1,349,311	77,500	56,350	40,000	310,428	3,283,534	2,614,521
Rhode Island	106,968	149,205	15,000	25,300	45,000	5,853	347,326	143,015
Connecticut	549,249	433,092	20,000	61,800	32,500	134,919	1,231,560	1,283,704
New York	1,923,969	1,342,704	460,665	302	718,288	663,210	5,149,138	1,890,382
New Jersey	289,463	226,776	40,300	24,000	45,000	163,297	788,836	532,424
Pennsylvania	1,399,838	541,675	323,113	132,515	45,000	76,568	2,518,709	1,390,402
South Atlantic Division:								
Delaware	900	4,980		10,500	40,000	4,770	61,150	
Maryland	211,503	196,079	75,700	50,000	45,000	50,594	628,876	12,700
District of Columbia	197,701	35,351	70,500	3,000	47,000	55,782	409,334	428,063
Virginia	241,102	143,129	163,300	93,000	36,667	42,117	719,315	170,818
West Virginia	36,770	24,500	103,150	28,838	35,000	18,483	243,741	49,000
North Carolina	174,580	95,249	78,100	58,750	40,000	69,836	516,515	191,500
South Carolina	78,863	41,129	224,804		32,500	80,202	457,498	89,979
Georgia	83,785	39,317	87,450	19,700	16,667	51,162	298,081	202,500
Florida	33,073	38,717	12,263		32,500	12,015	128,568	44,598
South Central Division:								
Kentucky	117,002	124,744	68,452		36,375	24,773	371,346	167,954
Tennessee	253,578	155,682	0	27,500	45,000	91,827	573,587	520,803
Alabama	93,088	72,771	1,500	34,600	28,725	16,233	251,917	115,326
Mississippi	32,690	81,980	87,446	67,375	45,000	53,437	367,928	63,469
Louisiana	161,994	93,631	15,000	22,500	28,159	20,084	341,368	10,251
Texas	223,961	161,155	154,355	15,000	33,750	66,916	655,117	94,282
Arkansas	63,423	8,510	75,000	50,000	33,182	21,195	251,310	7,521
Oklahoma	10,771	35,904	75,573	101,401	37,500	31,624	292,473	148,940
Indian Territory	6,500						6,500	15,180

TABLE 11.—*Income of universities, colleges, and technological schools, for men and for both sexes*—Continued.

State or Territory.	Tuition and other fees.	From productive funds.	State or city appropriations.		Federal appropriations.	From other sources.	Total.	Benefactions.
			Current expenses.	Building or other special purposes.				
North Central Division:								
Ohio	$740,230	$547,636	$552,447	$255,386	$25,000	$179,717	$2,300,416	$1,315,655
Indiana	287,005	188,865	336,467	142,628	40,000	80,864	1,075,829	174,661
Illinois	1,630,797	849,439	350,000	443,035	40,000	259,214	3,572,485	1,274,670
Michigan	398,351	189,488	464,000	193,767	40,000	161,377	1,446,983	595,460
Wisconsin	182,077	120,646	572,914	200,000	45,000	98,453	1,219,090	152,032
Minnesota	220,132	92,089	251,873	555,100	36,250	70,338	1,225,782	232,951
Iowa	391,968	163,647	373,000	498,523	40,000	93,772	1,560,910	669,329
Missouri	354,489	379,475	205,500	191,822	38,438	70,113	1,239,837	277,572
North Dakota	16,292	79,066	101,550	.....	45,000	16,291	258,799	4,088
South Dakota	55,458	29,518	121,450	24,000	40,000	25,776	296,202	184,606
Nebraska	159,894	83,900	197,500	137,470	45,000	76,619	700,383	86,559
Kansas	262,938	71,241	309,900	96,000	40,000	63,197	843,276	266,504
Western Division:								
Montana	4,913	22,000	94,250	.....	40,000	4,925	166,088	250
Wyoming	738	21,286	.....	311	45,000	6,051	73,386	400
Colorado	146,252	63,271	277,070	15,000	45,000	30,494	577,087	132,244
New Mexico	2,657	.....	45,153	.....	25,000	7,002	79,812	250
Arizona	4,299	.....	27,000	20,000	45,000	.....	96,299	500
Utah	57,342	14,255	164,407	90,626	41,613	20,457	388,700	124
Nevada	2,500	4,720	25,000	10,000	55,000	767	97,987	13,000
Idaho	0	18,000	17,000	.....	40,000	.....	75,000	6,000
Washington	80,552	29,330	375,000	2,500	40,000	60,415	587,797	15,000
Oregon	45,318	34,624	47,500	87,500	40,000	14,346	269,288	120,606
California	276,692	1,010,003	342,832	132,584	40,000	43,037	1,845,148	621,133

TABLE 15.—*Professors and students in colleges for women, Division A.*

State.	Number of institutions.	Professors and instructors.						Students.										
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total.	College students in—			Number in—			
		Men.	Women.	Men.	Women.	Men.	Women.					Liberal arts.	Latin.	Greek.	Pedagogy.	Business.	Music.	Art.
United States	15	3	34	281	445	285	473	301	6,465	188	7,202	6,454	2,066	534	444	5	661	676
North Atlantic Division	9	0	0	241	354	241	354	0	5,395	184	5,687	5,395	1,642	454	406	.....	444	501
South Atlantic Division	3	0	0	28	49	28	49	0	778	4	782	778	346	57	36	.....	160	80
South Central Division	1	0	10	8	13	8	23	131	183	.....	399	183	57	13	.....	.....	.....	88
North Central Division	1	0	6	2	19	3	19	24	55	.....	134	55	15	7	2	.....	57	7
Western Division	1	3	18	2	10	5	28	146	54	.....	200	43	6	3	.....	5	.....	.....
North Atlantic Division:																		
Massachusetts	4	0	0	149	218	149	218	0	3,353	95	3,459	3,353	591	245	239	0	235	501
New York	4	0	0	62	120	62	120	0	1,665	10	1,772	1,665	902	166	121	0	209	0
Pennsylvania	1	0	0	30	16	30	16	0	377	79	456	377	149	43	46	.....	.....	.....
South Atlantic Division:																		
Maryland	1	.....	.....	10	13	10	13	.....	328	4	332	328	135	29	.....	.....	.....	.....
District of Columbia	1	0	0	7	19	7	19	0	100	.....	100	100	50	8	24	.....	15	56
Virginia	1	0	0	11	17	11	17	0	350	.....	350	350	161	20	12	.....	145	24
South Central Division:																		
Louisiana	1	.....	10	8	13	8	23	131	183	.....	399	183	57	13	.....	.....	.....	88
North Central Division:																		
Illinois	1	.....	6	2	19	3	19	24	55	.....	134	55	15	7	2	.....	57	7
Western Division:																		
California	1	3	13	2	10	5	28	146	54	.....	200	43	6	3	.....	5	.....	.....

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.
United States	1,126	9	5	1	46	4	4
North Atlantic Division	1,018	6	.....	1	44	4	4
South Atlantic Division	83	.....	1	.....	2	.....	.....
South Central Division	19	.....	.....	.....	.....	.....	.....
North Central Division	6	3	.....	.....	.....	.....	.....
Western Division	.....	.....	4	.....	.....	.....	.....
North Atlantic Division:							
Massachusetts	650	.....	.....	.....	33	2	4
New York	312	6	.....	1	5	.....	.....
Pennsylvania	56	.....	.....	.....	6	2	.....
South Atlantic Division:							
Maryland	58	.....	.....	.....	1	.....	.....
District of Columbia	5	.....	1	.....	.....	.....	.....
Virginia	20	.....	.....	.....	1	.....	.....
South Central Division:							
Louisiana	19	.....	.....	.....	.....	.....	.....
North Central Division:							
Illinois	6	3	.....	.....	.....	.....	.....
Western Division:							
California	.....	.....	4	.....	.....	.....	.....

TABLE 17.—*Property of colleges for women, Division A.*

State.	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	32	531	301,283	19,050	$552,444	$855,766	$11,357,481	$8,635,520
North Atlantic Division	30	482	249,960	16,800	470,891	715,543	9,180,980	6,924,042
South Atlantic Division	2	24	29,751	2,250	43,797	92,000	1,396,000	778,635
South Central Division	.....	.....	7,572	.....	9,756	23,223	330,501	626,532
North Central Division	.....	7	6,500	.....	15,000	25,000	150,000	106,311
Western Division	.....	18	7,500	.....	8,000	.....	300,000	200,000
North Atlantic Division:								
Massachusetts	12	248	124,000	7,400	245,767	435,515	4,300,525	3,368,472
New York	4	157	77,960	1,400	125,124	219,028	3,095,905	2,355,570
Pennsylvania	14	77	48,000	8,000	100,000	61,000	1,784,550	1,200,000
South Atlantic Division:								
Maryland	2	.....	11,001	.....	12,000	25,000	700,000	649,135
District of Columbia	.....	10	13,000	1,000	30,000	25,000	350,000	.....
Virginia	.....	14	5,750	1,250	6,797	42,000	346,000	129,500
South Central Division:								
Louisiana	0	.....	7,572	.....	9,756	23,223	330,501	626,532
North Central Division:								
Illinois	.....	7	6,500	.....	15,000	25,000	150,000	106,311
Western Division:								
California	.....	18	7,500	.....	8,000	.....	300,000	200,000

TABLE 18.—*Income of colleges for women, Division A.*

State.	Tuition and other fees.	From productive funds.	From other sources.	Total.	Benefactions.
United States	$1,133,496	$439,590	$259,073	$1,832,159	$471,088
North Atlantic Division	949,037	359,781	237,287	1,546,105	335,454
South Atlantic Division	102,842	36,485	20,000	159,327	131,000
South Central Division	40,569	31,013	0	71,582	0
North Central Division	21,048	6,311	1,786	29,145	4,634
Western Division	20,000	6,000	.....	26,000	.....
North Atlantic Division:					
Massachusetts	631,032	182,390	30,006	843,428	83,014
New York	237,005	109,391	266,281	552,677	62,440
Pennsylvania	81,000	68,000	1,000	150,000	190,000
South Atlantic Division:					
Maryland	36,851	30,300	.....	67,151	.....
District of Columbia	25,371	.....	.....	25,371	71,000
Virginia	40,620	6,185	20,000	66,805	60,000
South Central Division:					
Louisiana	40,569	31,013	0	71,582	0
North Central Division:					
Illinois	21,048	6,311	1,786	29,145	4,634
Western Division:					
California	20,000	6,000	.....	26,000	.....

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 1906.	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	114	410	1,691	1,752	7,594	12,536	194	22,109	1,515	3,612	140	1,575	943	179	5,524	355	955	10,941	2,398
North Atlantic Division	10	67	210	147	1,068	1,186	2	2,438	157	142	.....	69	309	78	318	43	16	703	156
South Atlantic Division	42	186	626	476	2,450	5,283	108	8,317	589	1,917	50	444	155	90	2,404	84	286	4,518	913
South Central Division	44	97	542	898	2,391	4,689	76	8,054	552	1,074	90	850	406	8	2,007	161	512	3,810	835
North Central Division	17	60	283	205	1,663	1,294	8	3,168	207	395	.....	172	73	3	795	67	16	1,790	472
Western Division	1	.....	30	26	22	84	.....	132	10	84	.....	.....	.....	.....	.....	.....	25	120	22
North Atlantic Division:																			
Massachusetts	2	34	61	.....	59	562	.....	621	32	.....	.....	.....	287	.....	35	.....	.....	133	7
New York	2	9	58	135	586	107	2	820	33	18	.....	.....	.....	.....	18	9	16	91	20
Pennsylvania	6	24	91	12	423	517	.....	997	92	224	.....	69	22	78	265	34	.....	479	129
South Atlantic Division:																			
Maryland	4	25	49	42	199	337	66	644	22	152	5	54	47	.....	264	20	.....	244	73
Virginia	10	52	118	128	335	1,034	8	1,505	133	105	.....	112	.....	15	273	.....	62	862	170
West Virginia	1	2	20	18	88	79	2	187	14	26	.....	.....	14	.....	37	3	17	123	19
North Carolina	8	26	163	65	730	758	11	1,564	86	391	.....	55	10	27	636	38	76	1,061	226
South Carolina	8	29	99	81	235	1,317	10	1,643	132	465	15	115	20	33	511	.....	97	845	176
Georgia	11	52	177	142	863	1,758	11	2,774	202	768	30	108	64	15	683	23	134	1,383	249
South Central Division:																			
Kentucky	9	22	105	212	371	797	8	1,388	67	356	15	45	55	.....	413	32	55	608	109
Tennessee	8	18	106	214	384	982	15	1,595	140	83	.....	131	46	8	345	36	28	800	205
Alabama	9	24	101	139	327	953	23	1,442	112	116	.....	288	90	.....	174	3	15	652	129
Mississippi	10	18	159	202	856	1,418	30	2,506	181	413	75	283	108	.....	845	44	399	1,190	290
Louisiana	3	3	20	42	124	110	.....	276	13	31	.....	8	17	.....	75	1	.....	115	9
Texas	4	11	42	64	279	374	.....	717	33	45	.....	110	90	.....	125	45	.....	385	81
Arkansas	1	1	9	25	50	55	.....	130	6	30	.....	25	.....	.....	30	.....	15	60	12
North Central Division:																			
Ohio	3	6	66	.....	227	295	3	523	33	228	.....	3	4	3	253	43	4	237	147
Illinois	2	5	34	.....	185	170	.....	355	50	.....	.....	.....	.....	.....	85	10	.....	335	71
Wisconsin	1	2	32	.....	256	102	.....	358	52	25	.....	68	.....	.....	122	2	12	153	44
Missouri	10	46	136	135	932	685	5	1,757	72	142	.....	101	69	.....	335	12	.....	1,065	210
Kansas	1	1	15	70	63	42	.....	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western Division:																			
California	1	.....	30	26	22	84	.....	132	10	84	.....	.....	.....	.....	.....	.....	25	120	22

TABLE 20.—*Degrees conferred by colleges for women—Division B.*

State.	M. E. L. or B. L.	A. B.	B. S.	B. Mus.	B. Paint.	B. O.	A. M.	L. I.	B. D.	Ph. B.
United States	284	492	96	176	22	5	38	1	1	14
North Atlantic Division	18	40	6	8	2					
South Atlantic Division	105	271	40	106	15	1	20	1	1	
South Central Division	141	101	46	43	2	2	16			14
North Central Division	20	70	4	17	3	2	2			
Western Division		10		2						
North Atlantic Division:										
Pennsylvania	18	40	6	8	2					
South Atlantic Division:										
Maryland		14		2			1			
Virginia	35	26	7	18	1	1	6		1	
West Virginia	3	6	5	2						
North Carolina	5	52		4	3		1			
South Carolina	26	63	10	8			2	1		
Georgia	36	110	18	72	11		10			
South Central Division:										
Kentucky	13	38	5	14		2	12			
Tennessee	34	16	11	12	1		2			
Alabama	51	21	6	8	1		2			7
Mississippi	25	16	15	6						7
Louisiana		2	8							
Texas	16	4	1	1						
Arkansas	2	4		2						
North Central Division:										
Ohio	2	25				1				
Illinois		16					1			
Wisconsin	2	2								
Missouri	16	27	4	17	3	1	1			
Western Division:										
California		10		2						

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	257,135	$312,108	$256,454	$13,480,169	$3,180,945
North Atlantic Division	38,537	50,247	41,575	2,625,055	2,210,971
South Atlantic Division	87,625	96,700	117,575	4,879,500	240,697
South Central Division	68,639	78,260	37,740	3,122,500	207,000
North Central Division	55,184	74,601	43,994	2,613,114	522,277
Western Division	7,750	12,300	15,570	240,000	
North Atlantic Division:					
Massachusetts	8,140	11,000	22,000	1,012,908	1,921,621
New York	10,697	13,747	11,775	722,047	65,350
Pennsylvania	19,700	25,500	7,800	890,000	224,000
South Atlantic Division:					
Maryland	14,000	17,000	10,000	1,020,000	40,000
Virginia	15,600	17,000	29,200	631,000	10,000
West Virginia	1,950	3,000	1,100	85,000	
North Carolina	14,275	15,300	42,900	911,000	91,000
South Carolina	13,600	14,700	3,450	637,500	13,510
Georgia	28,200	29,700	30,925	1,545,000	86,187
South Central Division:					
Kentucky	13,100	16,800	14,950	539,000	10,000
Tennessee	14,489	18,000	11,050	447,500	
Alabama	11,100	10,775	5,800	853,000	13,500
Mississippi	14,000	17,385	2,890	793,000	156,500
Louisiana	4,750	4,800	650	130,000	27,000
Texas	7,600	9,500	2,100	310,000	
Arkansas	3,600	1,000	360	50,000	
North Central Division:					
Ohio	25,204	43,400	27,000	649,600	118,046
Illinois	3,500	3,500	6,000	370,000	3,500
Wisconsin	6,743	5,527	3,194	313,514	176,231
Missouri	19,737	20,174	6,300	930,000	184,500
Kansas	2,000	2,000	1,500	350,000	40,000
Western Division:					
California	7,750	12,300	15,570	240,000	

TABLE 22.—*Income of colleges for women—Division B.*

State.	Tuition and other fees.	From productive funds.	State appropriations.	From other sources.	Total.	Benefactions.
United States	$1,859,318	$122,697	$81,650	$182,382	$2,246,047	$448,357
North Atlantic Division	306,544	74,641	50	32,214	413,449	196,162
South Atlantic Division	693,428	11,903	.....	38,715	744,046	168,628
South Central Division	522,394	12,040	81,600	39,860	655,894	7,030
North Central Division	323,752	24,113	.....	71,593	419,458	76,537
Western Division	13,200	.....	.....	.....	13,200	.....
North Atlantic Division:						
Massachusetts	86,525	71,501	.....	4,786	162,812	.....
New York	109,379	2,440	50	12,428	124,297	1,682
Pennsylvania	110,640	700	.....	15,000	126,340	194,480
South Atlantic Division:						
Maryland	84,000	1,500	.....	3,500	89,000	15,000
Virginia	143,750	.....	.....	3,000	146,750	10,850
West Virginia	16,000	.....	.....	.....	16,000	.....
North Carolina	129,090	3,800	.....	2,000	134,890	46,000
South Carolina	117,414	748	.....	11,500	129,662	20,050
Georgia	203,174	5,855	.....	18,715	227,744	76,728
South Central Division:						
Kentucky	92,300	.....	.....	5,400	97,700	.....
Tennessee	129,500	.....	.....	7,500	137,000	5,000
Alabama	85,450	650	.....	5,800	91,900	.....
Mississippi	138,520	9,390	81,000	.....	228,910	1,830
Louisiana	20,500	2,000	600	60	23,160	.....
Texas	46,124	.....	.....	21,100	67,224	.....
Arkansas	10,000	.....	.....	.....	10,000	200
North Central Division:						
Ohio	68,050	3,183	.....	1,308	72,541	17,070
Illinois	57,000	200	.....	10,000	67,200	500
Wisconsin	39,580	8,430	.....	60,108	108,118	8,142
Missouri	148,272	10,300	.....	177	158,749	50,825
Kansas	10,850	2,000	.....	.....	12,850	.....
Western Division:						
California	13,200	.....	.....	.....	13,200	.....

TABLE 23.—*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	×	×	.....	.....
Spring Hill College	×	×	.....	.....
University of Alabama	×	×	.....	.....
ARIZONA.				
University of Arizona	.....	×	×	.....
ARKANSAS.				
Henderson College	×	×	.....	.....
Ouachita College	×	.....	.....	×
Arkansas College	×	×	.....	.....
Arkansas Cumberland College	×	×	×	×
Hendrix College	×	.....	.....	.....
University of Arkansas	×	×	.....	.....
Philander Smith College	×	×	×	.....
CALIFORNIA.				
University of California	×	×	.....	×
Pomona College	×	×	.....	×
Occidental College	×	×	.....	×
St. Vincent College	×	×	.....	×
University of Southern California	×	.....	.....	.....
Mills College	×	.....	.....	×
California College	(a)	.....	.....	(a)
Throop Polytechnic Institute	.....	×	.....	.....
St. Ignatius College	×	.....	.....	.....
University of the Pacific	×	×	×	×
Santa Clara College	×	.....	.....	.....
Leland Stanford Junior University	×	.....	.....	.....
St. Mary's College	×	×	.....	.....

a Associate of arts and associate of letters.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A.B.	B.S.	Ph.B.	B.L.
COLORADO.				
University of Colorado	×	[a] ×		
Colorado College	×	[a] ×		
College of the Sacred Heart	×	×	×	
Colorado Agricultural College		×		
University of Denver	×	×		
CONNECTICUT.				
Trinity College	×	×		×
Wesleyan University	×	×	×	
Yale University	×		[b] ×	
DELAWARE.				
State College for Colored Students	×	×		
Delaware College	×	×		
DISTRICT OF COLUMBIA.				
George Washington University	×	×		
Gallaudet College	×	×	×	×
Georgetown University	×			
Gonzaga College	×			
Howard University	×	×	×	
St. John's College	×	×		
Trinity College	×			×
FLORIDA.				
John G. Stetson University	×	×	×	
University of Florida	×	×		
St. Leo College	×			
Rollins College	×			
GEORGIA.				
University of Georgia	×	×		
Atlanta Baptist College	×			
Atlanta University	×			
Georgia School of Technology		[a] ×		
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 College	×	×	×	
Carthage College	×	×		×
Armour Institute of Technology		×		
St. Ignatius College	×	×	×	
St. Stanislaus College	×			
University of Chicago	×	×	×	
James Millikin University	×	×		
Eureka College	×			
Northwestern University	×	×		
Ewing College	×	×		
Knox College	×	×		
Lombard College	×			
Greenville College	×	×	×	
Illinois College	×	×		
Lake Forest College	×			
McKendree College	×	×		
Lincoln College	×	×		×
Monmouth College	×			×
Northwestern College	×	×	×	×
Rockford College	×	×		
St. Francis Solanus College	×			
Augustana College	×			
St. Joseph's College	×			

[a] On graduates from technical courses.
[b] On graduates of the Sheffield Scientific School.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
ILLINOIS—continued.				
Shurtleff College	×	×		
University of Illinois	×	×		
Westfield College	×	×		
Wheaton College	×			
INDIANA.				
Indiana University	×			
St. Joseph's College	×			
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	×			
Amity College	×	×		
Luther College	×			
Des Moines College	×	×	×	
Drake University	×	×	×	
St. Joseph's College	×			
Parsons College	×	×	×	
Upper Iowa University	×	×	×	
Iowa College	×	×	×	
Lenox College	×	×	×	
Simpson College	×	×	×	
University of Iowa	×	×	×	
Graceland College	×		×	
Palmer College	×	×	×	
German College	×	×	×	×
Iowa Wesleyan University	×	×	×	×
Cornell College	×	×		
Penn College	×	×	×	
Central University	×	×	×	
Morningside College	×			
Buena Vista College	×	×	×	
Tabor College	×		×	
Western College	×	×		
KANSAS.				
Midland College	×	×		×
St. Benedict's College	×			
Baker University	×	×	×	×
College of Emporia	×	×	×	
Highland University	×	×		
Campbell College	×	×		
Kansas City University	×	×	×	×
University of Kansas	×	×		
Kansas Christian College	×	×		
Bethany College	×			
Kansas State Agricultural College		×		
Ottawa University	×	×	×	
St. Mary's College	×		×	
Kansas Wesleyan University	×	×	×	
Cooper College	×	×		×
Washburn College	×	×		
Fairmount College	×			
Friends University	×			
St. John's Lutheran College	×	×		
Southwest Kansas College	×	×	×	

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
KENTUCKY.				
Union College	×			
Berea College	×	×		×
Central University of Kentucky	×	×		
Georgetown College	×	×		
Liberty College	×	×		
Agricultural and Mechanical College of Kentucky	×	×		
Kentucky University	×	×		
Bethel College	×	×		×
St. Mary's College	×			
Kentucky Wesleyan College	×	×	×	
LOUISIANA.				
Louisiana State University	×	×		
Jefferson College	×			
College of the Immaculate Conception	×			
H. Sophie Newcomb Memorial College	×			
Leland University	×			
New Orleans University	×			
Tulane University of Louisiana	×	×		
MAINE.				
Bowdoin College	×			
Bates College	×			
University of Maine	×	×	×	
Colby College	×	×		
MARYLAND.				
St. John's College	×	×		
Johns Hopkins University	×			
Loyola College	×	×		
Morgan College	×			
Woman's College of Baltimore	×			
Washington College	×			
Maryland Agricultural College		×		
Rock Hill College	×	×		
St. Charles College	×			
Mount St. Mary's College	×			
New Windsor College	×			
Western Maryland College	×			
MASSACHUSETTS.				
Amherst College	×	×		
Massachusetts Agricultural College		×		
Boston College	×	×		
Boston University	×	×		×
Massachusetts Institute of Technology		×		
Harvard University	×	[a] ×		
Radcliffe College	×			
Smith College	×			
Mount Holyoke College	×			
American International College	×	×		
Tufts College	×	×		
Wellesley College	×			
Williams College	×			
Clark College	×			
College of the Holy Cross	×			
Worcester Polytechnic Institute		×		
MICHIGAN.				
Adrian College	×	×	×	×
Michigan Agricultural College		×		
Albion College	×			
Alma College	×	×	×	×
University of Michigan	×	[b] ×		
Detroit College	×			
Hillsdale College	×			
Hope College	×			
Michigan College of Mines		×		
Kalamazoo College	×	×	×	
Olivet College	×			
MINNESOTA.				
St. John's University	×	×	×	
Augsburg Seminary	×			
University of Minnesota	×	[b] ×		
Carleton College	×	×		×
St. Olaf College	×	×		

[a] Conferred on graduates of the Lawrence Scientific School.
[b] For graduates in technical courses.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
MINNESOTA—continued.				
Hamline University	X		X	
Macalester College	X	X		
Gustavus Adolphus College	X			
Parker College	X			
MISSISSIPPI.				
Mississippi Agricultural and Mechanical College		X		
Mississippi College	X	X	X	
Rust University	X	X	X	
Millsaps College	X	X	X	
University of Mississippi	X	X	X	
Alcorn Agricultural and Mechanical College		X		
MISSOURI.				
Southwest Baptist College	X			
Conception College	X			
Missouri Wesleyan College	X	X		
Christian University	X	X	X	
Clarksburg College	X	X		
University of Missouri	X	[a] X		
Central College	X	X		
Westminster College	X			X
Pritchett College	X	X		
La Grange College	X	X	X	X
William Jewell College	X			
Missouri Valley College	X		X	
Morrisville College	X	X	X	
Park College	X			
Christian Brothers College	X	X		
St. Louis University	X			
Washington University	X	[b] X		
Drury College	X	X		X
Tarkio College	X	X		
Central Wesleyan College	X	X	X	X
MONTANA.				
Montana College of Agriculture and Mechanic Arts		X		
University of Montana	X	X		
NEBRASKA.				
Bellevue College	X	X	X	
Cotner University	X			
Union College	X	X		
Doane College	X	X		X
Grand Island College	X	X	X	
Hastings College	X	X		
University of Nebraska	X	X		
Creighton University	X			
Nebraska Wesleyan University	X	X	X	X
York College	X	X		
NEVADA.				
Nevada State University	X	X		
NEW HAMPSHIRE.				
New Hampshire College of Agriculture and Mechanic Arts		X		
Dartmouth College	X	X		
St. Anselm's College	X			
NEW JERSEY.				
St. Peter's College	X			
St. Benedict's College	X			
Rutgers College	X	X		X
Princeton University	X	X		X
Seton Hall College	X	X		
NEW MEXICO.				
University of New Mexico	X			
New Mexico College of Agriculture and Mechanic Arts		X		
New Mexico School of Mines		X		

[a] For graduates in technical courses.
[b] In the school of engineering.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
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 (Brooklyn)	×			
Canisius College	×			
St. Lawrence University	×	×		
Hamilton College	×	×	×	
Elmira College	×	×		
Hobart College	×	×	×	×
Colgate University	×	×		
Cornell University	×			
Barnard College	×			
College of St. Francis Xavier	×			
College of the City of New York	×	×		
Columbia University	×	[c] ×		
Manhattan College	×	[c] ×		
New York University	×	×	×	
St. John's College (New York)	×	×		
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	×			
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	×	×		
State University and School of Mines of North Dakota	×			
OHIO.				
Buchtel College	×	×	×	
Mount Union College	×	×	×	×
Ohio University	×	×	×	
Baldwin University	×	×	×	×
German Wallace College	×	×	×	×
Cedarville College	×		×	
St. Xavier College	×			
University of Cincinnati	×	[a] ×		
Case School of Applied Science		×		
St. Ignatius College	×			
Western Reserve University	×		×	×
Capital University	×	×		
Ohio State University	×	[a] ×		
St. Mary's Institute	×	×		
Defiance College	×	×	×	×
Ohio Wesleyan University	×	×		×
Findlay College	×	×	×	
Kenyon College	×	×	×	×
Denison University	×	×	×	×
Hiram College	×	×	×	
Lima College	×	×		×
Marietta College	×		×	×

[a] For graduates in technical courses.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
OHIO—continued.				
Franklin College	×	×	×	
Muskingum College	×	×		×
Oberlin College	×		×	
Miami University	×			
Rio Grande College	×	×		
Scio College	×	×	×	
Wittenberg College	×			
Heidelberg University	×	×	×	×
Otterbein University	×	×		
West Lafayette College	×	×	×	
Wilmington College	×	×		
University of Wooster	×	×	×	
Antioch College	×	×		
OKLAHOMA.				
University of Oklahoma	×	×		
Oklahoma Agricultural and Mechanical College		×		
Kingfisher College	×			
Epworth University	×			
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	×	×		
Grove City College	×	×	×	
Haverford College	×	×		
Juniata College	×			
Franklin and Marshall College	×		×	
Bucknell University	×	×	×	
Lincoln University	×			
Allegheny College	×	[c] ×		
Albright College	×	×		
Westminster College	×	×		
Central High School (Philadelphia)	×	×		
La Salle College	×	×		
Temple College	×	×		
University of Pennsylvania	×	×		
Holy Ghost College	×	×		
Susquehanna University	×	×		
Lehigh University	×	×		
Pennsylvania State College	×	×		
Swarthmore College	×	[a] ×		
Villanova College	×			
Washington and Jefferson College	×	×		
Waynesboro College	×	×		×
RHODE ISLAND.				
Rhode Island College of Agriculture and Mechanic Arts		×		
Brown University	×	×	×	
SOUTH CAROLINA.				
College of Charleston	×	×		
South Carolina Military Academy		×		
Clemson Agricultural College		×		

[a] For graduates in engineering course.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
SOUTH CAROLINA—continued.				
Presbyterian College of South Carolina	×			
Allen University	×	×		
University of South Carolina	×	×		
Erskine College	×	×		
Furman University	×			
Newberry College	×	×	×	
Claflin University	×	×	×	
Wofford College	×			
SOUTH DAKOTA.				
South Dakota Agricultural College		×		
Huron College	×	×		
Dakota Wesleyan University	×	×	×	×
Redfield College	×	×	×	
University of South Dakota	×			
Yankton College	×	×	×	
South Dakota State School of Mines		×		
TENNESSEE.				
Grant University	×	×	×	
King College	×	×		×
Southwestern Presbyterian University	×	×	×	
Hiwassee College	×	×		
Southwestern Baptist University	×	×		
Carson and Newman College	×			
Knoxville College	×	×		
University of Tennessee	×	×		
Cumberland University	×	×		
Bethel College	×	×		×
Maryville College	×			
Christian Brothers College	×	×		×
Milligan College	×	×	×	
Fisk University	×	×		
Vanderbilt University	×	×		
Walden University	×	×		×
University of the South	×			
Burritt College	×	×		
Greeneville and Tusculum College	×	×		
Washington College	×	×		
TEXAS.				
St. Edward's College	×			
University of Texas	×	×		×
Agricultural and Mechanical College of Texas		×		
Fort Worth University	×	×		
Polytechnic College	×	×	×	×
St. Mary's University	×			
Southwestern University	×	×	×	
Burleson College	×	×		×
Texas Christian University	×			
Wiley University	×			×
Austin College	×	×		
Baylor University	×	×	×	×
Paul Quinn College	×	×		
Trinity University	×	×		×
UTAH.				
Brigham Young College	×			
Agricultural College of Utah		×		
University of Utah	×	[a]×		
VERMONT.				
University of Vermont	×	×	×	
Middlebury College	×			
Norwich University	×	×		
VIRGINIA.				
Randolph-Macon College	×			
Virginia Agricultural and Mechanical College		×		
Bridgewater College	×			
University of Virginia	×	×		
Emory and Henry College	×	×		
Fredericksburg College	×			×
Hampden-Sidney College	×	×		×
Washington and Lee University	×	[a]×		
Randolph-Macon Woman's College	×			

[a] For graduates in engineering school.

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Cont'd.

Institution.	A. B.	B. S.	Ph. B.	B. L.
VIRGINIA—continued.				
Richmond College	×	×		
Virginia Union University	×	×		
Roanoke College	×			
College of William and Mary	×			×
Virginia Military Institute		×		
WASHINGTON.				
State College of Washington (Agricultural College)	×	×		
University of Washington	×	[a] ×		
Gonzaga College	×			
University of Puget Sound	×	×	×	
Whitworth College	×	×		
Whitman College	×	×		×
WEST VIRGINIA.				
Morris Harvey College	×	×		
Bethany College	×	×		×
West Virginia University	×	[b] ×		
WISCONSIN.				
Lawrence University	×	×	×	
Beloit College	×	×		
Mission House	×			
University of Wisconsin	×	[b] ×	[c] ×	
Milton College	×	×		×
Concordia College	×			
Marquette College	×			
Ripon College	×			
Northwestern University	×			
Carroll College	×			
WYOMING.				
University of Wyoming	×	×		

[a] For graduates in engineering school.
[b] For graduates in technical courses.
[c] For graduates from the course for normal-school graduates.

TABLE 24.—*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.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
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]×										
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 College			[a]×			[a]×			×								
Colorado Agricultural College	×	×	[a]×		×	[a]×	×										
Colorado School of Mines					×			[a]×	[a]×								
CONNECTICUT.																	
Trinity College			×														
Yale University	×		×		×		×		×		×		×			×	
Connecticut Agricultural College	×																
DELAWARE.																	
State College for Colored Students	×		×														
Delaware College	×		×		×		×										
DISTRICT OF COLUMBIA.																	
Catholic University of America			×	×	×		×										
George Washington University		×	×		×		×										
Gallaudet College			×														
FLORIDA.																	
John B. Stetson University			×		×		×										
University of Florida	×		×	×	×		×										
GEORGIA.																	
University of Georgia	×		×		×												
Georgia School of Technology			×	×	×		×								×		
IDAHO.																	
University of Idaho	×		×		×		×		×								

[a] Combined in one course.

[b] Mechanical course.

TABLE 24.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
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	....	×	×	×	×	....	×	....	....	....	....	....	....	....	....	....	....
Lewis Institute	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....	....	....
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.																	
University of Kansas	....	....	×	×	×	....	×	....	×	....	....	....	....	....	....	....	....
Kansas State Agricultural College	×	×	....	....	×	....	×	....	....	....	....	....	....	....	....	....	....
KENTUCKY.																	
Berea College	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Agricultural and Mechanical College of Kentucky	×	....	×	....	[a]×	....	[a]×	....	×	....	....	....	....	....	....	....	....
LOUISIANA.																	
Louisiana State University	×	....	×	[b]×	×	....	×	....	....	....	....	....	....	....	....	....	....
Tulane University of Louisiana	....	×	×	×	×	....	×	....	....	....	....	....	....	....	....	....	....
MAINE.																	
University of Maine	×	....	×	×	×	....	×	....	×	....	....	....	×	×	....	....	....
MARYLAND.																	
St. John's College	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....	....	....
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	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....
MINNESOTA.																	
University of Minnesota	×	....	×	....	×	....	×	×	×	....	....	....	×	....	....	×	....

[a] Combined in one course.

[b] Sugar course.

TABLE 24.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSISSIPPI.																	
Mississippi Agricultural and Mechanical College	×		×		[a]×		[a]×		×					×	×		
University of Mississippi			×		×				×								
Alcorn Agricultural and Mechanical College	×																
MISSOURI.																	
University of Missouri	×		×	×	×		×	×	×		×						
Christian Brothers College		×	×				×										
Washington University		×	×	×	×		×										
MONTANA.																	
Montana College of Agriculture and Mechanic Arts	×		×		×		×										
Montana School of Mines					×				×								
University of Montana							×										
NEBRASKA.																	
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.																	
Alfred University																	×
Polytechnic Institute of Brooklyn			×		×		×										
Cornell University	×	×	×		×		×			×	×	×				×	
College of the City of New York							×										
Columbia University		×	×	×	×		×	×	×	×	×	×				×	
Manhattan College		×	×														
New York University			×	×			×										
Clarkson School of Technology			×	×	×		×										
Union University			×		×						×						
Syracuse University		×	×		×		×										
Rensselaer Polytechnic Institute			×	×	×												

[a] Combined in one course.

TABLE 24.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NORTH CAROLINA.																	
University of North Carolina									×								
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]×			×
OKLAHOMA.																	
Oklahoma Agricultural and Mechanical College	×						×										
University of Oklahoma							×		×								
OREGON.																	
Oregon Agricultural College	×				×		×		×								
University of Oregon			×	×	×				×		×						
PENNSYLVANIA.																	
Western University of Pennsylvania			×		×		×		×								
Pennsylvania Military College			×														
Lafayette College			×		×				×								
Grove City College			×				×										
Haverford College					×		×										
Bucknell University			×														
Allegheny College			×														
University of Pennsylvania		×	×	×	×		×										
Lehigh University			×	×	×		×	×	×	×							
Pennsylvania State College	×		×	×	×		×		×								
Swarthmore College			×		×		×										
Washington and Jefferson College			×														
RHODE ISLAND.																	
Rhode Island College of Agriculture and Mechanic Arts	×				×		×										
Brown University			×		×		×										
SOUTH CAROLINA.																	
Clemson Agricultural College	×		×		×		×	×							×		
University of South Carolina			×		×												
SOUTH DAKOTA.																	
South Dakota Agricultural College	×				×		×							×			
State School of Mines									×								
University of South Dakota			×		×		×										

[a] Combined in one course.

TABLE 24.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TENNESSEE.																	
Knoxville College	×						×										
University of Tennessee	×		×	×	×		×		×								
Cumberland University			×														
Vanderbilt University			×	×	×		×		×								
University of the South			×														
Washington College	×																
TEXAS.																	
University of Texas			×		×				×		×						
Agricultural and Mechanical College of Texas	×		×		×		×								×		
UTAH.																	
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.																	
State College of Washington (Agricultural College)	×		×		×		×		×					×			
University of Washington			×		×		×	×	×								
WEST VIRGINIA.																	
West Virginia University	×		×		×		×		×								
WISCONSIN.																	
University of Wisconsin	×		×	×	×		×				×						
WYOMING.																	
University of Wyoming	×					×	×		×								

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian 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	Auburn	Alabama Polytechnic Institute	State	1872	4	0	41	0
2	East Lake	Howard College	Bapt	1841	2	0	6	0
3	Greensboro	Southern University	M. E. So	1859	4	0	7	0
4	St. Bernard	St. Bernard College	R. C	1892	8	0	21	0
5	Springhill	Springhill College	R. C	1830	3	0	13	0
6	University	University of Alabama	State	1831	0	0	24	5
	ARIZONA.							
7	Tucson	University of Arizona	Territory	1891	4	4	17	1
	ARKANSAS.							
8	Arkadelphia	Henderson College	Meth	1890	4	2	4	2
9	do	Ouachita College *	Bapt	1886	4	2	6	0
10	Batesville	Arkansas College	Presb	1872	4	1	5	0
11	Clarksville	Arkansas Cumberland College	Cumb.Presb.	1891	5	4	5	3
12	Conway	Hendrix College	M. E. So	1884	2	0	6	0
13	Fayetteville	University of Arkansas	State	1872	6	5	37	6
14	Little Rock	Philander Smith College	M. E	1877	3	1	3	1
	CALIFORNIA.							
15	Berkeley	University of California	State	1869	0	0	163	1
16	Claremont	Pomona College	Cong	1888	...	...	17	4
17	Los Angeles	Occidental College	Presb	1888	3	5	15	5
18	do	St. Vincent's College	R. C	1865	25	0	13	0
19	do	University of Southern California	M. E	1880	14	10	20	13
20	Oakland	California College	Bapt	1870	2	4	2	4
21	do	St. Mary's College	R. C	1863	8	0	14	0
22	Pasadena	Throop Polytechnic Institute	Nonsect	1891	12	1	6	1
23	San Francisco	St. Ignatius College	R. C	1855	10	0	10	0
24	San Jose	University of the Pacific	M. E	1851	7	4	7	2
25	Santa Clara	Santa Clara College	R. C	1851	23	0	10	0
26	Stanford University	Leland Stanford Junior University	Nonsect	1891	...	...	150	21
	COLORADO.							
27	Boulder	University of Colorado	State	1877	6	11	48	6
28	Colorado Springs	Colorado College	Nonsect	1874	6	5	23	2
29	Denver	College of the Sacred Heart	R. C	1888	10	0	7	0
30	Fort Collins	State Agricultural College	State	1879	11	3	33	7
31	Golden	Colorado School of Mines	State	1874	0	0	17	0
32	University Park	University of Denver	M. E	1864	4	1	21	8
	CONNECTICUT.							
33	Hartford	Trinity College	Nonsect	1824	0	0	23	0
34	Middletown	Wesleyan University	M. E	1831	0	0	34	2
35	New Haven	Yale University	Nonsect	1701	0	0	237	0
36	Storrs	Connecticut Agricultural College	State	1881	...	...	19	4
	DELAWARE.							
37	Dover	State College for Colored Students	State	1892	4	2	4	2
38	Newark	Delaware College	State	1834	0	0	20	0
	DIST. OF COLUMBIA.							
39	Washington	Catholic University of America	R. C	1889	0	0	20	0
40	do	Gallaudet College	Nation	1864	6	3	12	2
41	do	Georgetown University	R. C	1789	19	0	25	0
42	do	George Washington University	Nonsect	1821	...	...	71	0
43	do	Gonzaga College*	R. C	1821	2	0	7	0
44	do	Howard University	Nation	1867	3	1	7	1
45	do	St. John's College	R. C	1870	7	0	10	0

* Statistics of 1904-5.

technological schools 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	43	0	73	0	468	11	20	2	0	0	0	0	566	13	1
0	0	8	0	40	0	141	0	0	0	0	0	0	0	181	0	2
0	0	11	0	21	0	130	11	0	2	0	0	0	0	151	13	3
5	0	23	0	24	0	50	0	0	0	0	0	20	0	131	0	4
.....	.....	21	0	24	0	108	0	3	0	0	0	0	0	215	0	5
25	0	45	5	0	0	217	51	6	5	0	0	235	0	425	56	6
0	0	21	5	89	74	40	19	1	1	2	0	0	0	132	94	7
0	0	4	2	50	60	40	48	0	0	0	0	0	0	90	108	8
0	0	8	2	110	133	138	88	0	0	0	0	0	0	248	221	9
0	0	5	1	55	42	27	16	0	0	0	0	0	0	82	58	10
0	0	5	4	70	60	19	13	0	0	0	0	0	0	89	73	11
0	0	8	0	145	17	40	4	0	0	0	0	0	0	185	21	12
40	0	83	11	365	183	339	171	10	3	0	0	217	0	1,102	426	13
1	0	5	13	36	5	20	11	0	0	0	0	17	0	320	298	14
53	0	218	2	0	0	1,504	1,015	153	194	2	2	285	19	2,607	1,331	15
0	0	19	8	59	92	72	138	0	2	0	0	0	0	142	254	16
0	0	18	10	88	136	72	64	1	0	0	0	0	0	161	200	17
0	0	28	0	195	0	40	0	0	0	0	0	0	0	335	0	18
134	4	177	34	112	104	107	78	7	1	0	0	341	7	618	399	19
0	0	2	4	24	20	4	5	0	0	0	0	0	0	28	25	20
0	0	22	0	270	0	79	0	0	0	0	0	0	0	449	0	21
0	0	17	11	195	64	20	3	0	0	0	0	0	0	238	117	22
0	0	29	0	286	0	66	0	0	0	0	0	0	0	352	0	23
0	0	12	9	71	37	15	13	0	0	0	0	0	0	111	154	24
0	0	33	0	275	0	89	0	1	0	0	0	0	0	365	0	25
5	0	155	21	.....	.....	996	516	71	47	0	0	155	1	1,222	564	26
63	0	111	18	241	263	306	279	13	19	0	0	115	4	675	572	27
0	0	29	6	86	42	231	215	3	4	3	1	14	0	327	257	28
0	0	17	0	175	0	49	0	0	0	0	0	0	0	224	0	29
0	0	35	10	144	46	157	36	2	0	.....	.....	.....	.....	410	92	30
0	0	17	0	0	0	262	0	0	0	0	0	0	0	262	0	31
125	0	153	13	74	76	191	187	80	22	0	0	211	9	627	494	32
0	0	23	0	0	0	162	0	2	0	1	0	0	0	165	0	33
0	0	34	2	0	0	290	31	17	0	0	0	0	0	307	31	34
103	0	359	0	0	0	2,207	0	253	33	64	0	481	0	3,122	86	35
0	0	19	4	.....	.....	108	20	0	0	0	0	0	0	108	20	36
0	0	4	2	37	45	32	19	0	0	0	0	0	0	69	64	37
0	0	20	0	0	0	118	0	1	0	0	0	0	0	119	0	38
10	0	30	0	0	0	26	0	108	0	0	0	69	0	203	0	39
0	0	15	5	17	11	46	30	2	2	0	0	0	0	65	43	40
66	0	110	0	137	0	81	0	15	0	0	0	460	0	693	0	41
151	0	269	0	.....	.....	332	143	65	17	0	0	951	10	1,348	170	42
0	0	9	0	69	0	7	0	0	0	0	0	0	0	127	0	43
54	1	74	16	169	49	46	16	0	0	0	0	386	16	706	230	44
0	0	14	0	115	0	30	0	0	0	0	0	0	0	145	0	45

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	FLORIDA.							
46	De Land	John B. Stetson University	Bapt	1887	9	13	14	3
47	Gainesville	University of Florida	State	1884	.....	.....	15	0
48	St. Leo	St. Leo College	R. C	1890	2	0	5	0
49	Winter Park	Rollins College	Nonsect	1885	5	4	9	10
	GEORGIA.							
50	Athens	University of Georgia	State	1800	0	0	27	0
51	Atlanta	Atlanta Baptist College	Bapt	1867	6	4	7	4
52	.....do	Atlanta University	Nonsect	1869	4	8	5	5
53	.....do	Georgia School of Technology	State	1888	10	0	26	0
54	.....do	Morris Brown College	A. M. E	1885	3	7	6	1
55	Bowdon	Bowdon College	Nonsect	1857	0	3	2	1
56	Dahlonega	North Georgia Agricultural College	State	1872	11	3	11	3
57	Macon	Mercer University	Bapt	1837	0	0	11	0
58	Oxford	Emory College	M. E. So	1836	2	0	12	0
59	South Atlanta	Clark University*	M. E	1870	9	3	4	3
60	Wrightsville	Nannie Lou Warthen Institute	M. E	1891	2	3	2	3
61	Young Harris	Young Harris College*	M. E. So	1885	1	2	4	2
	IDAHO.							
92	Moscow	University of Idaho	State	1892	3	1	18	4
	ILLINOIS.							
63	Abingdon	Hedding College	M. E	1853	7	5	7	5
64	Bloomington	Illinois Wesleyan University	M. E	1851	0	2	9	2
65	Bourbonnais	St. Viateur's College	R. C	1868	23	0	15	0
66	Carlinville	Blackburn College	Presb	1859	1	1	6	1
67	Carthage	Carthage College	Luth	1872	8	4	7	0
68	Chicago	Armour Institute of Technology	.....	1893	16	4	51	0
69	.....do	Lewis Institute	.....	1896	23	19	16	5
70	.....do	St. Ignatius College	R. C	1869	23	0	12	0
71	.....do	St. Stanislaus College	R. C	1890	6	0	13	0
72	.....do	University of Chicago	Bapt	1892	12	0	206	29
73	Decatur	James Millikin University	Cumb. Presb	1903	16	11	15	7
74	Elmhurst	Evangelical Proseminary	Ger. Evang	1871	7	0	7	0
75	Eureka	Eureka College	Christian	1855	5	2	10	0
76	Evanston	Northwestern University	M. E	1855	25	23	52	2
77	Ewing	Ewing College	Bapt	1867	9	4	6	3
78	Galesburg	Knox College	Nonsect	1837	3	1	12	3
79	.....do	Lombard College	Nonsect	1852	.....	.....	13	2
80	Greenville	Greenville College*	Free Meth	1892	7	2	5	2
81	Jacksonville	Illinois College	Presb	1829	8	3	8	3
82	Lake Forest	Lake Forest College	Presb	1858	12	17	17	2
83	Lebanon	McKendree College	M. E	1828	3	0	8	0
84	Lincoln	Lincoln College	Presb	1866	5	4	5	4
85	Monmouth	Monmouth College	U. Presb	1856	1	2	10	4
86	Naperville	Northwestern College	Ev. Assn	1861	5	3	13	1
87	Peru	St. Bede College	R. C	1891	6	0	8	0
88	Quincy	St. Francis Solanus College	R. C	1860	2	0	15	0
89	Rock Island	Augustana College	Luth	1860	7	0	15	0
90	Upper Alton	Shurtleff College	Bapt	1827	4	4	6	3
91	Urbana	University of Illinois	State	1868	8	3	193	33
92	Westfield	Westfield College	U. B	1861	2	4	2	4
93	Wheaton	Wheaton College	Cong	1860	7	2	9	2
	INDIANA.							
94	Bloomington	Indiana University	State	1824	0	0	70	10
95	Crawfordsville	Wabash College	Nonsect	1832	.....	.....	15	0
96	Collegeville	St. Joseph's College	R. C	1891	11	0	6	0
97	Fort Wayne	Concordia College	Luth	1839	10	0	10	0

*Statistics of 1904–5.

technological 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	
3	0	26	16	146	154	64	38	0	0	0	0	30	0	240	192	46
0	0	20	0	.....	.....	77	0	8	0	0	0	0	0	136	0	47
5	0	6	0	9	0	39	0	0	0	0	0	13	0	52	0	48
0	0	9	11	56	48	16	17	0	0	0	0	0	0	112	98	49
5	0	32	0	0	0	360	0	7	0	0	0	41	0	408	0	50
3	0	15	8	136	0	21	0	0	0	0	0	45	0	202	0	51
0	0	6	11	83	164	35	11	0	1	1	0	0	0	119	221	52
0	0	38	0	182	0	316	0	0	0	0	0	0	0	498	0	53
5	0	14	8	47	92	5	0	0	0	0	0	29	1	81	93	54
0	0	2	4	144	110	9	19	0	0	0	0	0	0	153	129	55
0	0	11	3	116	25	64	5	0	0	0	0	0	0	180	30	56
14	0	22	0	0	0	186	0	1	0	0	0	69	0	256	0	57
0	0	16	0	44	0	245	0	2	0	0	0	0	0	292	0	58
0	0	13	6	45	35	17	15	0	0	0	0	0	0	62	125	59
0	0	2	7	27	23	35	53	0	0	0	0	0	0	135	196	60
0	0	5	4	110	105	125	75	0	0	0	0	0	0	235	180	61
0	0	21	5	67	41	141	60	0	1	0	0	0	0	208	162	62
0	0	7	5	52	43	31	32	0	0	0	0	0	0	83	75	63
9	0	27	10	51	19	68	46	0	0	0	0	59	0	178	65	64
8	0	40	0	150	0	82	0	4	0	5	0	20	0	252	0	65
0	0	7	2	16	19	25	16	0	0	0	0	0	0	41	35	66
0	0	11	4	77	132	21	20	0	1	0	1	0	0	98	154	67
0	0	56	4	266	0	624	0	0	0	0	0	0	0	1,564	0	68
0	0	39	24	553	209	155	123	0	0	0	0	0	0	708	352	69
0	0	39	0	545	0	85	0	28	0	0	0	0	0	658	0	70
0	0	13	0	52	0	126	0	0	0	0	0	0	0	158	0	71
70	1	312	29	160	0	1,474	2,160	692	428	0	0	787	59	2,785	2,454	72
0	0	24	12	212	113	100	137	4	6	0	0	0	0	353	410	73
0	0	7	0	35	0	70	0	0	0	0	0	0	0	112	0	74
2	0	15	2	61	38	45	25	2	0	1	0	41	2	160	97	75
141	0	266	35	712	608	420	434	40	16	3	0	1,608	28	2,783	1,080	76
0	0	11	6	136	166	20	3	2	1	23	0	0	0	181	110	77
0	0	17	13	29	27	105	110	0	1	0	0	0	0	178	382	78
.....	.....	13	2	12	14	26	30	.....	.....	.....	.....	3	2	41	46	79
1	0	10	3	30	29	24	18	0	0	0	0	5	1	126	137	80
0	0	8	3	58	16	65	47	0	0	0	0	0	0	123	63	81
0	0	29	19	60	116	109	69	1	1	0	0	0	0	170	186	82
0	0	11	0	73	32	30	7	0	0	0	0	0	0	103	39	83
0	0	7	11	20	22	21	19	1	0	1	0	0	0	102	174	84
0	0	14	9	42	43	112	111	0	0	0	0	0	0	195	274	85
3	0	15	5	118	24	85	36	5	2	9	6	37	0	335	115	86
0	0	14	0	112	0	44	0	0	0	0	0	0	0	156	0	87
0	0	17	0	14	0	78	0	15	0	0	0	0	0	225	0	88
4	0	33	7	115	34	69	28	1	0	12	1	59	0	354	186	89
4	3	8	6	56	13	46	20	0	0	0	0	40	0	112	75	90
168	14	359	42	242	85	1,751	577	55	21	41	5	979	51	3,054	738	91
0	0	3	5	25	13	10	6	0	0	0	0	0	0	37	37	92
0	0	13	8	48	59	36	34	0	0	0	0	0	0	114	145	93
21	0	91	10	0	0	707	628	66	18	0	0	264	1	1,037	647	94
0	0	15	0	37	0	238	0	6	0	0	0	0	0	281	0	95
0	0	17	0	121	0	48	0	0	0	0	0	0	0	169	0	96
0	0	10	0	130	0	100	0	0	0	0	0	0	0	230	0	97

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	INDIANA—continued.							
98	Franklin	Franklin College*	Bapt	1837	6	2	7	2
99	Greencastle	De Pauw University	M. E	1837	5	5	20	5
100	Hanover	Hanover College	Presb	1833	6	1	10	1
101	Indianapolis	Butler College	Christian	1855	1	1	14	2
102	Lafayette	Purdue University	State	1874	0	0	109	7
103	Merom	Union Christian College	Christian	1859	2	3	3	1
104	Moores Hill	Moores Hill College	M. E	1856	2	2	7	3
105	Notre Dame	University of Notre Dame	R. C	1842	34	0	37	0
106	Oakland City	Oakland City College	Bapt	1891	3	2	4	2
107	Richmond	Earlham College	Friends	1847	0	0	18	7
108	St. Meinrad	St. Meinrad College	R. C	1857	.....	.....	11	0
109	Terre Haute	Rose Polytechnic Institute	.....	1883	0	0	21	0
110	Upland	Taylor University	M. E	1846	7	2	10	2
	INDIAN TERRITORY.							
111	Bacone	Indian University	Bapt	1880	3	11	3	11
112	Muskogee	Henry Kendall College	Presb	1894	4	8	4	4
	IOWA.							
113	Ames	Iowa State College of Agriculture and Mechanic Arts.	State	1868	.....	.....	77	35
114	Cedar Rapids	Coe College	Presb	1881	8	4	16	7
115	Charles City	Charles City College	M. E	1891	5	6	6	0
116	Clinton	Wartburg College	Luth	1868	6	0	7	0
117	College Springs	Amity College	Nonsect	1855	2	2	5	5
118	Decorah	Luther College	Luth	1861	13	0	13	0
119	Des Moines	Des Moines College	Bapt	1865	3	3	5	5
120	.....do	Drake University	Nonsect	1881	6	9	22	3
121	Dubuque	St. Joseph's College	R. C	1873	12	0	9	0
122	Fairfield	Parsons College	Presb	1875	5	1	9	2
123	Fayette	Upper Iowa University	M. E	1857	14	12	14	12
124	Grinnell	Iowa College	Nonsect	1848	3	2	19	4
125	Hopkinton	Lenox College	Presb	1859	7	5	6	3
126	Indianola	Simpson College	M. E	1867	15	12	13	6
127	Iowa City	State University of Iowa	State	1855	0	0	90	12
128	Lamoni	Graceland College	L. D. S	1895	3	2	3	2
129	Legrand	Palmer College	Christian	1889	5	2	3	0
130	Mount Pleasant	German College	M. E	1873	4	3	14	3
131	.....do	Iowa Wesleyan University	M. E	1844	2	10	13	6
132	Mount Vernon	Cornell College	M. E	1853	5	13	20	3
133	Oskaloosa	Penn College	Friends	1873	6	5	7	4
134	Pella	Central University of Iowa	Bapt	1853	2	1	4	3
135	Sioux City	Morningside College	M. E	1894	10	10	14	5
136	Storm Lake	Buena Vista College	Presb	1891	8	2	6	2
137	Tabor	Tabor College	Cong	1857	1	1	5	2
138	Toledo	Leander Clark College	U. B	1857	6	1	7	2
	KANSAS.							
139	Atchison	Midland College	Luth	1887	3	3	7	0
140	.....do	St. Benedict's College	R. C	1858	4	0	13	0
141	Baldwin	Baker University	M. E	1858	13	7	12	8
142	Emporia	College of Emporia	Presb	1883	5	2	6	3
143	Highland	Highland University	Presb	1857	3	3	3	3
144	Holton	Campbell College	U. B	1903	4	2	6	2
145	Kansas City	Kansas City University*	Meth. Prot	1896	3	1	6	2
146	Lawrence	University of Kansas	State	1866	0	0	81	10
147	Lincoln	Kansas Christian College	Christian	1882	3	0	3	0
148	Lindsborg	Bethany College*	Luth	1881	11	3	11	3
149	Manhattan	Kansas State Agricultural College	State	1863	1	4	50	13
150	Ottawa	Ottawa University	Bapt	1865	.....	.....	12	8
151	St. Marys	St. Mary's College	R. C	1869	28	0	16	0
152	Salina	Kansas Wesleyan University	M. E	1886	9	4	5	2

*Statistics of 1904–5.

technological 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	7	4	39	27	53	42	0	0	0	0	0	0	102	122	98
0	0	24	8	96	37	238	251	3	10	0	0	0	0	337	298	99
0	0	11	3	19	11	59	29	0	0	0	0	0	0	79	45	100
0	0	15	3	40	17	79	114	4	2	0	0	0	0	123	133	101
116	0	225	7	0	0	1,358	62	4	2	25	0	426	14	1,944	85	102
0	0	5	4	32	52	10	4	0	0	0	0	0	0	45	57	103
0	0	9	5	38	16	25	21	0	0	5	1	0	0	68	38	104
6	0	77	0	421	0	297	0	2	0	0	0	85	0	772	0	105
1	0	4	3	43	15	8	10	0	0	0	0	6	2	109	79	106
0	0	18	7	0	0	160	274	5	6	0	0	0	0	165	280	107
7	0	15	0	.....	.....	55	0	0	0	0	0	66	0	121	0	108
0	0	21	0	0	0	229	0	0	0	0	0	0	0	229	0	109
8	2	10	6	94	32	27	8	0	0	0	0	44	7	166	47	110
0	0	3	11	40	59	7	12	0	0	0	0	0	0	47	71	111
0	0	4	8	97	54	7	8	0	0	0	0	0	0	104	62	112
0	0	77	35	229	27	937	138	0	0	0	0	0	0	1,873	226	113
0	0	17	7	38	35	94	89	1	3	3	0	0	0	136	127	114
0	0	11	6	98	53	7	5	0	0	0	0	0	0	133	96	115
0	0	10	0	55	0	54	0	0	0	0	0	0	0	109	0	116
0	0	5	6	27	28	7	10	0	0	0	0	0	0	73	116	117
0	0	13	0	85	0	126	0	0	0	0	0	0	0	211	0	118
0	0	10	8	28	14	26	28	0	0	0	0	0	0	60	152	119
76	3	89	20	133	119	254	199	7	1	3	0	334	33	600	629	120
0	0	13	0	152	0	80	0	0	0	0	0	0	0	232	0	121
0	0	14	3	20	31	35	34	0	0	0	0	0	0	65	149	122
0	0	14	12	197	101	89	52	3	0	16	3	0	0	305	156	123
0	0	24	8	71	51	109	219	0	0	0	0	0	0	247	328	124
0	0	9	5	43	79	20	30	0	0	0	0	0	0	68	105	125
0	0	25	17	270	172	127	129	1	2	1	0	0	0	399	474	126
165	8	161	21	0	0	552	408	103	63	0	0	729	58	1,275	539	127
0	0	3	2	32	17	3	5	0	0	0	0	0	0	35	22	128
0	0	7	2	18	10	6	1	0	0	0	0	0	0	24	11	129
4	0	18	6	41	35	37	19	0	0	0	0	24	5	82	66	130
0	0	15	13	119	151	56	49	0	0	2	0	0	0	177	200	131
0	0	25	16	127	117	182	201	5	5	0	0	0	0	337	393	132
0	0	10	6	54	58	60	101	0	0	3	4	0	0	117	163	133
0	0	6	6	54	50	22	13	0	0	0	0	5	0	78	78	134
0	0	15	19	128	74	67	77	0	3	0	0	0	0	212	263	135
0	0	12	6	13	14	12	12	0	0	0	0	0	0	74	146	136
0	0	7	7	26	33	20	27	0	1	0	0	0	0	56	115	137
0	0	11	3	56	41	27	24	0	0	0	0	0	0	96	129	138
0	0	12	4	30	31	18	14	0	0	0	0	0	0	98	94	139
0	0	22	0	26	0	58	0	0	0	0	0	0	0	156	0	140
0	0	19	10	175	146	235	193	0	0	22	4	0	0	545	438	141
0	0	9	8	25	12	48	43	0	0	0	0	0	0	172	157	142
0	0	3	3	25	46	3	3	0	0	0	0	0	0	28	49	143
0	0	8	5	106	106	13	13	0	0	0	0	0	0	157	231	144
40	4	46	7	45	37	17	7	1	0	1	0	93	17	181	206	145
38	4	101	18	0	0	733	330	53	35	1	1	349	16	1,124	582	146
0	0	3	2	63	68	10	15	0	0	0	0	0	0	73	83	147
2	0	34	6	73	91	40	40	4	0	0	0	9	0	413	546	148
0	0	55	25	451	147	566	276	13	16	1	0	0	0	1,166	524	149
0	0	12	8	60	48	94	100	0	0	0	0	0	0	232	216	150
0	0	37	0	330	0	108	0	30	0	0	0	0	0	408	0	151
0	0	16	11	52	50	39	32	9	0	0	0	0	0	694	494	152

TABLE 25.—*Statistics of universities, colleges, 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
	KANSAS—continued.							
153	Sterling	Cooper College	U. Presb.	1887	1	2	6	3
154	Topeka	Washburn College	Cong.	1865	8	6	15	8
155	Wichita	Fairmount College	Cong.	1892	7	4	8	1
156	do	Friends University *	Friends	1898	7	7	7	7
157	Winfield	St. John's Lutheran College	Luth	1893	4	0	4	0
158	do	Southwest Kansas College	M. E.	1886	5	1	8	1
	KENTUCKY.							
159	Barboursville	Union College	M. E.	1886	2	3	3	3
160	Berea	Berea College	Nonsect	1855	15	17	15	7
161	Danville	Central University of Kentucky *	Presb	1822	6	6	10	0
162	Georgetown	Georgetown College	Bapt	1829	3	1	10	5
163	Glasgow	Liberty College	Bapt	1875	2	4	2	3
164	Lexington	Agricultural and Mechanical College of Kentucky.	State	1866	4	0	30	4
165	do	Kentucky University	Christian	1836	6	1	12	1
166	Russellville	Bethel College	Bapt	1854	3	0	5	0
167	St. Marys	St. Mary's College	R. C.	1821	4	0	8	0
168	Winchester	Kentucky Wesleyan College	M. E. So.	1866	1	2	6	1
	LOUISIANA.							
169	Baton Rouge	Louisiana State University	State	1860	6	1	30	0
170	Convent	Jefferson College	R. C.	1864	6	0	14	0
171	New Orleans	College of the Immaculate Conception.	R. C.	1847	13	0	6	0
172	do	Leland University	Bapt	1870	5	5	5	4
173	do	New Orleans University	M. E.	1873	4	12	3	2
174	do	Tulane University of Louisiana	Nonsect	1834	0	0	20	0
	MAINE.							
175	Brunswick	Bowdoin College	Nonsect	1802	0	0	21	0
176	Lewiston	Bates College	Free Bapt.	1863	0	0	14	2
177	Orono	University of Maine	State	1868	7	1	51	4
178	Waterville	Colby College	Bapt	1818	0	0	16	2
	MARYLAND.							
179	Annapolis	St. John's College	Nonsect	1789	3	0	10	0
180	do	United States Naval Academy	Nation	1845	....	....	102	0
181	Baltimore	Johns Hopkins University	Nonsect	1876	0	0	20	0
182	do	Loyola College	R. C.	1852	9	0	15	0
183	do	Morgan College	M. E.	1867	12	8	2	1
184	Chestertown	Washington College	Nonsect	1783	10	1	10	1
185	College Park	Maryland Agricultural College	State	1859	2	0	20	0
186	Ellicott City	Rock Hill College	R. C.	1857	8	0	10	0
187	do	St. Charles College	R. C.	1848	18	0	13	0
188	Emmitsburg	Mount St. Mary's College	R. C.	1808	9	0	9	0
189	New Windsor	New Windsor College	Presb.	1843	....	2	3	3
190	Westminster	Western Maryland College	Meth. Prot.	1867	2	3	12	8
	MASSACHUSETTS.							
191	Amherst	Amherst College	Nonsect	1821	0	0	43	0
192	do	Massachusetts Agricultural College	State	1867	0	0	32	0
193	Boston	Boston College	R. C.	1864	16	0	16	0
194	do	Boston University	M. E.	1873	0	0	22	2
195	do	Massachusetts Institute of Technology.		1865	....	....	246	2
196	Cambridge	Harvard University	Nonsect	1638	....	....	335	0
197	Springfield	American International College	Nonsect	1885	0	2	9	0
198	Tufts College	Tufts College	Univ	1854	0	0	44	0

*Statistics of 1904-5.

technological 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	8	6	33	31	27	19	0	0	0	0	0	0	85	102	153
77	13	79	20	99	49	121	124	1	0	0	0	129	6	362	323	154
0	0	17	5	101	113	47	45	0	0	0	0	0	0	148	158	155
0	0	7	7	88	79	40	36	0	0	0	0	0	0	128	115	156
0	0	6	0	42	33	18	5	0	0	0	0	0	0	63	40	157
0	0	16	6	91	30	36	22	0	0	0	0	0	0	217	154	158
0	0	5	9	30	14	5	7	0	0	0	0	0	0	35	21	159
0	0	30	24	607	362	34	15	0	0	0	0	0	0	641	377	160
78	0	100	6	170	190	165	0	6	0	5	0	632	0	978	190	161
0	0	13	6	57	22	108	93	0	0	0	0	0	0	165	115	162
0	0	3	10	37	60	6	30	0	0	0	0	0	0	56	110	163
0	0	34	4	101	13	443	100	3	1	24	0	0	0	571	114	164
37	0	67	19	53	9	153	48	0	0	0	0	463	9	1,068	134	165
0	0	8	0	59	0	60	0	1	0	0	0	0	0	120	0	166
0	0	12	0	25	0	130	0	0	0	0	0	0	0	155	0	167
0	0	6	2	42	25	65	33	0	0	0	0	0	0	107	58	168
0	0	31	1	120	0	337	1	6	0	0	0	0	0	463	1	169
0	0	20	0	75	0	86	0	0	0	0	0	0	0	161	0	170
0	0	19	0	350	0	52	0	0	0	0	0	0	0	402	0	171
3	1	6	5	78	91	11	9	0	1	13	0	30	0	124	138	172
9	0	16	14	21	30	7	1	0	1	0	0	55	2	93	34	173
58	0	81	0	0	0	231	0	10	30	0	0	566	4	815	88	174
37	0	54	0	0	0	281	0	0	0	0	0	82	0	333	0	175
6	0	19	2	0	0	223	173	0	0	0	0	19	0	242	173	176
14	0	65	4	21	0	420	32	3	3	4	2	82	0	553	58	177
0	0	16	2	0	0	125	116	0	0	0	0	0	0	125	116	178
0	0	13	0	53	0	157	0	0	0	0	0	0	0	210	0	179
0	0	102	0	.....	.....	750	0	0	0	0	0	0	0	750	0	180
83	0	173	0	0	0	190	0	162	0	0	0	337	32	688	32	181
0	0	24	0	123	0	31	0	0	0	0	0	0	0	154	0	182
0	0	14	9	123	167	13	1	0	0	0	0	0	0	136	168	183
0	0	19	1	34	17	49	4	0	0	0	0	0	0	85	65	184
0	0	22	0	32	0	150	0	0	0	0	0	0	0	182	0	185
0	0	18	0	100	0	63	0	0	0	0	0	0	0	163	0	186
0	0	18	0	146	0	54	0	0	0	0	0	0	0	200	0	187
4	0	16	0	75	0	175	0	0	0	0	0	52	0	302	0	188
0	0	3	5	27	22	7	4	0	0	0	0	0	0	34	26	189
0	0	12	8	32	23	87	87	0	0	0	0	0	0	119	110	190
0	0	43	0	0	0	455	0	0	0	3	0	0	0	458	0	191
0	0	32	0	0	0	242	4	7	0	0	0	0	0	249	4	192
0	0	27	0	247	0	123	0	0	0	0	0	0	0	370	0	193
80	4	144	6	0	0	176	337	0	0	70	33	560	52	1,014	337	194
0	0	246	2	.....	.....	1,414	26	12	1	13	0	0	0	1,439	27	195
210	0	554	0	.....	.....	2,442	0	378	0	16	0	1,127	0	3,945	0	196
0	0	9	2	78	9	6	3	0	0	0	0	0	0	84	12	197
132	9	143	5	0	0	369	97	7	0	0	0	818	63	1,116	156	198

TABLE 25.—*Statistics of universities, colleges, 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
	MASSACHUSETTS—continued.							
199	Williamstown	Williams College	Nonsect	1793	0	0	48	0
200	Worcester	Clark University	Nonsect	1889	0	0	18	0
201	do	Collegiate Department of Clark University.	Nonsect	1902	0	0	22	0
202	do	College of the Holy Cross	R. C	1843	13	0	19	0
203	do	Worcester Polytechnic Institute		1868			40	0
	MICHIGAN.							
204	Adrian	Adrian College	Meth. Prot	1859	7	7	7	7
205	Agricultural College	Michigan State Agricultural College	State	1857			65	16
206	Albion	Albion College	M. E	1843	4	2	12	1
207	Alma	Alma College	Presb	1887	2	3	7	3
208	Ann Arbor	University of Michigan	State	1841	0	0	146	5
209	Detroit	Detroit College	R. C	1877	7	0	6	0
210	Hillsdale	Hillsdale College	Free Bapt	1855	3	1	7	1
211	Holland	Hope College	Reformed	1866	13	1	15	1
212	Houghton	Michigan College of Mines	State	1886	0	0	38	0
213	Kalamazoo	Kalamazoo College	Bapt	1855	0	1	10	1
214	Olivet	Olivet College	Cong	1859	3	2	12	4
	MINNESOTA.							
215	Collegeville	St. John's University	R. C	1857	7	0	19	0
216	Minneapolis	Augsburg Seminary	Luth	1869	8	0	8	0
217	do	University of Minnesota	State	1868			146	34
218	Northfield	Carleton College	Cong	1867			14	5
219	do	St. Olaf College	Luth	1874	9	1	14	1
220	St. Paul	Hamline University	M. E	1854	10	4	12	0
221	do	Macalester College	Presb	1885	7	3	9	4
222	St. Peter	Gustavus Adolphus College	Luth	1862	9	2	10	1
223	Winnebago City	Parker College	Free Bapt	1888	4	7	3	3
	MISSISSIPPI.							
224	Agricultural College.	Mississippi Agricultural and Mechanical College.	State	1880	6	0	37	0
225	Alcorn	Alcorn Agricultural and Mechanical College.	State	1871	11	4	5	0
226	Clinton	Mississippi College*	Bapt	1827	2	0	7	0
227	Holly Springs	Rust University	M. E	1867	11	14	3	2
228	Jackson	Millsaps College	M. E. So	1892	2	0	9	0
229	University	University of Mississippi	State	1848			28	1
	MISSOURI.							
230	Cameron	Missouri Wesleyan College	M. E	1887	3	3	5	2
231	Canton	Christian University	Christian	1853			10	3
232	Clarksburg	Clarksburg College	Bapt	1878	2	2	2	0
233	Columbia	University of Missouri	State	1841			82	7
234	Conception	Conception College	R. C	1883	8	0	8	0
235	Fayette	Central College	M. E. So	1857	3	0	9	0
236	Fulton	Westminster College	Presb	1853	9	1	11	0
237	Glasgow	Pritchett College	Nonsect	1866	2	4	2	3
238	La Grange	La Grange College*	Bapt	1858			7	7
239	Liberty	William Jewell College	Bapt	1849	10	0	17	0
240	Marshall	Missouri Valley College*	Cumb. Presb.	1889	13	2	13	2
241	Morrisville	Morrisville College	M. E. So	1872	2	3	5	0
242	Parkville	Park College	Presb	1875	3	4	14	0
243	St. Louis	Christian Brothers College	R. C	1851	17	0	13	0
244	do	St. Louis University*	R. C	1829	30	0	13	0
245	do	Washington University	Nonsect	1859	28	38	43	
246	Springfield	Drury College	Cong	1873	4	6	12	3
247	Tarkio	Tarkio College	U. Presb	1883	7	6	6	2
248	Warrenton	Central Wesleyan College	M. E	1864	5	1	10	2

*Statistics of 1904-5.

technological 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	43	0	0	0	443	0	5	0	34	0	0	0	482	0	199
0	0	18	0	0	0	0	0	77	23	0	0	0	0	77	23	200
0	0	22	0	0	0	65	0	0	0	0	0	0	0	65	0	201
0	0	37	0	219	0	250	0	0	0	0	0	0	0	469	0	202
0	0	40	0	.....	.....	438	0	0	0	0	0	0	0	438	0	203
9	8	45	20	32	13	1	3	6	2	30	1	0	0	114	39	204
0	0	65	16	110	24	497	137	3	0	0	0	0	0	789	161	205
0	0	16	9	59	30	137	83	0	0	0	0	0	0	272	211	206
0	0	14	9	46	14	43	30	0	0	0	0	0	0	122	123	207
134	4	256	9	0	0	1,966	656	78	31	0	0	1,518	44	3,457	723	208
0	0	13	0	169	0	86	0	0	0	0	0	0	0	255	0	209
3	0	15	5	34	36	43	79	0	0	0	0	10	7	117	200	210
4	0	18	4	110	63	66	19	0	0	0	0	18	0	219	91	211
0	0	38	0	0	0	234	0	0	0	0	0	0	0	234	0	212
0	0	10	2	25	10	105	86	0	0	0	0	0	0	130	96	213
0	0	15	6	45	55	82	100	0	0	0	0	0	0	132	157	214
9	0	35	0	60	0	114	0	0	0	0	0	36	0	315	0	215
3	0	8	0	94	0	44	0	0	0	0	0	18	0	156	0	216
143	0	289	34	.....	.....	1,614	1,052	75	35	0	0	948	16	2,699	1,251	217
0	0	15	7	7	15	92	189	0	1	7	6	0	0	112	234	218
0	0	17	5	191	60	108	25	1	0	1	0	0	0	306	136	219
42	0	56	4	68	48	142	125	0	0	9	3	156	6	375	182	220
0	0	14	6	55	51	46	36	0	0	0	0	0	0	110	94	221
0	0	23	6	102	59	42	19	1	0	0	0	0	0	248	119	222
0	0	5	7	51	34	7	13	0	0	0	0	0	0	58	47	223
0	0	43	0	298	0	517	3	6	0	0	0	0	0	821	3	224
0	0	16	4	352	85	67	25	0	0	0	0	0	0	419	110	225
0	0	9	0	128	2	248	1	1	0	4	0	0	0	381	3	226
0	0	14	16	213	179	5	3	0	0	0	0	0	0	218	182	227
3	0	12	0	88	2	116	10	0	0	0	0	12	0	216	12	228
4	0	32	1	.....	.....	200	60	4	0	19	0	78	0	301	60	229
0	0	6	3	32	25	19	17	0	0	0	0	0	0	80	82	230
3	0	11	3	30	14	61	26	5	1	1	1	35	2	135	68	231
0	0	4	2	37	35	2	6	0	0	0	0	0	0	39	41	232
34	1	122	4	.....	.....	1,025	351	88	28	0	0	329	0	[a]1,442	379	233
0	0	18	0	91	0	22	0	0	0	0	0	0	0	113	0	234
0	0	12	0	88	1	68	7	0	0	0	0	0	0	156	8	235
0	0	11	1	92	0	81	1	0	0	0	0	0	0	173	1	236
0	0	3	6	52	68	26	24	0	0	0	0	0	0	78	92	237
0	0	7	7	.....	.....	65	60	.....	.....	.....	.....	.....	.....	65	60	238
0	0	27	0	207	0	174	0	0	0	10	0	0	0	391	0	239
0	0	13	2	73	52	63	47	0	0	0	0	0	0	136	99	240
0	0	8	4	120	105	22	18	0	0	0	0	0	0	142	123	241
0	0	18	7	155	129	93	89	0	0	0	0	0	0	266	258	242
0	0	30	0	425	0	135	0	0	0	0	0	0	0	560	0	243
104	0	156	0	326	0	48	0	64	0	0	0	481	0	989	0	244
114	0	192	43	584	479	228	78	9	3	0	0	425	0	1,236	560	245
0	0	14	8	96	238	54	70	0	0	0	0	0	0	150	308	246
0	0	14	12	39	43	41	56	0	0	0	0	0	0	154	219	247
4	0	18	4	60	40	55	15	2	0	0	0	43	2	200	112	248

[a] Includes the 215 students in the School of Mines, Rolla, Mo.

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	MONTANA.							
249	Bozeman	Montana Agricultural College	State	1893	6	6	21	8
250	Butte	Montana State School of Mines	State	1900	...	...	10	0
251	Missoula	University of Montana	State	1895	5	5	16	3
	NEBRASKA.							
252	Bellevue	Bellevue College	Presb	1883	9	6	10	5
253	Bethany	Cotner University*	Christian	1889	10	10	10	10
254	College View	Union College	7th D. Adv.	1891	2	5	8	1
255	Crete	Doane College	Cong	1872	11	3	10	3
256	Grand Island	Grand Island College	Bapt	1892	6	3	9	1
257	Hastings	Hastings College	Presb	1882	7	3	7	3
258	Lincoln	University of Nebraska	State	1869	...	...	88	26
259	Omaha	Creighton University	R. C	1879	14	0	11	0
260	University Place	Nebraska Wesleyan University	M. E	1888	6	7	13	1
261	York	York College	U. B	1890	4	3	3	3
	NEVADA.							
262	Reno	Nevada State University	State	1886	8	5	16	4
	NEW HAMPSHIRE.							
263	Durham	New Hampshire College of Agriculture and Mechanic Arts.	State	1867	0	0	24	0
264	Hanover	Dartmouth College		1769	0	0	63	0
265	Manchester	St. Anselm's College	R. C	1893	11	0	8	0
	NEW JERSEY.							
266	Hoboken	Stevens Institute of Technology		1871	0	0	28	0
267	Jersey City	St. Peter's College*	R. C	1878	4	0	6	0
268	Newark	St. Benedict's College	R. C	1868	6	0	11	0
269	New Brunswick	Rutgers College	Reformed	1766	6	5	30	0
270	Princeton	Princeton University	Nonsect	1746	0	0	153	0
271	South Orange	Seton Hall College	R. C	1856	3	0	15	0
	NEW MEXICO.							
272	Agricultural College	New Mexico College of Agriculture and Mechanic Arts.	Territory	1891	1	3	19	7
273	Albuquerque	University of New Mexico	Territory	1892	8	4	8	4
274	Socorro	New Mexico School of Mines	Territory	1893	1	0	5	0
	NEW YORK.							
275	Alfred	Alfred University	Nonsect	1836	4	4	16	4
276	Allegany	St Bonaventure's College	R. C	1859	6	0	6	0
277	Annandale	St. Stephen's College	P. E	1860	0	0	9	0
278	Brooklyn	Adelphi College	Nonsect	1896	16	26	23	11
279	do	Polytechnic Institute of Brooklyn	Nonsect	1854	25	5	19	0
280	do	St. Francis College	R. C	1859	15	0	10	0
281	do	St. John's College	R. C	1870	17	0	12	0
282	Buffalo	Canisius College	R. C	1870	24	0	17	0
283	Canton	St. Lawrence University	Univ	1858	0	0	8	1
284	Clinton	Hamilton College	Nonsect	1812	0	0	19	0
285	Geneva	Hobart College	P. E	1822	0	0	17	0
286	Hamilton	Colgate University	Nonsect	1819	7	0	22	0
287	Ithaca	Cornell University	Nonsect	1868	0	0	320	5
288	New York	College of St. Francis Xavier	R. C	1847	20	0	11	0
289	do	College of the City of New York	City	1849	105	0	70	0
290	do	Columbia University	Nonsect	1754	0	0	226	15
291	do	Manhattan College	R. C	1863	9	0	15	0
292	do	New York University	Nonsect	1832	0	0	41	0
293	do	St. John's College	R. C	1841	26	0	22	0

*Statistics of 1904–5. a Including Barnard College and Teachers College.

technological 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	22	10	40	21	68	41	0	0	0	0	0	0	198	164	249
0	0	10	0	.....	.....	61	0	0	0	0	0	0	0	61	0	250
0	0	16	6	34	33	80	70	0	1	0	0	0	0	114	104	251
0	0	11	10	28	35	39	36	0	0	0	0	0	0	67	71	252
32	0	42	10	73	82	24	12	0	0	0	0	75	19	172	101	253
3	0	13	6	101	123	47	50	0	0	0	0	26	0	174	173	254
0	0	16	5	58	41	72	67	0	0	0	0	0	0	109	106	255
0	0	9	4	72	60	31	21	0	0	0	0	0	0	110	98	256
0	0	8	3	47	22	22	9	0	0	0	0	0	0	229	153	257
66	2	154	28	371	22	828	705	67	53	0	0	324	7	1,658	1,256	258
109	0	134	1	280	0	87	0	0	0	0	0	337	21	701	21	259
0	0	29	8	132	84	116	47	2	1	0	0	0	0	250	132	260
0	0	6	11	72	121	29	12	0	0	0	0	0	0	204	205	261
0	0	24	9	79	72	88	47	0	0	0	0	0	0	166	118	262
0	0	24	0	0	0	134	9	2	0	0	0	0	0	136	9	263
18	0	92	0	0	0	984	0	19	0	11	0	59	0	998	0	264
4	0	22	0	95	0	22	0	0	0	0	0	6	0	123	0	265
0	0	28	0	0	0	422	0	0	0	0	0	0	0	422	0	266
0	0	10	0	69	0	23	0	0	0	0	0	0	0	92	0	267
0	0	13	0	32	0	34	0	0	0	0	0	0	0	76	0	268
0	0	35	5	120	38	240	0	3	0	0	0	0	0	363	38	269
0	0	153	0	0	0	1,432	0	105	0	0	0	0	0	1,537	0	270
0	0	15	0	35	0	100	0	0	0	0	0	0	0	135	0	271
0	0	20	10	90	35	44	11	2	0	0	0	0	0	148	69	272
0	0	8	4	22	36	11	20	4	13	0	0	0	0	37	69	273
0	0	6	0	8	7	25	0	0	0	0	0	0	0	33	7	274
4	1	27	7	60	61	68	64	1	2	0	0	9	0	138	129	275
6	0	18	0	54	0	89	0	15	0	0	0	50	0	208	0	276
0	0	9	0	0	0	40	0	0	0	0	0	0	0	40	0	277
0	0	32	43	331	424	58	407	1	12	0	0	0	0	390	843	278
0	0	44	5	524	0	111	0	23	0	0	0	0	0	658	0	279
0	0	25	0	231	0	127	0	0	0	0	0	0	0	358	0	280
6	0	25	0	114	0	59	0	0	0	0	0	65	0	238	0	281
0	0	30	0	322	0	38	0	0	0	0	0	0	0	360	0	282
16	0	24	1	0	0	85	90	0	0	5	9	255	7	345	96	283
0	0	19	0	0	0	185	0	0	0	0	0	0	0	185	0	284
0	0	17	0	0	0	107	0	1	0	0	0	0	0	108	0	285
9	0	28	0	153	0	252	0	2	0	3	0	48	0	458	0	286
186	0	516	5	0	0	2,440	345	172	29	18	3	669	33	3,299	410	287
0	0	31	0	354	0	105	0	0	0	0	0	0	0	459	0	288
0	0	175	0	2,945	0	767	0	0	0	0	0	0	0	3,712	0	289
227	0	[a] 494	[a] 50	0	0	1,289	0	579	282	0	0	1,071	5	[a]3,029	[a]1,204	290
0	0	24	0	125	0	43	0	0	0	0	0	0	0	168	0	291
142	3	211	4	0	0	[b] 470	[c] 120	191	71	0	0	1,184	42	2,346	436	292
13	0	56	0	463	0	123	0	0	0	0	0	17	0	603	0	293

[b] Includes 142 men of collegiate division at Washington square.
[c] In collegiate division at Washington square.

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian 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.							
294	Niagara University	Niagara University	R. C	1856	7	0	11	0
295	Potsdam	Clarkson School of Technology		1896			9	2
296	Rochester	University of Rochester	Bapt	1850			22	1
297	Schenectady	Union University	Nonsect	1795			23	0
298	Syracuse	Syracuse University	M. E	1871			73	15
299	Troy	Rensselaer Polytechnic Institute		1824	0	0	23	0
300	West Point	United States Military Academy	Nation	1802			88	0
	NORTH CAROLINA.							
301	Belmont	St. Mary's College*	R. C	1877	2	0	8	0
302	Chapel Hill	University of North Carolina	State	1795	0	0	51	0
303	Charlotte	Biddle University	Presb	1868	5	0	7	0
304	Davidson	Davidson College	Presb	1837	0	0	21	0
305	Durham	Trinity College	M. E. So	1859	7	0	30	0
306	Elon College	Elon College	Christian	1890	6	1	6	5
307	Greensboro	Agricultural and Mechanical College for the Colored Race.	State	1894			11	0
308	Guilford College	Guilford College	Friends	1837	1	2	7	2
309	Hickory	Lenoir College	Luth	1891	2	0	6	4
310	Newton	Catawba College*	Reformed	1851	5	2	5	2
311	Raleigh	Shaw University	Bapt	1865	3	4	2	2
312	Salisbury	Livingstone College*	A. M. E. Z	1882	5	3	9	1
313	Wake Forest	Wake Forest College	Bapt	1834			23	0
314	Weaverville	Weaverville College	M. E. So	1873	1	2	3	2
315	West Raleigh	North Carolina College of Agriculture and Mechanic Arts.	State	1889	0	0	40	0
	NORTH DAKOTA.							
316	Agricultural College	North Dakota Agricultural College	State	1891	20	4	24	2
317	Fargo	Fargo College	Cong	1887	6	4	5	4
318	University	University of North Dakota	State	1884	26	6	24	3
	OHIO.							
319	Akron	Buchtel College	Univ	1872	4	5	9	2
320	Alliance	Mount Union College	M. E	1846	12	4	10	2
321	Athens	Ohio University	State	1809	7	8	23	8
322	Berea	Baldwin University*	M. E	1846	4	0	24	4
323	do	German Wallace College	M. E	1864	7	0	9	0
324	Cedarville	Cedarville College	Ref. Presb	1894	6	2	6	2
325	Cincinnati	St. Xavier College	R. C	1831	14	0	9	0
326	do	University of Cincinnati	City	1874	7	3	48	9
327	Cleveland	Case School of Applied Science		1881	0	0	33	0
328	do	St. Ignatius College	R. C	1886	15	0	11	0
329	do	Western Reserve University	Nonsect	1826	0	0	59	3
330	Columbus	Capital University	Luth	1850	1	0	10	0
331	do	Ohio State University	State	1873	0	0	123	14
332	Dayton	St. Mary's Institute	R. C	1852	12	0	10	0
333	Defiance	Defiance College*	Christian	1885	3	3	4	2
334	Delaware	Ohio Wesleyan University	M. E	1844	6	4	32	17
335	Findlay	Findlay College	Ch. of God	1884	1	1	4	0
336	Gambier	Kenyon College	P. E	1825	11	0	15	0
337	Granville	Denison University	Bapt	1831	7	7	17	4
338	Hiram	Hiram College	Christian	1850	0	2	11	1
339	Marietta	Marietta College	Nonsect	1835	5	2	12	4
340	New Athens	Franklin College*	Nonsect	1825			5	3
341	New Concord	Muskingum College	U. Presb	1837	7	2	8	5
342	Oberlin	Oberlin College	Nonsect	1833	11	7	36	9
343	Oxford	Miami University	State	1824	5	4	21	7
344	Rio Grande	Rio Grande College	Free Bapt	1876	3	2	3	2
345	Scio	Scio College*	M. E	1857	2	2	5	1
346	Springfield	Wittenberg College	Luth	1845	6	1	14	0
347	Tiffin	Heidelberg University	Reformed	1850	8	2	11	1

* Statistics of 1904-5.

technological 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	
10	0	22	0	97	0	70	0	0	0	0	0	46	0	213	0	294
0	0	9	2	.....	.....	58	2	0	0	0	0	0	0	59	13	295
0	0	22	1	.....	.....	215	84	7	3	3	0	0	0	225	87	296
56	0	84	0	.....	.....	261	0	2	0	0	0	353	0	616	0	297
76	0	109	29	.....	.....	965	635	39	22	0	0	312	10	1,401	1,287	298
0	0	28	0	0	0	426	0	0	0	0	0	0	0	426	0	299
0	0	88	0	.....	.....	446	0	0	0	0	0	0	0	446	0	300
2	0	12	0	28	0	60	0	0	0	0	0	14	0	123	0	301
27	0	70	0	0	0	414	7	16	0	11	0	239	0	675	7	302
4	0	16	0	87	0	97	0	0	0	0	0	17	0	201	0	303
0	0	21	0	0	0	282	0	1	0	0	0	0	0	283	0	304
5	0	40	0	164	26	208	56	19	1	0	0	16	0	395	83	305
0	0	7	5	50	25	51	47	0	0	5	1	0	0	101	72	306
0	0	11	0	.....	.....	170	0	0	0	0	0	0	0	172	0	307
0	0	8	4	107	62	53	30	0	0	0	0	0	0	160	92	308
0	0	8	4	40	30	70	60	0	0	0	0	0	0	110	90	309
0	0	5	2	61	28	11	8	0	0	0	0	0	0	72	36	310
14	0	15	6	91	139	41	16	0	0	0	0	216	0	329	181	311
2	0	17	6	153	242	23	5	0	0	0	0	33	0	209	247	312
4	0	23	0	.....	.....	226	0	12	0	0	0	119	0	345	0	313
0	0	3	4	65	39	23	20	0	0	0	0	0	0	133	115	314
0	0	40	0	0	0	346	0	6	0	0	0	0	0	494	0	315
0	0	44	6	614	110	58	36	6	0	0	0	0	0	678	146	316
0	0	11	8	25	50	17	30	0	0	0	0	0	0	68	169	317
16	0	42	7	160	102	133	80	5	1	0	0	75	0	358	183	318
0	0	13	5	44	49	51	57	1	0	1	0	0	0	97	106	319
0	0	16	9	84	73	52	35	0	0	0	0	0	0	171	177	320
0	0	30	16	182	381	241	147	5	2	0	0	0	0	[a] 563	[a] 709	321
5	0	33	4	128	27	92	46	0	0	0	0	131	2	351	75	322
4	0	20	0	75	105	57	25	0	0	0	0	0	0	132	130	323
0	0	6	2	15	9	23	20	0	0	0	0	0	0	54	51	324
0	0	23	0	258	0	99	0	45	0	0	0	0	0	402	0	325
75	0	127	12	104	0	308	393	19	33	0	0	345	10	770	441	326
0	0	33	0	0	0	418	0	3	0	0	0	0	0	421	0	327
0	0	23	0	241	0	36	0	0	0	0	0	0	0	277	0	328
95	0	154	12	0	0	259	252	7	13	0	0	281	0	559	297	329
4	0	10	0	37	0	91	0	0	0	0	0	35	0	163	0	330
12	0	135	14	0	0	1,506	307	33	12	0	0	161	1	1,694	320	331
0	0	22	0	225	0	150	0	0	0	0	0	0	0	375	0	332
2	0	9	5	140	69	40	20	0	0	0	0	22	8	202	83	333
58	1	99	22	154	76	375	289	2	2	0	0	79	9	584	502	334
1	0	9	6	19	7	18	7	0	0	0	0	9	0	142	248	335
6	0	20	0	68	0	148	0	0	0	0	0	21	0	231	0	336
0	0	24	11	84	83	208	131	1	1	1	0	0	0	294	249	337
0	0	11	3	45	14	101	38	1	0	0	0	0	0	179	93	338
0	0	18	9	93	55	60	34	0	1	2	0	0	0	184	186	339
0	0	5	3	.....	.....	75	25	0	0	0	0	0	0	75	25	340
0	0	14	4	70	57	75	56	0	0	0	0	0	0	160	134	341
6	0	83	41	197	149	297	417	0	0	0	0	52	0	632	1,139	342
0	0	26	11	85	41	183	61	0	0	3	0	0	0	277	357	343
0	0	3	2	24	11	7	5	0	0	0	0	6	0	37	16	344
2	0	10	5	12	15	21	6	0	0	0	0	33	0	130	127	345
5	0	20	4	115	37	124	71	0	0	0	0	23	0	267	119	346
0	0	13	2	54	20	70	30	0	0	0	0	0	0	134	50	347

[a] Includes 135 men and 180 women in the State Normal College.

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian 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.							
348	Westerville	Otterbein University	U. B	1847	7	2	10	2
349	West Lafayette	West Lafayette College	Meth. Prot.	1900	6	4	6	4
350	Wilmington	Wilmington College	Friends	1870	2	1	3	2
351	Wooster	University of Wooster	Presb	1870	10	5	20	3
352	Yellow Springs	Antioch College	Nonsect	1853	....	....	7	1
	OKLAHOMA.							
353	Kingfisher	Kingfisher College	.....	.....	5	5	5	3
354	Norman	University of Oklahoma	Territory	1892	6	2	21	2
355	Oklahoma	Epworth University	M. E	1904	3	2	7	3
356	Stillwater	Oklahoma Agricultural and Mechanical College.	Territory	1891	....	....	27	4
	OREGON.							
357	Albany	Albany College	Presb	1867	6	4	6	1
358	Corvallis	Oregon StateAgricultural College	State	1870	....	....	30	6
359	Dallas	Dallas College	Un. Evang.	1900	....	....	6	2
360	Eugene	University of Oregon	State	1876	....	....	29	5
361	Forest Grove	Pacific University	Cong	1853	4	2	10	1
362	McMinnville	McMinnville College	Bapt	1858	5	5	5	5
363	Philomath	Philomath College	U. B	1866	1	4	3	3
364	Salem	Willamette University	M. E	1844	5	3	9	2
	PENNSYLVANIA.							
365	Allegheny	Western University of Pennsylvania.	Nonsect	1786	....	....	25	0
366	Allentown	Muhlenberg College	Luth	1867	6	0	10	0
367	Annville	Lebanon Valley College	U. B	1866	3	0	13	5
368	Beatty	St. Vincent College	R. C	1846	20	0	9	0
369	Beaver	Beaver College	M. E	1853	3	5	3	1
370	Beaver Falls	Geneva College	Ref. Presb	1849	6	1	8	1
371	Bethlehem	Moravian College	Moravian	1807	0	0	7	0
372	Carlisle	Dickinson College	M. E	1783	8	0	16	0
373	Chester	Pennsylvania Military College	Nonsect	1862	14	0	14	0
374	Collegeville	Ursinus College	Reformed	1870	5	2	14	0
375	Easton	Lafayette College	Presb	1832	0	0	33	0
376	Gettysburg	Pennsylvania College	Luth	1832	3	0	11	0
377	Grove City	Grove City College	Nonsect	1884	2	3	11	3
378	Haverford	Haverford College	Friends	1833	0	0	20	0
379	Huntingdon	Juniata College	Ger. Bapt	1876	12	2	8	2
380	Lancaster	Franklin and Marshall College	Reformed	1836	7	0	14	0
381	Lewisburg	Bucknell University	Bapt	1846	9	10	29	0
382	Lincoln University	Lincoln University	Presb	1854	4	0	11	0
383	Meadville	Allegheny College	M. E	1815	5	3	14	3
384	Myerstown	Albright College	Un. Evang.	1881	8	....	15	4
385	New Wilmington	Westminster College*	Un. Presb	1852	6	5	9	4
386	Philadelphia	Central High School	City	1838	....	....	71	0
387	.....do	La Salle College	R. C	1867	19	0	8	0
388	.....do	Temple College	Nonsect	1884	10	4	20	2
389	.....do	University of Pennsylvania	Nonsect	1740	0	0	142	0
390	Pittsburg	Holy Ghost College	R. C	1878	8	0	15	0
391	Selinsgrove	Susquehanna University	Luth	1858	5	0	10	0
392	South Bethlehem	Lehigh University	Nonsect	1866	0	0	55	0
393	State College	Pennsylvania State College	State	1859	4	1	60	5
394	Swarthmore	Swarthmore College	Friends	1869	0	0	24	4
395	Villanova	Villanova College	R. C	1842	10	0	17	0
396	Washington	Washington and Jefferson College	Presb	1802	8	0	23	0
397	Waynesburg	Waynesburg College	Cumb. Presb	1851	8	8	8	8
	RHODE ISLAND.							
398	Kingston	Rhode Island College of Agriculture and Mechanic Arts.	State	1890	7	4	18	6
399	Providence	Brown University	Bapt	1764	0	0	78	3

*Statistics of 1904–5.

technological 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	13	2	101	50	114	65	0	0	0	0	0	0	215	115	348
0	0	6	4	11	32	30	24	1	1	0	0	0	0	42	57	349
0	0	5	3	41	46	24	32	0	0	0	0	0	0	65	78	350
0	0	31	12	166	101	175	105	2	1	0	0	0	0	353	253	351
0	0	7	1	14	11	17	7	0	0	0	0	0	0	31	18	352
0	0	6	5	81	61	25	20	0	0	0	0	0	0	106	81	353
13	0	34	5	168	61	120	66	3	2	0	0	57	4	367	247	354
21	0	35	13	67	93	36	40	0	0	0	0	27	3	130	136	355
0	0	27	4	73	29	188	78	0	0	0	0	0	0	747	154	356
0	0	12	5	18	20	8	16	0	0	0	0	0	0	65	50	357
0	0	30	6	88	22	384	108	10	8	0	0	0	0	523	212	358
0	0	6	2	35	73	6	10	0	0	0	0	0	0	41	83	359
41	0	74	5	----	----	205	94	1	3	0	0	146	13	362	173	360
0	0	14	7	57	42	29	16	1	1	0	0	0	0	96	89	361
0	0	5	5	15	9	49	32	0	0	0	0	0	0	64	41	362
0	0	3	7	40	30	20	6	0	0	0	0	0	0	60	36	363
25	0	41	8	123	112	23	21	0	0	0	0	80	0	286	223	364
127	0	155	0	----	----	188	10	0	0	0	0	712	1	900	11	365
0	0	16	0	68	0	84	0	0	0	0	0	0	0	152	0	366
0	0	16	5	80	182	65	21	0	0	8	1	0	0	153	204	367
7	0	36	0	283	0	82	0	0	0	0	0	50	0	415	0	368
0	0	6	8	20	85	15	31	0	0	0	0	0	0	41	173	369
0	0	8	1	31	28	57	32	0	0	0	0	0	0	88	60	370
4	0	7	0	0	0	29	0	0	0	5	0	13	0	47	0	371
6	0	30	0	142	15	200	50	0	1	10	4	50	1	402	71	372
0	0	14	0	73	0	75	0	0	0	0	0	0	0	148	0	373
3	0	21	2	73	28	78	24	0	0	10	1	27	0	191	38	374
0	0	33	0	----	----	360	0	0	0	0	0	0	0	360	0	375
0	0	14	0	57	4	181	31	0	0	0	0	0	0	238	35	376
0	0	18	8	98	94	141	78	1	0	21	0	0	0	288	294	377
0	0	20	0	0	0	138	0	4	0	0	0	0	0	142	0	378
4	0	18	4	134	106	28	7	0	0	0	0	8	4	189	144	379
5	0	26	0	197	0	204	0	0	0	0	0	44	0	420	0	380
0	0	39	10	80	99	299	80	0	0	78	33	0	0	464	244	381
8	0	15	0	27	0	101	0	2	0	0	0	49	0	179	0	382
0	0	18	5	98	27	186	89	1	0	0	0	0	0	285	116	383
0	0	15	4	44	9	41	8	2	0	0	0	0	0	110	76	384
0	0	12	7	37	29	129	57	0	0	0	0	0	0	170	103	385
0	0	71	0	----	----	2,350	0	0	0	0	0	0	0	2,350	0	386
0	0	17	0	90	0	56	0	0	0	0	0	0	0	146	0	387
67	2	70	7	448	140	40	83	0	0	0	0	197	17	685	240	388
228	0	347	0	0	0	1,342	16	222	57	0	0	1,346	3	[a]2,930	313	389
0	0	30	0	40	0	270	0	50	0	0	0	0	0	360	0	390
4	0	24	6	39	16	48	11	0	0	0	0	13	0	134	90	391
0	0	55	0	0	0	673	0	6	0	6	0	0	0	685	0	392
0	0	60	5	45	1	676	6	3	0	0	0	0	0	791	10	393
3	0	27	4	0	0	144	157	4	0	0	0	27	11	148	159	394
4	0	31	0	200	0	68	0	0	0	0	0	14	0	282	0	395
0	0	30	0	124	0	248	0	3	0	0	0	0	0	375	0	396
0	0	8	8	75	50	65	60	0	0	0	0	0	0	140	110	397
0	0	18	6	31	15	54	11	0	0	0	0	0	0	102	29	398
0	0	78	3	0	0	649	196	50	31	11	0	0	0	710	227	399

[a] Does not include evening school of accounts.

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	SOUTH CAROLINA.							
400	Charleston	College of Charleston	City	1730	0	0	9	0
401	....do	South Carolina Military Academy	State	1843	....	....	9	0
402	Clemson College	Clemson Agricultural College	State	1893	2	0	41	0
403	Clinton	Presbyterian College of South Carolina.	Presb.	1880	3	0	6	0
404	Columbia	Allen University	A. M. E.	1881	0	7	6	0
405	....do	University of South Carolina	State	1805	0	0	18	4
406	Due West	Erskine College	A. R. Presb.	1839	2	0	8	1
407	Greenville	Furman University	Bapt.	1852	2	0	11	0
408	Newberry	Newberry College	Luth.	1858	2	0	9	0
409	Orangeburg	Claflin University	M. E.	1869	6	4	3	3
410	Spartanburg	Wofford College	M. E. So.	1854	5	0	12	0
	SOUTH DAKOTA.							
411	Brookings	South Dakota Agricultural College	State	1884	10	5	27	5
412	Huron	Huron College	Presb.	1883	7	4	7	4
413	Mitchell	Dakota Wesleyan University	M. E.	1885	8	5	7	3
414	Rapid City	State School of Mines	State	1886	2	1	14	0
415	Redfield	Redfield College	Cong.	1887	5	3	5	3
416	Vermilion	University of South Dakota	State	1882	11	6	14	6
417	Yankton	Yankton College	Cong.	1882	12	12	12	12
	TENNESSEE.							
418	Athens	Grant University	M. E.	1867	6	5	10	3
419	Bristol	King College	Presb.	1869	4	0	4	0
420	Clarksville	Southwestern Presbyterian University.	Presb.	1855	2	0	8	0
421	Hiwassee College	Hiwassee College	Nonsect.	1849	0	1	4	1
422	Jackson	Southwestern Baptist University*	Bapt.	1847	0	2	7	0
423	Jefferson City	Carson and Newman College	Bapt.	1851	9	2	8	1
424	Knoxville	Knoxville College	Un. Presb.	1875	7	4	7	3
425	....do	University of Tennessee	State	1794	0	0	49	4
426	Lebanon	Cumberland University	Presb.	1842	....	....	8	1
427	McKenzie	Bethel College*	Cumb. Presb	1850	0	1	2	2
428	Maryville	Maryville College*	Presb.	1819	3	1	12	8
429	Memphis	Christian Brothers College	R. C.	1871	10	0	12	0
430	Milligan	Milligan College*	Christian	1882	5	5	3	3
431	Nashville	Fisk University	Cong.	1866	7	12	8	4
432	....do	Vanderbilt University	M. E. So.	1875	0	0	32	0
433	....do	Walden University*	M. E.	1866	5	2	3	3
434	Sewanee	University of the South	P. E.	1868	9	0	18	0
435	Spencer	Burritt College	Nonsect.	1848	1	1	2	2
436	Tusculum	Greeneville and Tusculum College*	Presb.	1794	5	2	6	6
437	Washington College	Washington College	Presb.	1795	1	2	7	2
	TEXAS.							
438	Austin	St. Edward's College	R. C.	1885	6	0	14	0
439	....do	University of Texas	State	1883	0	0	54	15
440	College Station	Agricultural and Mechanical College of Texas.	State	1876	0	0	46	0
441	Brownwood	Howard Payne College*	Bapt.	1890	4	1	4	2
442	Fort Worth	Fort Worth University	M. E.	1881	8	3	6	2
443	....do	Polytechnic College	M. E. So.	1891	6	11	8	0
444	Galveston	St. Mary's University	R. C.	1854	1	0	4	0
445	Georgetown	Southwestern University	M. E. So.	1873	3	4	12	0
446	Greenville	Burleson College*	Bapt.	1893	5	0	4	0
447	Marshall	Wiley University	M. E.	1873	5	3	4	1
448	North Waco	Texas Christian University	Christian	1873	4	0	11	4
449	Sherman	Austin College	Presb.	1850	5	0	6	0
450	Waco	Baylor University	Bapt.	1845	2	6	12	1
451	....do	Paul Quinn College*	A. M. E.	1881	3	1	5	1
452	Waxahachie	Trinity University	Presb.	1869	4	2	6	2

* Statistics of 1904–5.

technological 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	9	0	0	0	66	0	3	0	1	0	0	0	70	0	400
0	0	9	0	.....	.....	170	0	0	0	0	0	0	0	170	0	401
0	0	43	0	103	0	549	0	0	0	0	0	0	0	652	0	402
0	0	6	0	37	13	46	14	0	0	0	0	0	0	83	27	403
3	0	6	7	180	178	12	2	0	0	0	0	38	0	244	239	404
2	0	20	4	0	0	186	18	5	3	0	0	29	0	281	21	405
2	0	10	1	25	5	140	10	2	0	2	0	15	0	180	15	406
0	0	13	0	52	0	140	0	0	0	0	0	0	0	192	0	407
0	0	9	0	41	0	127	23	0	0	20	0	0	0	188	23	408
0	0	19	19	86	76	14	10	0	0	0	0	0	0	335	298	409
0	0	17	0	187	0	248	0	0	0	0	0	0	0	435	0	410
0	0	28	6	296	99	117	49	9	1	0	0	0	0	422	149	411
0	0	7	4	115	88	20	10	0	0	0	0	0	0	135	98	412
0	0	15	8	123	63	58	25	0	0	0	0	0	0	301	225	413
0	0	16	1	25	40	92	0	0	0	0	0	0	0	117	40	414
0	0	7	4	42	16	6	9	0	0	0	0	0	0	95	95	415
4	0	26	12	38	53	88	79	0	1	2	0	41	1	155	132	416
0	0	12	12	96	120	34	37	0	0	0	0	0	0	130	147	417
33	0	49	8	112	128	80	52	0	0	0	0	385	4	577	184	418
0	0	4	0	12	0	12	0	1	0	0	0	0	0	25	0	419
3	0	13	0	25	0	49	0	0	0	0	0	12	0	86	0	420
0	0	4	2	20	18	48	45	0	0	0	0	0	0	68	63	421
0	0	7	2	42	33	34	26	0	0	0	0	0	0	76	59	422
0	0	14	2	138	130	60	40	2	0	0	0	0	0	200	170	423
1	0	19	7	110	141	17	5	0	0	0	0	3	0	130	146	424
47	0	84	4	0	0	326	108	4	0	0	0	265	1	586	109	425
10	0	18	1	.....	.....	55	16	2	0	3	1	119	6	179	23	426
0	0	2	3	20	25	60	55	0	0	0	0	0	0	80	80	427
0	0	15	9	283	194	60	65	0	0	0	0	0	0	343	259	428
0	0	22	0	231	0	39	0	0	0	0	0	0	0	270	0	429
0	0	8	6	25	20	30	25	0	0	0	0	0	0	55	45	430
5	0	10	16	114	93	76	33	0	0	0	0	14	2	233	292	431
65	0	97	0	0	0	269	25	34	9	0	0	530	0	798	34	432
39	2	39	9	191	98	52	83	0	0	0	0	434	6	687	194	433
27	0	46	0	220	0	139	0	0	0	0	0	169	0	502	0	434
0	0	3	3	104	84	56	44	5	4	0	0	0	0	165	132	435
0	0	7	6	106	82	18	26	0	0	0	0	0	0	124	108	436
0	0	8	4	75	65	11	10	0	0	0	0	0	0	86	75	437
0	0	20	0	143	0	74	0	0	0	0	0	0	0	217	0	438
27	1	32	7	0	0	617	391	12	29	0	0	497	10	1,126	421	439
0	0	46	0	0	0	409	0	2	0	0	0	0	0	411	0	440
0	0	6	6	91	95	42	48	0	0	0	0	0	0	133	143	441
31	0	39	5	90	50	10	5	0	0	0	0	215	3	315	287	442
0	0	14	11	249	253	63	47	0	0	0	0	0	0	312	300	443
0	0	5	0	54	0	46	0	0	0	0	0	0	0	100	0	444
33	0	43	10	145	63	158	75	3	1	0	0	108	0	428	175	445
0	0	5	3	37	30	77	63	0	0	0	0	0	0	114	63	446
0	0	9	4	41	17	20	8	1	0	4	0	11	3	76	22	447
3	0	14	4	123	108	73	30	0	0	0	0	49	13	257	155	448
0	0	6	0	34	0	80	0	1	0	3	0	0	0	118	0	449
35	0	57	11	241	92	246	250	5	4	0	0	224	1	694	490	450
1	0	9	2	20	25	26	29	0	0	0	0	10	1	56	55	451
0	0	12	7	75	41	47	33	0	0	0	0	0	0	139	143	452

TABLE 25.—*Statistics of universities, colleges, and*

	Location.	Name.	Religious or non-sectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	UTAH.							
453	Logan	Agricultural College of Utah	State	1890	....	....	43	15
454	.....do	Brigham Young College	L. D. Saints.	1878	16	11	15	1
455	Salt Lake City	University of Utah	State	1850	16	5	22	1
	VERMONT.							
456	Burlington	University of Vermont and State Agricultural College.	State	1800	0	0	38	0
457	Middlebury	Middlebury College*	Nonsect.	1800	0	0	12	0
458	Northfield	Norwich University	Nonsect.	1834	0	0	9	0
	VIRGINIA.							
459	Ashland	Randolph-Macon College	M. E. So.	1832	....	....	11	0
460	Blacksburg	Virginia Agricultural and Mechanical College and Polytechnic Institute.	State	1872	0	0	56	0
461	Bridgewater	Bridgewater College	Ger. Bapt.	1879	7	3	6	0
462	Charlottesville	University of Virginia	State	1825	0	0	38	0
463	Emory	Emory and Henry College	M. E. So.	1838	3	0	6	0
464	Fredericksburg	Fredericksburg College	Presb.	1893	2	4	4	0
465	Hampden Sidney	Hampden-Sidney College	Presb.	1776	0	0	8	0
466	Lexington	Virginia Military Institute	State	1839	0	0	21	0
467	.....do	Washington and Lee University	Nonsect.	1749	0	0	31	0
468	Lynchburg	Virginia Christian College	Christian	1903	2	0	6	4
469	Richmond	Richmond College	Bapt.	1832	6	0	14	0
470	.....do	Virginia Union University	Bapt.	1899	6	3	7	0
471	Salem	Roanoke College	Luth.	1853	2	0	10	0
472	Williamsburg	College of William and Mary	State	1693	0	0	23	0
	WASHINGTON.							
473	Pullman	State College of Washington	State	1892	12	1	49	8
474	Seattle	University of Washington	State	1862	0	0	43	5
475	Spokane	Gonzaga College	R. C.	1887	3	0	28	0
476	Tacoma	University of Puget Sound	M. E.	1903	8	2	8	2
477	.....do	Whitworth College	Presb.	1890	5	5	6	4
478	Walla Walla	Whitman College*	Cong.	1866	8	4	10	5
	WEST VIRGINIA.							
479	Barboursville	Morris Harvey College	M. E. So.	1888	2	3	2	2
480	Bethany	Bethany College	Christian	1841	6	3	9	3
481	Elkins	Davis and Elkins College	Presb.	1904	5	0	6	0
482	Morgantown	West Virginia University	State	1867	4	3	39	6
	WISCONSIN.							
483	Appleton	Lawrence University	Nonsect.	1849	6	3	16	2
484	Beloit	Beloit College	Nonsect.	1847	5	0	22	3
485	Madison	University of Wisconsin	State	1850	0	0	269	23
486	Milton	Milton College	S. D. Bapt.	1844	0	1	7	2
487	Milwaukee	Concordia College	Luth.	1881	7	0	7	0
488	.....do	Marquette College	R. C.	1881	10	0	8	0
489	Plymouth	Mission House	Reformed	1859	12	0	12	0
490	Ripon	Ripon College	Nonsect.	1853	1	3	11	3
491	Watertown	Northwestern University	Luth.	1865	5	0	8	0
492	Waukesha	Carroll College	Presb.	1846	13	7	13	7
	WYOMING.							
493	Laramie	University of Wyoming	State	1887	11	6	14	5

* Statistics of 1904-5.

technological 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	43	15	87	10	95	41	6	5	0	0	0	0	463	200	453
0	0	31	12	427	330	40	31	0	0	0	0	0	0	467	361	454
0	0	38	6	209	235	261	253	0	0	0	0	0	0	486	488	455
34	0	72	0	0	0	275	77	2	0	0	0	169	0	446	77	456
0	0	12	0	0	0	81	53	0	0	0	0	0	0	81	53	457
0	0	9	0	0	0	134	0	0	0	0	0	0	0	134	0	458
0	0	11	0	.....	.....	144	0	0	0	0	0	0	0	144	0	459
0	0	56	0	0	0	599	0	20	0	0	0	0	0	619	0	460
0	0	10	3	93	75	21	12	0	0	0	0	0	0	114	87	461
27	0	68	0	0	0	416	0	35	0	0	0	323	0	728	0	462
0	0	9	0	62	0	88	0	0	0	0	0	0	0	150	0	463
0	0	6	4	58	89	21	16	0	0	0	0	0	0	79	105	464
0	0	8	0	0	0	82	0	0	0	0	0	0	0	82	0	465
0	0	21	0	0	0	310	0	2	0	0	0	0	0	312	0	466
3	0	34	0	0	0	293	0	7	0	0	0	75	0	375	0	467
0	0	9	4	60	57	51	40	0	0	0	0	0	0	111	97	468
7	0	27	0	76	0	201	17	0	0	0	0	34	0	311	17	469
5	0	14	3	174	0	36	0	0	0	0	0	45	0	240	0	470
0	0	12	0	25	0	156	20	1	0	0	0	0	0	182	20	471
0	0	23	0	0	0	224	0	0	0	0	0	0	0	224	0	472
0	0	61	9	286	159	269	85	3	3	3	0	0	0	724	285	473
6	0	66	5	0	0	450	460	17	8	0	0	101	10	567	478	474
2	0	33	0	120	0	195	0	19	0	0	0	11	0	500	0	475
0	0	10	5	59	58	17	25	0	0	0	0	0	0	147	175	476
0	0	11	9	38	39	27	39	0	0	0	0	0	0	70	106	477
0	0	14	9	123	88	47	43	3	2	1	1	0	0	174	134	478
0	0	4	5	96	74	19	19	0	0	0	0	0	0	115	93	479
0	0	12	4	30	15	147	73	3	0	0	0	0	0	180	88	480
0	0	6	0	39	11	6	0	0	0	0	0	0	0	45	11	481
5	0	53	11	152	57	516	260	0	0	0	0	139	0	801	317	482
0	0	26	6	31	42	123	133	0	0	0	0	0	0	257	221	483
0	0	29	5	172	0	175	113	0	0	0	0	0	0	347	262	484
11	0	269	23	0	0	2,318	880	159	59	0	1	153	1	2,630	941	485
0	0	8	5	25	23	24	19	0	0	0	0	0	0	75	92	486
0	0	9	0	90	0	146	0	0	0	0	0	0	0	236	0	487
0	0	18	0	142	0	89	0	0	0	0	0	0	0	327	0	488
4	0	16	0	46	0	36	0	0	0	0	0	13	0	93	0	489
0	0	12	6	21	9	56	54	0	4	2	0	0	0	79	67	490
0	0	11	0	167	13	71	0	0	0	0	0	0	0	238	13	491
0	0	13	7	96	64	28	22	0	0	0	0	0	0	124	86	492
0	0	15	6	69	95	23	42	5	2	0	0	0	0	83	130	493

TABLE 26.—*Statistics of universities, colleges, and*

	Name	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	ALABAMA.							
1	Alabama Polytechnic Institute	40	104	83	37	86	33	27
2	Howard College	141	.....	.....	.....	.....	.....	.....
3	Southern University	141	.....	.....	.....	.....	.....	.....
4	St. Bernard College	.....	.....	.....	.....	.....	.....	.....
5	Springhill College	108	.....	.....	.....	.....	.....	.....
6	University of Alabama	236	.....	.....	27	.....	.....	5
	ARIZONA.							
7	University of Arizona	29	.....	2	8	.....	.....	15
	ARKANSAS.							
8	Henderson College	88	.....	.....	.....	.....	.....	.....
9	Ouachita College*	226	.....	.....	.....	.....	.....	.....
10	Arkansas College	43	.....	.....	.....	.....	.....	.....
11	Arkansas Cumberland College	32	0	0	0	0	0	0
12	Hendrix College	44	.....	.....	.....	.....	.....	.....
13	University of Arkansas	155	32	43	90	84	72	29
14	Philander Smith College	28	.....	.....	.....	.....	.....	.....
	CALIFORNIA.							
15	University of California	1,439	123	[a] 267	211	.....	54	271
16	Pomona College	212	.....	.....	.....	.....	.....	.....
17	Occidental College	136	.....	.....	.....	.....	.....	.....
18	St. Vincent's College	40	.....	.....	.....	.....	.....	.....
19	University of Southern California	185	.....	.....	.....	.....	.....	.....
20	California College	9	.....	.....	.....	.....	.....	.....
21	St. Mary's College	33	.....	.....	42	.....	.....	4
22	Throop Polytechnic Institute	6	0	0	0	17	0	0
23	St. Ignatius College	66	.....	.....	.....	.....	.....	.....
24	University of the Pacific	28	.....	.....	.....	.....	.....	.....
25	Santa Clara College	89	0	0	0	0	0	0
26	Leland Stanford Junior University	839	.....	75	138	125	97	121
	COLORADO.							
27	University of Colorado	410	.....	15	55	92	14	.....
28	Colorado College	326	.....	.....	23	23	.....	22
29	College of the Sacred Heart	49	.....	.....	.....	.....	.....	.....
30	State Agricultural College	0	70	29	41	.....	.....	.....
31	Colorado School of Mines	.....	.....	.....	.....	.....	.....	262
32	University of Denver	378	.....	.....	.....	.....	.....	.....
	CONNECTICUT.							
33	Trinity College	134	.....	.....	31	.....	.....	.....
34	Wesleyan University	321	.....	.....	.....	.....	.....	.....
35	Yale University	1,322	0	90	104	87	.....	46
36	Connecticut Agricultural College	13	95	4	.....	.....	.....	.....
	DELAWARE.							
37	State College for Colored Students	51	30	.....	.....	.....	.....	.....
38	Delaware College	27	2	14	39	27	.....	.....
	DISTRICT OF COLUMBIA.							
39	Catholic University of America	10	.....	1	9	2	.....	.....
40	Gallaudet College	76	.....	.....	.....	.....	.....	.....
41	Georgetown University	81	.....	.....	.....	.....	.....	.....
42	George Washington University	303	.....	25	59	38	.....	.....
43	Gonzaga College*	7	.....	.....	.....	.....	.....	.....
44	Howard University	44	.....	.....	.....	.....	.....	.....
45	St. John's College	30	.....	.....	.....	.....	.....	.....

* Statistics of 1904-5. [a] Includes students in electrical engineering.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	0	0	0	0	113	.....	.....	.....	.....	.....	406	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	100	60	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	50	30	.....	.....	80	0	.....	30	3	4
.....	.....	.....	.....	.....	108	108	.....	.....	80	0	.....	45	10	5
.....	.....	.....	.....	.....	100	60	26	24	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	23	.....	.....	.....	14	12	80	.....	.....	7
.....	.....	.....	.....	.....	100	30	2	15	4	10	188	76	10	8
.....	.....	.....	.....	.....	80	20	.....	.....	15	25	180	265	40	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
0	0	0	0	.....	16	5	5	9	4	3	0	44	14	11
.....	.....	.....	.....	.....	44	18	.....	.....	.....	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	119	.....	200	105	.....	.....	503	91	24	13
.....	.....	.....	.....	.....	31	31	31	70	10	11	.....	51	.....	14
.....	16	.....	.....	154	355	141	35	225	.....	.....	916	288	0	15
.....	.....	.....	.....	.....	80	35	.....	.....	.....	.....	.....	119	42	16
.....	.....	.....	.....	.....	60	50	.....	.....	.....	.....	.....	70	20	17
.....	.....	.....	.....	.....	32	21	.....	.....	.....	.....	225	.....	.....	18
.....	.....	.....	.....	.....	30	15	8	3	25	10	.....	148	58	19
.....	.....	.....	.....	.....	6	2	.....	.....	.....	.....	.....	8	.....	20
.....	.....	.....	.....	.....	.....	.....	.....	.....	23	0	.....	55	.....	21
0	0	0	0	0	0	0	2	29	21	21	0	0	195	22
.....	.....	.....	.....	.....	58	58	.....	.....	106	0	.....	.....	.....	23
.....	.....	.....	.....	.....	3	6	.....	.....	14	2	.....	114	20	24
0	0	0	0	0	89	89	0	0	51	0	0	53	29	25
.....	.....	.....	.....	.....	71	12	2	5	.....	.....	.....	.....	30	26
.....	.....	.....	.....	.....	127	52	50	97	.....	.....	.....	23	.....	27
15	.....	.....	.....	.....	64	32	6	5	.....	.....	.....	54	.....	28
.....	.....	.....	.....	.....	49	46	.....	.....	.....	.....	.....	35	.....	29
.....	1	.....	49	.....	0	0	.....	.....	20	15	235	.....	.....	30
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32
.....	.....	.....	.....	.....	47	21	.....	.....	.....	.....	.....	.....	.....	33
.....	.....	.....	.....	.....	223	126	.....	.....	.....	.....	.....	.....	.....	34
.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
.....	.....	.....	12	.....	6	.....	.....	.....	2	2	72	.....	.....	36
.....	.....	.....	.....	.....	51	.....	10	16	.....	.....	60	.....	.....	37
.....	.....	.....	.....	.....	22	11	.....	.....	.....	.....	105	.....	.....	38
.....	.....	.....	.....	.....	3	1	8	0	.....	.....	.....	.....	.....	39
.....	.....	.....	.....	.....	42	0	2	2	0	0	0	0	22	40
.....	.....	.....	.....	.....	81	67	.....	.....	.....	.....	.....	.....	.....	41
.....	37	.....	.....	.....	47	19	.....	.....	.....	.....	.....	.....	.....	42
.....	.....	.....	.....	.....	7	7	.....	.....	.....	.....	76	.....	.....	43
.....	.....	.....	.....	.....	44	52	9	62	22	29	.....	.....	.....	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	.....	.....	45

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	FLORIDA.							
46	John B. Stetson University	77	.....	8	4	13	.....	.....
47	University of Florida	29	3	7	11	6	7	.....
48	St. Leo College	3	.....	.....	.....	.....	.....	.....
49	Rollins College	33	.....	.....	.....	.....	.....	.....
	GEORGIA.							
50	University of Georgia	185	19	.....	32	14	.....	.....
51	Atlanta Baptist College	21	.....	.....	.....	.....	.....	.....
52	Atlanta University	46	.....	.....	.....	.....	.....	.....
53	Georgia School of Technology	.....	.....	.....	.....	.....	.....	.....
54	Morris Brown College	5	.....	.....	.....	.....	.....	.....
55	Bowdon College	23	.....	.....	.....	.....	.....	.....
56	North Georgia Agricultural College	44	20	.....	.....	.....	.....	5
57	Mercer University	186	.....	.....	.....	.....	.....	.....
58	Emory College	242	.....	.....	.....	.....	.....	.....
59	Clark University*	23	.....	.....	.....	.....	.....	.....
60	Nannie Lou Warthen Institute	88	.....	.....	.....	.....	.....	.....
61	Young Harris College*	200	.....	.....	.....	.....	.....	.....
	IDAHO.							
62	University of Idaho	116	4	.....	9	23	.....	46
	ILLINOIS.							
63	Hedding College	63	.....	.....	.....	.....	.....	.....
64	Illinois Wesleyan University	114	.....	.....	.....	.....	.....	.....
65	St. Viateur's College	82	0	0	0	0	0	0
66	Blackburn College	41	.....	.....	.....	.....	.....	.....
67	Carthage College	41	0	0	0	0	0	0
68	Armour Institute of Technology	.....	.....	122	137	205	56	.....
69	Lewis Institute	.....	.....	111	.....	.....	.....	.....
70	St. Ignatius College	85	.....	.....	.....	.....	.....	.....
71	St. Stanislaus College	126	.....	.....	.....	.....	.....	.....
72	University of Chicago	.....	.....	.....	.....	.....	.....	.....
73	James Millikin University	84	0	35	25	17	.....	.....
74	Evangelical Proseminary	70	.....	.....	.....	.....	.....	.....
75	Eureka College	70	.....	.....	.....	.....	.....	.....
76	Northwestern University	913	.....	.....	.....	.....	.....	.....
77	Ewing College	20	.....	.....	.....	.....	.....	.....
78	Knox College	215	.....	.....	.....	.....	.....	.....
79	Lombard College	56	.....	.....	.....	.....	.....	.....
80	Greenville College*	37	.....	.....	.....	.....	.....	.....
81	Illinois College	112	.....	.....	.....	.....	.....	.....
82	Lake Forest College	180	.....	.....	.....	.....	.....	.....
83	McKendree College	37	.....	.....	.....	.....	.....	.....
84	Lincoln College	40	.....	.....	.....	.....	.....	.....
85	Monmouth College	223	.....	.....	.....	.....	.....	.....
86	Northwestern College	97	.....	.....	.....	.....	.....	.....
87	St. Bede College	34	.....	8	.....	.....	.....	.....
88	St. Francis Solanus College	78	.....	.....	.....	.....	.....	.....
89	Augustana College	97	.....	.....	.....	.....	.....	.....
90	Shurtleff College	66	.....	.....	.....	.....	.....	.....
91	University of Illinois	793	367	239	344	252	58	0
92	Westfield College	16	.....	.....	.....	.....	.....	.....
93	Wheaton College	70	.....	.....	.....	.....	.....	.....
	INDIANA.							
94	Indiana University	1,195	.....	.....	.....	.....	.....	.....
95	Wabash College	238	.....	.....	.....	.....	.....	.....
96	St. Joseph's College	48	.....	.....	.....	.....	.....	.....
97	Concordia College	100	.....	.....	.....	.....	.....	.....
98	Franklin College*	86	.....	.....	.....	.....	.....	.....
99	De Pauw University	489	.....	.....	.....	.....	.....	.....
100	Hanover College	88	.....	.....	.....	.....	.....	.....

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	.....	.....	.....	.....	37	15	12	35	41	17	.....	144	19	46
.....	.....	.....	.....	.....	52	10	10	0	.....	.....	108	.....	.....	47
3	.....	.....	.....	.....	8	.....	2	0	40	0	.....	5	.....	48
.....	.....	.....	.....	.....	25	5	2	15	38	14	.....	57	22	49
.....	.....	.....	.....	.....	133	103	27	0	.....	.....	278	.....	.....	50
.....	.....	.....	.....	.....	14	16	.....	.....	.....	.....	.....	.....	.....	51
.....	.....	.....	.....	.....	28	28	5	47	.....	.....	.....	.....	.....	52
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53
.....	.....	.....	.....	.....	5	5	7	70	.....	.....	.....	.....	.....	54
.....	.....	.....	.....	.....	23	2	1	4	.....	.....	.....	20	.....	55
.....	.....	.....	.....	.....	15	4	3	20	113	0	164	14	8	56
.....	.....	.....	.....	.....	101	64	.....	.....	.....	.....	.....	.....	.....	57
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
.....	.....	.....	.....	.....	19	14	1	8	.....	.....	.....	.....	.....	59
.....	.....	.....	.....	.....	88	.....	.....	.....	.....	.....	.....	38	.....	60
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61
.....	.....	.....	60	.....	36	10	9	10	.....	.....	154	18	.....	62
.....	.....	.....	.....	.....	63	25	8	6	.....	.....	83	148	.....	63
.....	.....	.....	.....	.....	20	6	.....	.....	.....	.....	.....	400	.....	64
0	0	0	0	0	82	60	0	0	90	0	132	30	0	65
.....	.....	.....	.....	.....	23	8	.....	.....	.....	.....	.....	72	.....	66
0	0	0	0	0	21	14	0	0	38	30	.....	27	20	67
3	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	68
.....	.....	.....	55	.....	27	18	.....	.....	.....	.....	.....	.....	.....	69
.....	.....	.....	.....	.....	62	62	.....	.....	93	0	.....	30	28	70
.....	.....	.....	.....	.....	126	44	.....	.....	.....	.....	.....	31	.....	71
.....	.....	.....	48	44	273	122	202	362	.....	.....	.....	.....	.....	72
.....	.....	.....	39	37	101	23	4	10	64	74	40	351	100	73
.....	.....	.....	.....	.....	70	70	7	0	.....	.....	.....	.....	.....	74
.....	.....	.....	.....	.....	40	15	12	3	22	7	.....	74	18	75
.....	.....	.....	.....	.....	336	242	.....	.....	.....	.....	.....	363	.....	76
.....	.....	.....	32	.....	6	2	.....	.....	10	6	.....	80	.....	77
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	333	.....	78
.....	.....	.....	.....	.....	30	10	.....	.....	.....	.....	.....	39	60	79
.....	.....	.....	.....	.....	12	5	4	8	31	10	.....	58	18	80
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	131	10	81
.....	.....	.....	.....	.....	25	15	.....	.....	.....	.....	.....	.....	.....	82
.....	.....	.....	.....	.....	37	35	.....	.....	.....	.....	.....	.....	.....	83
.....	.....	.....	.....	.....	40	35	.....	.....	.....	.....	.....	176	16	84
.....	.....	.....	.....	.....	52	28	.....	.....	.....	.....	.....	266	.....	85
.....	.....	.....	.....	.....	24	12	10	7	45	10	.....	126	40	86
.....	.....	.....	.....	.....	60	24	.....	.....	70	0	.....	36	.....	87
.....	.....	.....	.....	.....	78	65	.....	.....	100	0	.....	51	.....	88
.....	.....	.....	.....	.....	.....	.....	.....	.....	137	39	0	153	53	89
.....	.....	.....	.....	.....	25	30	.....	.....	.....	.....	.....	52	.....	90
.....	108	9	89	86	103	53	26	109	86	0	1,170	272	245	91
.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	.....	20	.....	92
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	93
.....	.....	.....	.....	140	130	45	240	160	.....	.....	.....	.....	.....	94
.....	.....	.....	.....	.....	74	31	.....	.....	.....	.....	.....	.....	.....	95
.....	.....	.....	.....	.....	48	46	10	0	54	0	124	86	3	96
.....	.....	.....	.....	.....	100	100	.....	.....	.....	.....	230	230	.....	97
.....	.....	.....	.....	.....	86	20	.....	.....	.....	.....	.....	63	.....	98
.....	.....	.....	.....	.....	110	60	20	35	.....	.....	.....	213	50	99
.....	.....	.....	.....	.....	88	36	.....	.....	.....	.....	.....	21	.....	100

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	INDIANA—continued.							
101	Butler College	193	.....	.....	.....	.....	.....	.....
102	Purdue University	.....	73	439	374	450	.....	.....
103	Union Christian College	14	.....	.....	.....	.....	.....	.....
104	Moore's Hill College	46	.....	.....	.....	.....	.....	.....
105	University of Notre Dame	142	0	22	48	39	0	0
106	Oakland City College	18	.....	.....	.....	.....	.....	.....
107	Earlham College	414	0	0	20	0	.....	0
108	St. Meinrad College	55	.....	.....	.....	.....	.....	.....
109	Rose Polytechnic Institute	.....	.....	44	58	102	22	.....
110	Taylor University	35	.....	.....	.....	.....	.....	.....
	INDIAN TERRITORY.							
111	Indian University	19	.....	.....	.....	.....	.....	.....
112	Henry Kendall College	13	.....	.....	.....	.....	.....	.....
	IOWA.							
113	Iowa State College of Agriculture and Mechanic Arts.	67	169	102	229	196	.....	43
114	Coe College	183	.....	.....	.....	.....	.....	.....
115	Charles City College	12	.....	.....	.....	.....	.....	.....
116	Wartburg College	54	.....	.....	.....	.....	.....	.....
117	Amity College	17	.....	.....	.....	.....	.....	.....
118	Luther College	126	.....	.....	.....	.....	.....	.....
119	Des Moines College	54	.....	.....	.....	.....	.....	.....
120	Drake University	453	.....	.....	.....	.....	.....	.....
121	St. Joseph's College	80	.....	.....	.....	.....	.....	.....
122	Parsons College	63	.....	.....	.....	.....	.....	.....
123	Upper Iowa University	141	.....	.....	.....	.....	.....	.....
124	Iowa College	388	.....	.....	.....	.....	.....	.....
125	Lenox College	43	.....	.....	.....	.....	.....	.....
126	Simpson College	256	.....	.....	.....	.....	.....	.....
127	State University of Iowa	798	.....	16	78	41	3	18
128	Graceland College	8	.....	.....	.....	.....	.....	.....
129	Palmer College	7	.....	.....	.....	.....	.....	.....
130	German College	56	.....	.....	.....	.....	.....	.....
131	Iowa Wesleyan University	105	.....	.....	.....	.....	.....	.....
132	Cornell College	382	0	0	.....	0	0	0
133	Penn College	161	.....	.....	.....	.....	.....	.....
134	Central University of Iowa	35	.....	.....	.....	.....	.....	.....
135	Morningside College	144	.....	.....	.....	.....	.....	.....
136	Buena Vista College	24	.....	.....	.....	.....	.....	.....
137	Tabor College	47	.....	.....	.....	.....	.....	.....
138	Leander Clark College	51	.....	.....	.....	.....	.....	.....
	KANSAS.							
139	Midland College	32	.....	.....	.....	.....	.....	.....
140	St. Benedict's College	58	.....	.....	.....	.....	.....	.....
141	Baker University	428	.....	.....	.....	.....	.....	.....
142	College of Emporia	91	.....	.....	.....	.....	.....	.....
143	Highland University	6	.....	.....	.....	.....	.....	.....
144	Campbell College	26	.....	.....	.....	.....	.....	.....
145	Kansas City University*	24	.....	.....	.....	.....	.....	.....
146	University of Kansas	714	.....	.....	.....	.....	.....	.....
147	Kansas Christian College	6	.....	.....	.....	.....	.....	.....
148	Bethany College*	80	.....	.....	.....	.....	.....	.....
149	Kansas State Agricultural College	118	178	57	.....	202	.....	.....
150	Ottawa University	131	.....	.....	.....	.....	.....	.....
151	St. Mary's College	108	.....	.....	.....	.....	.....	.....
152	Kansas Wesleyan University	71	.....	.....	.....	.....	.....	.....
153	Cooper College	20	.....	.....	.....	.....	.....	.....
154	Washburn College	245	.....	.....	.....	.....	.....	.....
155	Fairmount College	92	.....	.....	.....	.....	.....	.....
156	Friends University*	76	.....	.....	.....	.....	.....	.....
157	St. John's Lutheran College	23	.....	.....	.....	.....	.....	.....
158	Southwest Kansas College	58	0	0	0	.....	0	0

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	.....	.....	.....	.....	35	30	1	11	.....	.....	.....	14	27	101
.....	.....	37	16	.....	.....	.....	.....	.....	.....	.....	880	.....	.....	102
.....	.....	.....	.....	.....	14	7	.....	.....	.....	.....	.....	45	1	103
.....	.....	.....	.....	.....	30	14	27	36	5	7	.....	60	.....	104
0	5	0	0	.....	72	25	0	0	60	0	0	71	0	105
.....	.....	.....	.....	.....	8	5	40	29	.....	.....	.....	32	.....	106
0	0	.....	.....	0	47	14	10	0	0	0	0	160	0	107
.....	.....	.....	.....	.....	55	47	.....	.....	.....	.....	.....	8	3	108
.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	109
.....	.....	.....	.....	.....	35	16	.....	.....	22	9	.....	75	.....	110
.....	.....	.....	.....	.....	12	6	.....	.....	.....	.....	.....	24	.....	111
.....	.....	.....	.....	.....	9	3	0	2	.....	.....	104	49	18	112
.....	.....	.....	107	.....	.....	.....	.....	.....	.....	.....	.....	69	.....	113
.....	.....	.....	.....	.....	160	24	18	38	.....	.....	.....	.....	.....	114
.....	.....	.....	.....	.....	5	2	2	7	3	43	.....	55	9	115
.....	.....	.....	.....	.....	54	54	.....	.....	.....	.....	.....	36	.....	116
.....	.....	.....	.....	.....	14	16	4	16	32	6	.....	73	6	117
.....	.....	.....	.....	.....	126	120	.....	.....	.....	.....	.....	.....	.....	118
.....	.....	.....	.....	.....	22	8	.....	.....	.....	.....	.....	70	49	119
.....	.....	.....	.....	.....	26	65	8	119	39	32	0	327	0	120
.....	.....	.....	.....	.....	80	72	.....	.....	.....	.....	225	38	.....	121
.....	.....	.....	.....	.....	70	30	4	6	.....	.....	.....	80	.....	122
.....	.....	.....	.....	.....	.....	.....	51	56	61	53	.....	145	35	123
.....	.....	.....	.....	.....	104	74	.....	.....	.....	.....	.....	109	.....	124
.....	.....	.....	.....	.....	39	7	3	41	18	9	.....	30	.....	125
.....	.....	.....	.....	.....	192	35	3	29	139	11	125	310	6	126
.....	.....	.....	.....	.....	156	55	.....	.....	.....	.....	268	.....	.....	127
.....	.....	.....	.....	.....	1	0	5	6	13	12	.....	90	.....	128
.....	.....	.....	.....	.....	7	4	.....	.....	8	3	.....	22	.....	129
.....	.....	.....	.....	.....	32	12	2	9	8	0	.....	38	.....	130
.....	.....	.....	.....	.....	94	32	2	17	32	13	.....	90	15	131
0	0	0	0	0	61	33	35	85	35	32	.....	166	35	132
.....	.....	.....	.....	.....	24	29	.....	.....	8	13	.....	92	.....	133
.....	.....	.....	.....	.....	.....	.....	.....	.....	25	11	.....	35	.....	134
.....	.....	.....	.....	.....	25	17	3	47	.....	.....	.....	154	.....	135
.....	.....	.....	.....	.....	8	3	2	31	26	3	.....	133	.....	136
.....	.....	.....	.....	.....	15	11	1	8	.....	.....	.....	80	40	137
.....	.....	.....	.....	.....	27	18	0	7	36	7	.....	103	8	138
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	99	.....	139
.....	.....	.....	.....	.....	58	20	.....	.....	72	0	.....	21	.....	140
.....	.....	.....	.....	.....	120	95	21	74	98	22	.....	168	65	141
.....	.....	.....	.....	.....	.....	.....	8	10	51	26	.....	207	.....	142
.....	.....	.....	.....	.....	6	4	0	1	6	8	.....	43	.....	143
.....	.....	.....	.....	.....	20	16	21	25	61	32	.....	114	20	144
.....	.....	.....	.....	.....	24	5	.....	.....	.....	.....	.....	3	.....	145
[a]379	.....	.....	.....	.....	74	40	.....	.....	.....	.....	.....	.....	.....	146
.....	.....	.....	.....	.....	18	5	30	28	35	37	.....	68	.....	147
.....	.....	.....	.....	.....	.....	.....	5	36	115	60	.....	366	14	148
.....	28	.....	229	.....	.....	.....	.....	.....	.....	.....	350	300	.....	149
.....	.....	.....	.....	.....	124	57	14	38	79	68	.....	265	23	150
.....	.....	.....	.....	.....	108	108	.....	.....	152	0	.....	60	.....	151
.....	.....	.....	.....	.....	113	15	18	23	603	412	65	203	.....	152
.....	.....	.....	.....	.....	35	20	.....	.....	.....	.....	.....	.....	.....	153
.....	.....	.....	.....	.....	55	26	8	16	.....	.....	.....	.....	.....	154
.....	.....	.....	.....	.....	52	8	2	21	.....	.....	.....	113	104	155
.....	.....	.....	.....	.....	.....	.....	0	13	19	10	.....	74	.....	156
.....	.....	.....	.....	.....	.....	.....	.....	.....	14	7	.....	.....	.....	157
0	0	0	0	0	6	4	11	41	42	20	0	65	5	158

[a] Includes all engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	KENTUCKY.							
159	Union College	12	.....	.....	.....	.....	.....	.....
160	Berea College	49	.....	.....	.....	.....	.....	.....
161	Central University of Kentucky*	140	.....	.....	.....	.....	.....	.....
162	Georgetown College	201	.....	.....	.....	.....	.....	.....
163	Liberty College	36	.....	.....	.....	.....	.....	.....
164	Agricultural and Mechanical College of Kentucky	138	22	153	87	.....	.....	8
165	Kentucky University	201	.....	.....	.....	.....	.....	.....
166	Bethel College	60	0	0	0	0	0	0
167	St. Mary's College	130	.....	.....	.....	.....	.....	.....
168	Kentucky Wesleyan College	98	.....	.....	.....	.....	.....	.....
	LOUISIANA.							
169	Louisiana State University	71	25	22	55	30	[a] 76	.....
170	Jefferson College	86	.....	.....	.....	.....	.....	.....
171	College of the Immaculate Conception	52	.....	.....	.....	.....	.....	.....
172	Leland University	20	.....	.....	.....	.....	.....	.....
173	New Orleans University	8	.....	.....	.....	.....	.....	.....
174	Tulane University of Louisiana	76	.....	[b] 86	48	.....	11	.....
	MAINE.							
175	Bowdoin College	281	0	0	0	0	0	0
176	Bates College	396	.....	.....	.....	.....	.....	.....
177	University of Maine	73	20	46	132	99	1	.....
178	Colby College	207	.....	.....	.....	.....	.....	.....
	MARYLAND.							
179	St. John's College	144	.....	13	.....	.....	.....	.....
180	United States Naval Academy	.....	.....	.....	.....	.....	.....	.....
181	Johns Hopkins University	190	0	0	0	0	0	0
182	Loyola College	30	0	0	0	0	0	0
183	Morgan College	14	.....	.....	.....	.....	.....	.....
184	Washington College	53	0	0	0	0	0	0
185	Maryland Agricultural College	2	40	35	27	0	2	0
186	Rock Hill College	63	.....	.....	.....	.....	.....	.....
187	St. Charles College	54	.....	.....	.....	.....	.....	.....
188	Mount St. Mary's College	160	.....	.....	.....	.....	.....	.....
189	New Windsor College	11	.....	.....	.....	.....	.....	.....
190	Western Maryland College	174	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.							
191	Amherst College	458	.....	.....	.....	.....	.....	.....
192	Massachusetts Agricultural College	0	246	.....	.....	.....	.....	.....
193	Boston College	123	0	0	0	0	0	0
194	Boston University	513	.....	.....	.....	.....	.....	.....
195	Massachusetts Institute of Technology	.....	.....	149	134	100	29	54
196	Harvard University	1,899	39	66	55	83	29	68
197	American International College	9	.....	.....	.....	.....	.....	.....
198	Tufts College	197	.....	28	75	70	9	.....
199	Williams College	443	.....	.....	.....	.....	.....	.....
200	Clark University	.....	.....	.....	.....	.....	.....	.....
201	Collegiate Department, Clark University	65	.....	.....	.....	.....	.....	.....
202	College of the Holy Cross	250	.....	.....	.....	.....	.....	.....
203	Worcester Polytechnic Institute	.....	.....	83	59	90	36	.....
	MICHIGAN.							
204	Adrian College	45	.....	.....	.....	.....	.....	.....
205	Michigan State Agricultural College	.....	150	291	.....	.....	.....	.....
206	Albion College	226	.....	.....	.....	.....	.....	.....
207	Alma College	70	0	0	1	0	2	0
208	University of Michigan	1,457	.....	[c] 240	238	174	60	.....
209	Detroit College	86	.....	.....	.....	.....	.....	.....
210	Hillsdale College	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1904–5.
[a] Includes 25 students in sugar engineering.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
					12	12						37		159
					26	10	114	91	10	2		48		160
					103	32								161
														162
					20				2	10		119	8	163
				44	73	15	85	55			285			164
									399	0				165
0	0	0	0	0			0	0	20	0	0	0	0	166
					75	30			90	0	155	35		167
					98	62	6	18	8	12				168
				55	34	7	6	0			336	31		169
					86	72			27	0	94	38		170
					187	187			85	0	380			171
					20	18	11	9						172
			226		7	8	8	25				50		173
					29	9								174
0	0	0	0	0	59	23	17	0	0	0	0	0	0	175
					161	80	16	23						176
10					19	4	7	8			191			177
					108	32								178
					89	14					210			179
											750			180
0	0	0	0	0	40	12	0	0	0	0	0	0	0	181
0	0	0	0	0	30	30								182
							46	90			48	148	82	183
0	0	0	0	0	58	9	0	44	0	0	0	44	44	184
	0	0	0	0	7	0			0	0	150	0	0	185
									100	0		40	100	186
					54	54								187
				10					15	0		30		188
							0	1	13	0		16		189
					150	45	0	0	0	0	0	121	6	190
					155	60	113	0			360	20	18	191
					0	0	0	0	0	0	184	0	0	192
0	0	0	0	0	123	123	0	0	0	0	0	0	0	193
					571	161	7	21						194
	44	13									220			195
	63													196
					7	5								197
					53	22	0	0	0	0	0	28	0	198
													30	199
														200
					10	4	3	0						201
					250	240						20		202
3														203
					25	8	2	1	3	3		84	16	204
			92								590			205
					87	42			51	43		80	22	206
0	0	0	0	0	27	7	2	8	22	10	0	102	21	207
444														208
					86	86								209
			48									109	64	210

[b] Includes students in electrical engineering.
[c] Includes 21 in marine engineering.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	MICHIGAN—continued.							
211	Hope College	85	.....	.....	.....	.....	.....	.....
212	Michigan College of Mines	.....	.....	.....	.....	.....	.....	234
213	Kalamazoo College	191	.....	.....	.....	.....	.....	.....
214	Olivet College	181	.....	.....	.....	.....	.....	.....
	MINNESOTA.							
215	St. John's University	114	.....	.....	.....	.....	.....	.....
216	Augsburg Seminary	44	.....	.....	.....	.....	.....	.....
217	University of Minnesota	1,299	50	99	113	168	47	121
218	Carleton College	295	.....	.....	.....	.....	.....	.....
219	St. Olaf College	133	0	0	0	0	0	0
220	Hamline University	255	.....	.....	.....	.....	.....	.....
221	Macalester College	82	.....	.....	.....	.....	.....	.....
222	Gustavus Adolphus College	61	.....	.....	.....	.....	.....	.....
223	Parker College	20	.....	.....	.....	.....	.....	.....
	MISSISSIPPI.							
224	Mississippi Agricultural and Mechanical College	.....	175	206	.....	.....	.....	.....
225	Alcorn Agricultural and Mechanical College	.....	51	.....	.....	.....	.....	.....
226	Mississippi College*	249	.....	.....	.....	.....	.....	.....
227	Rust University	8	.....	.....	.....	.....	.....	.....
228	Millsaps College	126	.....	.....	.....	.....	.....	.....
229	University of Mississippi	220	.....	.....	26	14	.....	2
	MISSOURI.							
230	Missouri Wesleyan College	36	.....	.....	.....	.....	.....	.....
231	Christian University	88	.....	.....	.....	.....	.....	.....
232	Clarksburg College	8	0	0	0	0	0	0
233	University of Missouri	734	117	42	159	163	14	203
234	Conception College	22	.....	.....	.....	.....	.....	.....
235	Central College	75	.....	.....	.....	.....	.....	.....
236	Westminster College	82	.....	.....	.....	.....	.....	.....
237	Pritchett College	0	0	0	0	.....	.....	.....
238	La Grange College*	125	.....	.....	.....	.....	.....	.....
239	William Jewell College	174	.....	.....	.....	.....	.....	.....
240	Missouri Valley College*	110	.....	.....	.....	.....	.....	.....
241	Morrisville College	40	.....	.....	.....	.....	.....	.....
242	Park College	182	.....	.....	.....	.....	.....	.....
243	Christian Brothers College	20	.....	11	14	4	0	0
244	St. Louis University*	48	.....	.....	.....	.....	.....	.....
245	Washington University	147	0	6	15	9	3	.....
246	Drury College	84	.....	.....	.....	.....	.....	.....
247	Tarkio College	71	.....	.....	.....	.....	.....	.....
248	Central Wesleyan College	70	.....	.....	.....	.....	.....	.....
	MONTANA.							
249	Montana Agricultural College	49	9	3	17	23	.....	.....
250	Montana State School of Mines	.....	.....	.....	.....	.....	.....	61
251	University of Montana	120	.....	30	.....	.....	.....	.....
	NEBRASKA.							
252	Bellevue College	75	.....	.....	.....	.....	.....	.....
253	Cotner University*	36	.....	.....	.....	.....	.....	.....
254	Union College	.....	.....	.....	.....	.....	.....	.....
255	Doane College	139	.....	.....	.....	.....	.....	.....
256	Grand Island College	52	.....	.....	.....	.....	.....	.....
257	Hastings College	27	.....	.....	.....	.....	.....	.....
258	University of Nebraska	986	20	32	89	101	3	6
259	Creighton University	87	.....	.....	.....	.....	.....	.....
260	Nebraska Wesleyan University	157	6	.....	.....	.....	.....	.....
261	York College	41	.....	.....	.....	.....	.....	.....

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
														211
														212
					39	35	14	12						213
					25	12	12	9				129	32	214
					90	40			105	0		60	20	215
					44	44								216
		3	4		313	57	0	302			818	36	79	217
					115	22	3	5				70		218
0	0	0	0	0	74	51	31	10	0	0	0	56	0	219
					60	25	6	12				23		220
					50	23	14	13				40		221
					56	44	16	9	105	21	248	70	35	222
					2	7	4	5	43	22		81		223
(a)					51	15	101	0			728			224
					94		40	32	40	32				225
														226
					20	16	75	123						227
					40	20								228
					120	40								229
					40	30	7	5	23	21		75	28	230
					75	32	16	10	21	3		24		231
0	0	0	0	0	8	5	12	13	0	0	0	22		232
					180	125	33	150			218			233
					22	22	7	0				40	2	234
					60	25								235
					54	36								236
					38	3	24	31	11	14	26	28	7	237
														238
					124	78								239
												81		240
					22	17	0	0	15	3	0	76		241
					80	90						60		242
0	3	0	0				16	0				35	30	243
					40	33			77	0	160	27		244
106	25				44	26	1	8					333	245
					60	40					150	124	12	246
					47	57			54	12		164		247
					70	40	25	35	30	10	100	125	25	248
			8		4				37	26		88	65	249
														250
					50	10	5					27	25	251
					22	15	12	11	5	2		54	4	252
														253
					36	6	5	9	20	30		103	28	254
					49	22	10	17	28	12		66		255
					31	14	3	4	29	19		12		256
					15	15			135	39		61		257
148	0	0		0	205	145			0	0	348	516	82	258
					87	74						80		259
					23	24	28	164	103	82	110	295		260
							4	23	106	15	40	96	6	261

[a] 43 textile engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	NEVADA.							
262	Nevada State University	43	1	25	6	0	.....	38
	NEW HAMPSHIRE.							
263	New Hampshire College of Agriculture and Mechanic Arts.	.....	13	5	.....	3	.....	.....
264	Dartmouth College	927	.....	.....	38	.....	.....	.....
265	St. Anselm's College	22	.....	.....	4	.....	.....	.....
	NEW JERSEY.							
266	Stevens Institute of Technology	.....	.....	[a] 422	.....	.....	.....	.....
267	St. Peter's College*	23	.....	.....	.....	.....	.....	.....
268	St. Benedict's College	34	.....	.....	.....	.....	.....	.....
269	Rutgers College	61	7	0	79	35	.....	0
270	Princeton University	710	0	0	218	8	0	0
271	Seton Hall College	80	.....	.....	.....	.....	.....	.....
	NEW MEXICO.							
272	New Mexico College of Agriculture and Mechanic Arts.	.....	8	23	0	0	0	0
273	University of New Mexico	31	.....	.....	.....	.....	.....	.....
274	New Mexico School of Mines	0	0	0	0	0	0	25
	NEW YORK.							
275	Alfred University	106	5	0	0	0	0	0
276	St. Bonaventure's College	89	.....	.....	.....	.....	.....	.....
277	St. Stephen's College	40	.....	.....	.....	.....	.....	.....
278	Adelphia College	242	0	0	0	0	0	0
279	Polytechnic Institute of Brooklyn	11	0	11	39	44	.....	.....
280	St. Francis College	127	.....	.....	.....	.....	.....	.....
281	St. John's College (Brooklyn)	58	0	0	0	0	0	0
282	Canisius College	38	.....	.....	.....	.....	.....	.....
283	St. Lawrence University	.....	.....	.....	.....	.....	.....	.....
284	Hamilton College	185	.....	.....	.....	.....	.....	.....
285	Hobart College	107	.....	.....	.....	.....	.....	.....
286	Colgate University	252	.....	.....	.....	.....	.....	.....
287	Cornell University	705	230	1,096	425	.....	.....	.....
288	College of St. Francis Xavier	105	.....	.....	.....	.....	.....	.....
289	College of the City of New York	371	.....	.....	.....	.....	.....	.....
290	Columbia University	589	.....	105	108	147	10	193
291	Manhattan College	17	.....	.....	26	.....	.....	.....
292	New York University	144	.....	42	103	.....	10	.....
293	St. John's College (New York City)	123	0	0	0	0	0	0
294	Niagara University	70	.....	.....	.....	.....	.....	.....
295	Clarkson School of Technology	.....	.....	2	12	11	.....	.....
296	University of Rochester	299	.....	.....	.....	.....	.....	.....
297	Union University	88	0	0	.....	88	.....	84
298	Syracuse University	1,217	.....	92	102	170	.....	.....
299	Rensselaer Polytechnic Institute	.....	.....	.....	399	11	13	.....
300	United States Military Academy	.....	.....	.....	.....	.....	.....	.....
	NORTH CAROLINA.							
301	St. Mary's College *	21	.....	.....	.....	.....	.....	.....
302	University of North Carolina	414	.....	.....	4	1	.....	2
303	Biddle University	94	.....	.....	.....	.....	.....	.....
304	Davidson College	257	.....	.....	.....	.....	.....	.....
305	Trinity College	264	.....	.....	.....	.....	.....	.....
306	Elon College	98	.....	.....	.....	.....	.....	.....
307	Agricultural and Mechanical College for the Colored Race.	.....	162	2	.....	.....	.....	.....
308	Guilford College	83	.....	.....	.....	.....	.....	.....
309	Lenoir College	130	.....	.....	.....	.....	.....	.....

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	...	0	10	.....	.....	2	0	10	8	14	111	.....	.....	262
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	144	.....	.....	263
.....	.....	.....	.....	21	185	83	21	0	.....	.....	.....	11	18	264
.....	.....	.....	.....	.....	22	20	6	0	.....	.....	.....	25	12	265
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	266
.....	.....	.....	.....	.....	23	23	.....	.....	.....	.....	.....	.....	.....	267
.....	.....	.....	.....	.....	34	27	.....	.....	8	0	.....	.....	.....	268
0	0	0	0	0	38	23	13	0	0	0	165	0	0	269
.....	0	.....	.....	.....	605	375	0	0	0	0	0	0	0	270
.....	.....	.....	.....	20	80	70	.....	.....	.....	.....	.....	10	.....	271
0	0	0	9	19	6	0	0	0	10	9	119	20	0	272
.....	.....	.....	.....	.....	4	5	3	17	10	22	.....	.....	.....	273
0	0	0	0	0	0	0	0	0	0	0	0	0	0	274
0	0	0	0	0	17	16	17	17	0	0	0	28	30	275
.....	.....	.....	.....	.....	89	35	.....	.....	20	0	.....	12	.....	276
.....	.....	.....	.....	.....	40	40	.....	.....	.....	.....	.....	.....	.....	277
0	0	0	0	0	58	22	4	20	.....	.....	.....	.....	96	278
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	279
.....	.....	.....	.....	.....	127	127	29	0	.....	.....	358	.....	.....	280
0	0	0	0	0	58	45	0	0	0	0	0	0	0	281
.....	.....	.....	.....	.....	38	38	.....	.....	.....	.....	.....	.....	.....	282
.....	.....	.....	.....	.....	107	35	4	14	.....	.....	.....	.....	.....	283
.....	.....	.....	.....	.....	185	100	40	0	.....	.....	.....	.....	.....	284
.....	.....	.....	.....	.....	40	26	.....	.....	.....	.....	.....	.....	.....	285
.....	.....	.....	.....	.....	53	44	.....	.....	.....	.....	.....	.....	.....	286
.....	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	.....	287
.....	.....	.....	.....	.....	105	105	.....	.....	.....	.....	250	.....	.....	288
.....	.....	.....	.....	.....	199	108	131	0	.....	.....	.....	142	.....	289
.....	107	.....	.....	.....	436	111	.....	.....	.....	.....	.....	33	.....	290
.....	.....	.....	.....	.....	.....	.....	9	0	32	0	.....	15	.....	291
.....	.....	.....	.....	.....	68	49	127	216	424	17	.....	.....	.....	292
0	0	0	0	0	91	91	0	0	0	0	0	4	0	293
.....	.....	.....	.....	.....	70	70	.....	.....	20	0	70	18	.....	294
.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	295
.....	.....	.....	.....	.....	217	106	.....	.....	.....	.....	.....	.....	.....	296
.....	.....	.....	.....	.....	48	21	.....	.....	.....	.....	.....	.....	.....	297
36	49	.....	.....	.....	877	255	68	198	.....	.....	.....	586	120	298
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	299
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	446	.....	.....	300
.....	.....	.....	.....	.....	51	25	.....	.....	47	0	.....	10	5	301
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	302
.....	.....	.....	.....	.....	97	94	34	0	.....	.....	184	87	.....	303
.....	.....	.....	.....	.....	141	102	.....	.....	.....	.....	.....	.....	.....	304
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	305
.....	.....	.....	.....	.....	31	15	.....	.....	.....	.....	.....	51	14	306
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	169	113	.....	307
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	308
.....	.....	.....	.....	.....	100	25	.....	.....	11	9	.....	25	10	309

[a] Includes electrical engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	NORTH CAROLINA—continued.							
310	Catawba College *	19	.....	.....	.....	.....	.....	.....
311	Shaw University	57	0	0	0	0	0	0
312	Livingstone College *	28	.....	.....	.....	.....	.....	.....
313	Wake Forest College	215	0	0	0	0	0	0
314	Weaverville College	43	.....	.....	.....	.....	.....	.....
315	North Carolina College of Agriculture and Mechanic Arts.	.....	56	68	94	74	21	1
	NORTH DAKOTA.							
316	North Dakota Agricultural College	.....	25	20	.....	.....	.....	.....
317	Fargo College	47	.....	.....	.....	.....	.....	.....
318	University of North Dakota	113	0	29	16	29	0	19
	OHIO.							
319	Buchtel College	108	.....	.....	.....	.....	.....	.....
320	Mount Union College	87	.....	.....	.....	.....	.....	.....
321	Ohio University	173	0	0	13	68	0	0
322	Baldwin University *	73	.....	6	1	.....	.....	.....
323	German Wallace College	32	.....	.....	.....	.....	.....	.....
324	Cedarville College	37	.....	.....	.....	.....	.....	.....
325	St. Xavier College	99	0	0	0	0	0	0
326	University of Cincinnati	396	.....	20	50	29	18	.....
327	Case School of Applied Science	.....	.....	112	49	79	33	34
328	St. Ignatius College	36	.....	.....	.....	.....	.....	.....
329	Western Reserve University	551	.....	.....	.....	.....	.....	.....
330	Capital University	91	.....	.....	.....	.....	.....	.....
331	Ohio State University	589	200	73	128	139	26	60
332	St. Mary's Institute	150	.....	.....	.....	.....	.....	.....
333	Defiance College *	60	.....	.....	.....	.....	.....	.....
334	Ohio Wesleyan University	664	0	0	0	0	0	0
335	Findlay College	22	.....	.....	.....	.....	.....	.....
336	Kenyon College	128	.....	.....	.....	.....	.....	.....
337	Denison University	339	.....	.....	.....	.....	.....	.....
338	Hiram College	140	.....	.....	.....	.....	.....	.....
339	Marietta College	94	.....	.....	.....	.....	.....	.....
340	Franklin College *	100	.....	.....	.....	.....	.....	.....
341	Muskingum College	131	.....	.....	.....	.....	.....	.....
342	Oberlin College	714	.....	.....	.....	.....	.....	.....
343	Miami University	.....	.....	.....	.....	.....	.....	.....
344	Rio Grande College	12	0	0	0	0	0	0
345	Scio College *	23	.....	.....	4	.....	.....	.....
346	Wittenberg College	195	.....	.....	.....	.....	.....	.....
347	Heidelberg University	100	.....	.....	.....	.....	.....	.....
348	Otterbein University	179	.....	.....	.....	.....	.....	.....
349	West Lafayette College	54	.....	.....	.....	.....	.....	.....
350	Wilmington College	56	.....	.....	.....	.....	.....	.....
351	University of Wooster	280	.....	.....	.....	.....	.....	.....
352	Antioch College	24	.....	.....	.....	.....	.....	.....
	OKLAHOMA.							
353	Kingfisher College	45	.....	.....	.....	.....	.....	.....
354	University of Oklahoma	152	.....	.....	.....	.....	.....	8
355	Epworth University	76	.....	.....	.....	.....	.....	.....
356	Oklahoma Agricultural and Mechanical College	.....	18	46	.....	.....	.....	.....
	OREGON.							
357	Albany College	24	.....	.....	.....	.....	.....	.....
358	Oregon State Agricultural College	.....	66	138	.....	21	.....	41
359	Dallas College	16	.....	.....	.....	.....	.....	.....
360	University of Oregon	227	.....	5	34	15	.....	18
361	Pacific University	35	.....	.....	.....	.....	.....	.....
362	McMinnville College	81	.....	.....	.....	.....	.....	.....
363	Philomath College	26	.....	.....	.....	.....	.....	.....
364	Willamette University	44	.....	.....	.....	.....	.....	.....

* Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
					17	14			10	6		29	5	310
0	0	0	0	0	150	50	0	0	0	0	0	69	0	311
					28	28	17	13						312
0	0	0	0	0	215	67	72	0	0	0	0	0	0	313
									20	0		22		314
(a)											400			315
					12		1	31	120	32	225	38	11	316
					28	14	2	7	21	9		115		317
0	0	0	6		63	9	16	100	52	28	0	29	52	318
					29	8			34	29		28	29	319
					74	45	20	36	40	70		113	10	320
0	0	0	0	0	128	32	50	54	91	63	0	252	148	321
29				4			7	28						322
				41	55	24			35	6	63	171		323
					43	37						43		324
0	0	0	0	0	83	83	0	0	43	0	0	0	0	325
					74	97	58	174						326
														327
					36	29								328
														329
														330
291	10		45		105	54	38	0			1,065			331
					50	50			24	0		32		332
														333
40	0	0	50	0	224	78					150	240	50	334
					8	9	11	20	44	52		167		335
					43	25								336
												125	25	337
					65	43			24	9		44	20	338
					40	15	2	2				122	25	339
					70	16	5	9	5	5		10		340
					131	35	20	25				103	15	341
														342
					41	8	6	255				61		343
0	0	0	0	0	12	0	6	6	0	0	0	26	0	344
							9	37	48	31	73	59		345
					160	40	4	15				50	8	346
					48	28	11	6	54	30		99	68	347
					129	50	29	20				162	68	348
					43	28			6	3		41	21	349
														350
					190	90	9	36				56		351
							4	3				22		352
					17	9			21	6		94	27	353
26									21	11		100	33	354
					160	82	1	7	32	20		61	5	355
					45				19	20				356
					24	12	0	4	37	14		40		357
			65	82							523	50		358
					16	6						45	12	359
														360
												39		361
					75	6	0	5	23	11		55		362
					30	10			10	6		25		363
					35	24	2	24				150	35	364

a 27 textile engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA.							
365	Western University of Pennsylvania	52	.....	41	58	32	5	9
366	Muhlenberg College	84	.....	.....	.....	.....	.....	.....
367	Lebanon Valley College	86	.....	.....	.....	.....	.....	.....
368	St. Vincent College	82	.....	.....	.....	.....	.....	.....
369	Beaver College	46	.....	.....	.....	.....	.....	.....
370	Geneva College	89	.....	.....	.....	.....	.....	.....
371	Moravian College	27	0	0	0	2	0	0
372	Dickinson College	250	.....	.....	.....	.....	.....	.....
373	Pennsylvania Military College	.....	.....	.....	75	.....	.....	27
374	Ursinus College	102	.....	.....	.....	.....	.....	.....
375	Lafayette College	165	.....	.....	93	40	35	27
376	Pennsylvania College	212	.....	.....	.....	.....	.....	.....
377	Grove City College	.....	.....	.....	.....	.....	.....	.....
378	Haverford College	119	.....	19	.....	.....	.....	.....
379	Juniata College	35	.....	.....	.....	.....	.....	.....
380	Franklin and Marshall College	204	.....	.....	.....	.....	.....	.....
381	Bucknell University	190	.....	.....	.....	.....	.....	.....
382	Lincoln University	101	.....	.....	.....	.....	.....	.....
383	Allegheny College	214	.....	.....	61	.....	.....	.....
384	Albright College	49	.....	.....	.....	.....	.....	.....
385	Westminster College*	186	.....	.....	.....	.....	.....	.....
386	Central High School	1,900	.....	.....	.....	.....	.....	.....
387	La Salle College	56	0	0	0	0	0	0
388	Temple College	104	.....	.....	19	.....	.....	.....
389	University of Pennsylvania	308	.....	207	235	81	30	.....
390	Holy Ghost College	200	.....	.....	.....	.....	.....	.....
391	Susquehanna University	47	.....	.....	.....	.....	.....	.....
392	Lehigh University	44	.....	165	206	100	16	102
393	Pennsylvania State College	12	31	119	136	203	16	105
394	Swarthmore College	207	.....	32	46	10	12	.....
395	Villanova College	60	.....	8	.....	.....	.....	.....
396	Washington and Jefferson College	240	.....	.....	12	.....	.....	.....
397	Waynesburg College	125	.....	.....	.....	.....	.....	.....
	RHODE ISLAND.							
398	Rhode Island College of Agriculture and Mechanic Arts.	.....	4	1	2	6	.....	.....
399	Brown University	620	.....	.....	.....	.....	.....	.....
	SOUTH CAROLINA.							
400	College of Charleston	56	.....	.....	.....	.....	.....	.....
401	South Carolina Military Academy	.....	.....	.....	.....	.....	.....	.....
402	Clemson Agricultural College	.....	222	107	47	.....	.....	.....
403	Presbyterian College of South Carolina	60	.....	.....	.....	.....	.....	.....
404	Allen University	14	.....	.....	.....	.....	.....	.....
405	University of South Carolina	204	.....	.....	.....	.....	.....	.....
406	Erskine College	150	.....	.....	.....	.....	.....	.....
407	Furman University	140	.....	.....	.....	.....	.....	.....
408	Newberry College	132	.....	10	.....	8	.....	.....
409	Claflin University	24	.....	.....	.....	.....	.....	.....
410	Wofford College	248	.....	.....	.....	.....	.....	.....
	SOUTH DAKOTA.							
411	South Dakota Agricultural College	68	13	7	11	36	0	0
412	Huron College	25	.....	.....	.....	.....	.....	.....
413	Dakota Wesleyan University	83	0	0	0	0	0	0
414	State School of Mines	.....	.....	.....	.....	.....	.....	92
415	Redfield College	15	.....	.....	.....	.....	.....	.....
416	University of South Dakota	117	.....	26	.....	.....	.....	.....
417	Yankton College	61	.....	.....	.....	.....	.....	.....

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.	Students in military drill.	Students in music.	Students in art.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	.....	.....	.....	.....	21	9	1	28	.....	.....	.....	.....	.....	365
.....	.....	.....	.....	.....	84	75	20	0	.....	.....	.....	.....	.....	366
.....	.....	.....	.....	.....	85	35	20	41	.....	.....	.....	105	29	367
.....	.....	.....	.....	.....	82	82	.....	.....	.....	.....	.....	.....	.....	368
.....	.....	.....	.....	.....	20	9	.....	.....	.....	.....	.....	108	20	369
.....	.....	.....	.....	.....	35	26	.....	.....	.....	.....	.....	74	12	370
0	0	0	0	0	27	21	5	0	0	0	0	1	1	371
.....	.....	.....	.....	.....	182	69	.....	.....	.....	.....	.....	.....	.....	372
.....	.....	.....	.....	.....	22	.....	.....	.....	.....	.....	148	.....	.....	373
.....	.....	.....	.....	.....	102	21	7	2	.....	.....	.....	15	.....	374
.....	.....	.....	.....	.....	155	85	.....	.....	.....	.....	.....	.....	.....	375
.....	.....	.....	.....	.....	179	111	.....	.....	.....	.....	.....	.....	.....	376
.....	.....	.....	.....	.....	.....	.....	2	32	29	24	150	140	10	377
.....	.....	.....	.....	.....	50	24	.....	.....	.....	.....	.....	.....	.....	378
.....	.....	.....	.....	.....	22	12	49	51	26	10	.....	44	.....	379
.....	.....	.....	.....	.....	150	98	.....	.....	.....	.....	.....	.....	.....	380
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	112	19	381
.....	.....	.....	.....	.....	101	101	.....	.....	.....	.....	.....	.....	.....	382
.....	.....	.....	.....	.....	149	55	.....	.....	.....	.....	.....	.....	.....	383
.....	.....	.....	.....	.....	.....	.....	21	16	.....	.....	.....	41	26	384
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	385
.....	.....	.....	.....	.....	1,500	300	47	0	450	0	.....	.....	.....	386
0	0	0	0	.....	0	0	0	0	20	0	.....	.....	.....	387
.....	.....	.....	.....	.....	13	6	38	63	.....	.....	.....	.....	.....	388
.....	129	.....	.....	.....	.....	.....	20	236	.....	.....	.....	41	.....	389
25	.....	.....	.....	150	180	140	.....	.....	150	0	.....	36	.....	390
.....	.....	.....	.....	.....	38	26	17	20	28	16	.....	52	18	391
.....	.....	.....	.....	.....	27	15	3	0	.....	.....	.....	.....	.....	392
.....	.....	.....	.....	.....	1	0	.....	.....	.....	.....	500	.....	.....	393
.....	.....	.....	.....	.....	44	25	10	40	.....	.....	.....	.....	58	394
.....	.....	.....	.....	.....	60	60	.....	.....	.....	.....	.....	.....	.....	395
.....	.....	.....	.....	.....	155	83	.....	.....	.....	.....	.....	.....	.....	396
.....	.....	.....	.....	.....	35	15	10	15	.....	.....	.....	136	.....	397
20	.....	.....	.....	.....	.....	.....	.....	.....	0	3	70	.....	.....	398
142	.....	.....	.....	.....	198	86	36	58	.....	.....	.....	.....	91	399
8	.....	.....	.....	.....	27	4	.....	.....	.....	.....	.....	.....	.....	400
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	170	.....	.....	401
[a]166	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	649	.....	.....	402
.....	.....	.....	.....	.....	40	12	.....	.....	18	4	.....	.....	.....	403
.....	.....	.....	2	.....	14	14	49	72	.....	.....	.....	2	.....	404
.....	.....	.....	.....	.....	47	19	63	0	.....	.....	.....	.....	.....	405
.....	.....	.....	.....	.....	150	150	8	2	.....	.....	.....	.....	.....	406
.....	.....	.....	.....	.....	110	45	.....	.....	.....	.....	.....	.....	.....	407
.....	.....	.....	.....	.....	98	45	.....	.....	.....	.....	.....	.....	.....	408
.....	.....	.....	.....	.....	12	3	12	70	.....	.....	.....	27	.....	409
.....	.....	.....	.....	.....	117	49	.....	.....	.....	.....	.....	.....	.....	410
0	0	0	21	10	23	0	2	6	22	6	220	100	54	411
.....	.....	.....	.....	.....	25	15	1	33	50	16	.....	54	19	412
0	0	0	0	0	15	14	10	18	120	57	.....	197	46	413
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	414
.....	.....	.....	.....	.....	3	2	2	1	25	14	.....	.....	.....	415
.....	.....	.....	.....	9	33	16	5	12	23	12	62	74	10	416
.....	.....	.....	.....	.....	0	4	6	6	2	0	.....	116	11	417

[a] Includes 12 textile engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	TENNESSEE.							
418	Grant University	132	.....	.....	.....	.....	.....	.....
419	King College	12	.....	.....	.....	.....	.....	.....
420	Southwestern Presbyterian University	49	.....	.....	.....	.....	.....	.....
421	Hiwassee College	40	.....	.....	.....	.....	.....	.....
422	Southwestern Baptist University*	40	0	0	6	0	0	0
423	Carson and Newman College	100	.....	.....	.....	.....	.....	.....
424	Knoxville College	22	.....	.....	.....	.....	.....	.....
425	University of Tennessee	163	26	8	14	23	2	1
426	Cumberland University	60	.....	.....	3	.....	.....	.....
427	Bethel College*	115	.....	.....	.....	.....	.....	.....
428	Maryville College*	125	.....	.....	.....	.....	.....	.....
429	Christian Brothers College	39	.....	.....	.....	.....	.....	.....
430	Milligan College*	55	.....	.....	.....	.....	.....	.....
431	Fisk University	109	.....	.....	.....	.....	.....	.....
432	Vanderbilt University	227	.....	21	32	.....	.....	2
433	Walden University*	135	.....	.....	.....	.....	.....	.....
434	University of the South	131	.....	.....	8	.....	.....	.....
435	Burritt College	42	.....	.....	.....	.....	.....	.....
436	Greeneville and Tusculum College*	44	.....	.....	.....	.....	.....	.....
437	Washington College	16	.....	.....	.....	.....	.....	.....
	TEXAS.							
438	St. Edward's College	74	.....	5	.....	4	.....	.....
439	University of Texas	.....	.....	.....	.....	.....	.....	.....
440	Agricultural and Mechanical College of Texas	.....	106	48	110	79	.....	.....
441	Howard Payne College*	90	.....	.....	.....	.....	.....	.....
442	Fort Worth University	15	.....	.....	.....	.....	.....	.....
443	Polytechnic College	30	.....	.....	.....	.....	.....	.....
444	St. Mary's University	.....	.....	.....	.....	.....	.....	.....
445	Southwestern University	233	0	0	0	0	0	0
446	Burleson College*	140	.....	.....	.....	.....	.....	.....
447	Wiley University	28	.....	.....	.....	.....	.....	.....
448	Texas Christian University	103	.....	.....	.....	.....	.....	.....
449	Austin College	80	.....	.....	.....	.....	.....	.....
450	Baylor University	496	.....	.....	.....	.....	.....	.....
451	Paul Quinn College*	45	.....	.....	.....	.....	.....	.....
452	Trinity University	80	.....	.....	.....	.....	.....	.....
	UTAH.							
453	Agricultural College of Utah	30	24	.....	.....	.....	.....	.....
454	Brigham Young College	51	.....	.....	20	.....	.....	.....
455	University of Utah	180	0	3	11	14	3	121
	VERMONT.							
456	University of Vermont and State Agricultural College.	111	44	21	57	38	27	.....
457	Middlebury College*	134	0	0	0	0	0	0
458	Norwich University	2	.....	.....	120	.....	7	.....
	VIRGINIA.							
459	Randolph-Macon College	144	.....	.....	.....	.....	.....	.....
460	Virginia Agricultural and Mechanical College and Polytechnic Institute.	.....	69	120	180	186	.....	.....
461	Bridgewater College	33	0	0	0	0	0	0
462	University of Virginia	298	.....	.....	.....	.....	.....	.....
463	Emory and Henry College	88	.....	.....	.....	.....	.....	.....
464	Fredericksburg College	37	.....	.....	.....	.....	.....	.....
465	Hampden-Sidney College	82	.....	.....	.....	.....	.....	.....
466	Virginia Military Institute	.....	.....	.....	53	33	6	.....
467	Washington and Lee University	193	.....	.....	100	.....	.....	.....
468	Virginia Christian College	90	.....	.....	.....	.....	.....	.....

* Statistics of 1904-5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
					30	18	18	10	10	0		72		418
					9	6								419
					40	38								420
					40	8	12	16	14	3		25		421
0	0	0	0	0	60	35	15	21	60	37		21	1	422
					40	10	6	12	27	26	30	96	18	423
					22	17	48	55			90	72		424
71			36		87	26	3	1			236		14	425
	1				40	20						4		426
					75	10	12	10	6	1		50		427
					30	14	24	30	73	20	87	75	18	428
														429
					30	12			7	8	25	29		430
					72	61	3	81				29		431
					92	58								432
							127	147	11	17		76		433
					64	24					125			434
					28	12	46	24	32	14		64	38	435
					44	25	6	0				49	5	436
					15	12	2	7				29		437
					15				150	0		40	3	438
					173	75	84	200						439
(a)	7										411			440
					85	60	20	25	35	23	35	66	14	441
					3	2	0	2	200	172	30	56	30	442
					30	15			55	12	105	130	22	443
					25	5			5	0		12		444
0	0	0	0	0	75	40	0	0	0	0	0	117	26	445
					45	21	10	8	10	3		47		446
							27	32	22	8		101		447
									50	20	160	117	21	448
					80	40								449
					153	54						380	20	450
					28	5	0	10	12	4		16		451
					35	20			35	6		85	11	452
			22								238			453
					8		36	125	65	9		118	93	454
					57	15	24	139				247	163	455
				34	36	11					142			456
0	0	0	0	0	112	30	14	14	0	0	0	0	0	457
					6	2					134			458
					91	28								459
					31						599			460
0	0	0	0		24	10	18	24	14	8	0	59	0	461
118					95	24	0	0	0	0	0	0	0	462
					44	16	11							463
														464
					74	19			10	0				465
					91						310			466
					69	32								467
					60	25	15	15				68	8	468

a Fourteen textile engineering students.

TABLE 26.—*Statistics of universities, colleges, and*

	Name.	Number of students in undergraduate courses.						
		Liberal arts.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.
	1	2	3	4	5	6	7	8
	VIRGINIA—continued.							
469	Richmond College	218	.....	.....	.....	.....	.....	.....
470	Virginia Union University	36	40	.....	.....	.....	.....	.....
471	Roanoke College	176	.....	.....	.....	.....	.....	.....
472	College of William and Mary	50	.....	.....	.....	.....	.....	.....
	WASHINGTON.							
473	State College of Washington	43	39	26	47	35	0	14
474	University of Washington	661	.....	34	60	58	9	65
475	Gonzaga College	195	.....	.....	.....	.....	.....	.....
476	University of Puget Sound	42	.....	.....	.....	.....	.....	.....
477	Whitworth College	66	.....	.....	.....	.....	.....	.....
478	Whitman College*	90	.....	.....	.....	.....	.....	.....
	WEST VIRGINIA.							
479	Morris Harvey College	38	.....	.....	.....	.....	.....	.....
480	Bethany College	180	.....	.....	.....	.....	.....	.....
481	Davis and Elkins College	6	.....	.....	.....	.....	.....	.....
482	West Virginia University	214	4	35	51	.....	.....	.....
	WISCONSIN.							
483	Lawrence University	256	.....	.....	.....	.....	.....	.....
484	Beloit College	288	0	0	0	0	0	0
485	University of Wisconsin	1,162	119	94	140	159	17	.....
486	Milton College	43	0	0	0	0	0	0
487	Concordia College	146	.....	.....	.....	.....	.....	.....
488	Marquette College	89	.....	.....	.....	.....	.....	.....
489	Mission House	36	0	0	0	0	0	0
490	Ripon College	110	.....	.....	.....	.....	.....	.....
491	Northwestern University	71	.....	.....	.....	.....	.....	.....
492	Carroll College	50	.....	.....	.....	.....	.....	.....
	WYOMING.							
493	University of Wyoming	25	4	3	1	.....	.....	5

*Statistics of 1904–5.

technological schools for men and for both sexes—Continued.

Number of students in undergraduate courses.					College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.	Students in music.	Students in art.	
General engineering.	Architecture.	Sanitary engineering.	Household economy.	Commerce.	Latin.	Greek.	Men.	Women.	Men.	Women.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	.....	.....	.....	.....	131	41	.....	.....	.....	.....	.....	.....	.....	469
.....	.....	.....	.....	.....	10	10	30	0	.....	.....	.....	80	.....	470
.....	.....	.....	.....	.....	176	30	.....	.....	22	4	.....	.....	.....	471
.....	.....	.....	.....	.....	50	15	100	0	.....	.....	.....	.....	.....	472
0	0	0	24	.....	4	3	6	5	46	28	425	45	22	473
.....	.....	.....	.....	.....	91	33	12	63	.....	.....	.....	.....	.....	474
.....	.....	.....	.....	.....	195	145	.....	.....	155	0	150	110	.....	475
.....	.....	.....	.....	.....	29	19	5	6	12	12	.....	134	21	476
.....	.....	.....	.....	.....	60	25	.....	.....	.....	.....	.....	63	9	477
.....	.....	.....	.....	.....	39	27	.....	.....	17	13	.....	186	.....	478
.....	.....	.....	.....	.....	35	7	5	7	27	9	.....	55	6	479
.....	.....	.....	.....	.....	139	67	16	8	13	3	.....	36	27	480
.....	.....	.....	.....	.....										481
.....	.....	.....	.....	.....	115	35	35	8	25	23	225	204	158	482
.....	.....	.....	.....	.....	72	18	24	29	12	21	.....	113	36	483
0	0	0	0	0	60	25	20	22	0	0	0	149	0	484
296	.....	15	51	222	358	70	41	36	.....	.....	410	209	.....	485
0	0	0	0	0	22	4	0	0	0	0	28	76	0	486
.....	.....	.....	.....	.....	146	146	.....	.....	.....	.....	.....	.....	.....	487
.....	.....	.....	.....	.....	89	89	.....	.....	96	0	.....	.....	.....	488
0	0	0	0	0	36	36	0	0	16	0	.....	52	.....	489
.....	.....	.....	.....	.....	15	24	4	9	.....	.....	.....	26	14	490
.....	.....	.....	.....	.....	71	71	6	0	28	6	75	.....	.....	491
.....	.....	.....	.....	.....	9	6	0	4	.....	.....	.....	36	8	492
.....	.....	.....	.....	.....	9	6	2	40	24	24	83	23	.....	493

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	ALABAMA.									
1	Alabama Polytechnic Institute	(a)	$12	$133	$156	0	12	20,890	2,000	$39,200
2	Howard College	$60	15	.....	205	....	54	.....	.....	.....
3	Southern University	50	12	99	135	....	7	8,000	.....	.....
4	St. Bernard College	40	.....	160	160	0	0	3,000	500	5,000
5	Springhill College	.....	.....	b 300	.....	....	....	30,000	.....	9,000
6	University of Alabama	(c)	12	125	200	11	2	25,000	10,000	40,000
	ARIZONA.									
7	University of Arizona	(c)	5	250	300	....	1	11,000	13,500	20,415
	ARKANSAS.									
8	Henderson College	50	10	130	200	....	43	800	300	1,000
9	Ouachita College*	50	4–14	100	120	0	0	8,000	1,000	10,000
10	Arkansas College	50	5–7	100	125	0	8	4,400	1,500	3,500
11	Arkansas Cumberland College	40	1	110	150	0	0	3,000	2,000	1,500
12	Hendrix College	60	4	108	135	0	65	8,300	6,000	5,000
13	University of Arkansas	0	5	162	210	0	0	13,000	4,000	18,000
14	Philander Smith College	16	12	.....	72	0	0	3,000	500	2,500
	CALIFORNIA.									
15	University of California	(c)	3	225	275	14	92	210,000	100,000	300,000
16	Pomona College	70	4	200	300	....	....	8,707	.....	9,000
17	Occidental College	60	.....	180	203	....	7	5,000	100	5,000
18	St. Vincent's College	50	10	250	300	0	2	4,000	1,000	4,000
19	University of Southern California	70	14	150	180	0	9	8,000	5,000	.....
20	California College	70	0	220	250	0	2	3,000	500	2,500
21	St. Mary's College	100	.....	200	300	....	....	12,800	870	20,000
22	Throop Polytechnic Institute	85	.....	180	250	0	....	2,000	1,000	3,000
23	St. Ignatius College	80	50	.....	.....	....	2	.....	.....	.....
24	University of the Pacific	0	20	190	210	....	....	9,000	6,325	12,000
25	Santa Clara College	.....	.....	b 350	.....	0	0	17,950	840	36,350
26	Leland Stanford Junior University.	0	.....	.....	.....	0	0	88,000	.....	.....
	COLORADO.									
27	University of Colorado	12	5	125	250	7	....	37,000	.....	60,000
28	Colorado College	50	8	150	225	....	80	37,000	37,000	30,000
29	College of the Sacred Heart	30	8	200	220	0	0	7,000	.....	4,500
30	State Agricultural College	0	3	190	250	....	1	19,080	16,000	31,248
31	Colorado School of Mines	(d)	.....	250	350	....	....	8,000	4,000	15,000
32	University of Denver	36	5	150	250	....	120	9,500	.....	10,000
	CONNECTICUT.									
33	Trinity College	100	30	170	190	2	75	51,000	31,000	.....
34	Wesleyan University	85	40	160	250	....	20	72,000	.....	60,000
35	Yale University	155	18	335	545	33	652	500,000	.....	.....
36	Connecticut Agricultural College	0	.....	140	175	0	0	10,520	1,000	20,000
	DELAWARE.									
37	State College for Colored Students	20	0	.....	72	0	0	800	500	300
38	Delaware College	60	.....	200	250	0	0	14,600	9,000	22,900

* Statistics of 1904–5. a Free to residents. b Including tuition.

technological schools for men and for both sexes.

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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$64,782	$158,200	$253,500	$1,180	$20,280	$1,500	$29,600	$28,725	$7,904	$89,189	0	1
.....	100,000	100,000	.....	.....	.....	.....	.....	.....	17,000	$110,000	2
10,000	135,000	70,342	4,895	2,741	.....	.....	.....	4,604	12,240	4,026	3
4,000	100,000	0	17,988	0	0	0	0	0	17,988	1,300	4
15,000	300,000	0	*50,000	0	0	0	0	0	*50,000	.....	5
20,000	300,000	1,000,000	14,500	46,000	.....	5,000	.....	.....	65,500	.....	6
48,673	178,349	.....	4,299	.....	27,000	20,000	45,000	.....	96,299	500	7
3,000	75,000	.....	18,750	.....	.....	.....	.....	.....	18,750	.....	8
23,000	95,000	0	20,230	0	0	0	0	7,543	27,773	.....	9
1,200	25,000	25,200	.....	.....	.....	.....	.....	.....	.....	.....	10
5,000	25,000	10,000	2,200	350	0	0	0	0	2,550	1,000	11
4,000	75,000	50,000	5,200	3,000	.....	.....	.....	3,000	11,200	6,000	12
106,000	412,000	130,000	5,375	3,900	75,000	50,000	33,182	317	167,774	.....	13
2,800	47,000	.....	3,968	.....	.....	.....	.....	10,335	14,303	521	14
.....	3,947,018	4,434,309	41,545	194,113	342,832	132,584	40,000	20,489	771,563	292,627	15
35,000	98,468	269,201	32,239	13,750	.....	.....	.....	.....	45,989	64,215	16
5,000	200,000	225,000	20,000	25,000	.....	.....	.....	.....	45,000	225,000	17
1,000	85,000	0	16,000	0	0	0	0	0	16,000	1,000	18
15,000	200,000	300,000	18,218	16,000	.....	.....	.....	3,000	37,218	25,000	19
5,000	55,000	38,000	1,700	2,100	.....	.....	.....	.....	3,800	4,500	20
50,000	300,000	.....	50,000	.....	.....	.....	.....	.....	50,000	.....	21
24,000	135,000	102,000	38,403	6,453	.....	.....	.....	19,548	64,404	2,000	22
.....	1,000,000	.....	3,500	.....	.....	.....	.....	.....	3,500	.....	23
15,000	175,000	100,000	24,287	2,587	.....	.....	.....	.....	26,874	6,791	24
35,400	265,000	0	.....	.....	.....	.....	.....	.....	.....	.....	25
.....	4,000,000	25,000,000	.....	750,000	0	0	0	0	.....	.....	26
90,000	350,000	.....	22,000	.....	138,000	.....	.....	.....	160,000	2,500	27
30,000	800,000	420,778	15,795	23,899	0	0	0	295	39,989	49,524	28
18,400	195,000	600	30,800	30	0	0	0	0	30,830	220	29
108,080	315,251	109,411	.....	31,107	69,070	15,000	45,000	7,589	167,766	0	30
115,000	315,000	.....	25,000	.....	70,000	.....	.....	.....	95,000	80,000	31
50,000	236,500	350,277	52,657	8,235	.....	.....	.....	22,610	83,502	.....	32
60,000	950,000	620,500	13,538	29,507	.....	.....	.....	.....	43,045	12,000	33
194,862	725,943	1,447,146	43,740	70,014	.....	.....	.....	510	114,264	51,189	34
.....	.....	7,862,060	491,971	326,815	0	0	0	102,656	921,442	1,145,515	35
52,900	205,000	195,000	.....	6,756	20,000	61,800	32,500	31,753	152,809	75,000	36
2,000	30,000	.....	.....	.....	.....	3,000	5,000	.....	8,000	.....	37
76,700	155,000	83,000	900	4,980	.....	7,500	35,000	4,770	53,150	.....	38

[c] Free to residents; $20 to nonresidents.

[d] Free to residents; $100 to nonresidents.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	DISTRICT OF COLUMBIA.									
39	Catholic University of America	$100	.....	$200	$300	....	13	35,000	5,000	21,071
40	Gallaudet College	.....	.....	150	250	3	93	6,000	.....	10,000
41	Georgetown University	150	$12	422	500	....	....	85,000	5,000	50,000
42	George Washington University	150	7	160	200	....	30	13,700	2,500	20,409
43	Gonzaga College*	40	.....	.....	.....	0	12	10,000	1,000	.....
44	Howard University	10	2	100	110	....	....	46,888	.....	100,000
45	St. John's College	100	5	.....	.....	....	....	4,000	.....	4,000
	FLORIDA.									
46	John B. Stetson University	73	0	130	172	....	6	15,000	.....	14,000
47	University of Florida	(a)	5	120	150	0	0	6,000	2,000	13,500
48	St. Leo College	50	.....	100	150	....	....	5,000	3,000	5,000
49	Rollins College	52	.....	.....	150	....	10	2,000	2,000	5,000
	GEORGIA.									
50	University of Georgia	(b)	15	75	135	....	....	40,000	.....	40,000
51	Atlanta Baptist College	12	.....	.....	80	....	14	2,500	500	4,000
52	Atlanta University	16	0	80	80	0	0	12,000	700	12,000
53	Georgia School of Technology	(c)	0	121	144	....	4	3,500	500	4,000
54	Morris Brown College	10	3	.....	65	....	....	1,500	200	1,500
55	Bowdon College	32	1	90	120	0	0	1,000	300	1,000
56	North Georgia Agricultural College.	0	10	72	90	0	0	8,000	.....	3,000
57	Mercer University	55	5	90	135	....	1	15,000	.....	20,000
58	Emory College	60	4	150	200	....	....	31,000	.....	31,000
59	Clark University*	12	6	.....	76	....	....	1,000	.....	1,200
60	Nannie Lou Warthen Institute	22	.....	72	100	....	1	550	200	500
61	Young Harris College*	15	.....	83	100	....	....	800	300	1,000
	IDAHO.									
62	University of Idaho	0	0	200	250	0	0	1,500	150	2,200
	ILLINOIS.									
63	Hedding College	38	12	160	200	....	30	5,000	2,000	8,000
64	Illinois Wesleyan University	40	10	100	200	0	9	8,500	1,000	6,000
65	St. Viateur's College	50	.....	200	.....	0	0	.....	.....	.....
66	Blackburn College	50	5	125	160	0	5	3,987	1,223	5,600
67	Carthage College	40	10	125	200	0	30	8,000	2,000	10,000
68	Armour Institute of Technology	120	.....	400	500	0	5	20,000	1,800	50,000
69	Lewis Institute	60	20	300	600	....	5	13,000	2,000	16,500
70	St. Ignatius College	40	12	.....	.....	....	12	30,000	5,000	50,000
71	St. Stanislaus College	30	.....	.....	170	....	....	2,500	500	3,500
72	University of Chicago	120	15	305	396	82	477	447,166	.....	499,086
73	James Millikin University	30	3	150	175	2	13	3,500	.....	4,000
74	Evangelical Proseminary	50	6	.....	94	....	....	1,572	123	2,500
75	Eureka College	45	5	100	175	....	....	8,000	.....	7,500
76	Northwestern University	80	5	148	207	4	58	63,205	21,200	130,000
77	Ewing College	32	6	100	145	....	....	6,000	3,000	6,000
78	Knox College	60	.....	175	250	....	5	9,000	.....	9,000
79	Lombard College	36	15	130	.....	....	20	8,000	.....	.....
80	Greenville College*	48	6	125	150	....	13	5,000	500	5,000
81	Illinois College	50	2	110	200	....	15	16,000	.....	16,000
82	Lake Forest College	40	15	168	210	65	....	20,500	.....	15,000
83	McKendree College	45	.....	81	144	....	....	11,000	2,000	15,000
84	Lincoln College	10	20	200	225	....	....	4,000	.....	.....
85	Monmouth College	51	.....	125	175	....	10	6,000	2,000	6,000
86	Northwestern College	54	.....	120	160	....	....	8,000	200	13,500
87	St. Bede College	50	.....	.....	150	0	0	7,000	.....	7,000
88	St. Francis Solanus College	30	15	140	160	0	4	7,500	100	15,500

* Statistics of 1904–5.

a Free to residents; $20 to nonresidents.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$31,286	$758,731	$1,045,259	$6,090	$16,068	.....	.....	.....	$5,507	$27,665	$338,069	39
10,000	725,000	.....	.....	.....	$70,500	$3,000	.....	.....	73,500	.....	40
25,000	3,500,000	.....	34,950	0	0	0	0	0	34,950	79,000	41
39,381	1,118,724	84,330	116,117	10,960	.....	.....	.....	45,609	172,686	9,367	42
.....	250,000	0	4,600	0	0	0	0	.....	4,600	.....	43
.....	2,000,000	170,537	.....	.....	.....	.....	.....	.....	.....	1,627	44
5,000	150,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
36,185	360,000	218,043	18,279	19,926	.....	.....	.....	3,362	41,567	3,358	46
55,000	160,000	215,450	965	10,691	12,263	.....	$32,500	853	57,272	.....	47
300	30,000	.....	2,600	.....	.....	.....	.....	7,800	10,400	.....	48
20,000	65,000	200,000	11,229	8,100	.....	.....	.....	.....	19,329	41,240	49
35,000	550,000	128,000	9,140	9,960	22,500	9,000	16,667	1,957	69,224	25,000	50
4,000	110,000	20,000	9,033	500	.....	.....	.....	9,212	18,745	.....	51
15,000	280,000	53,000	4,224	1,941	.....	.....	.....	.....	6,165	82,000	52
95,000	278,000	0	17,000	0	47,500	10,000	0	10,000	84,500	25,000	53
2,500	75,000	.....	1,740	.....	.....	.....	.....	5,510	7,250	.....	54
1,500	15,000	0	2,000	.....	650	.....	.....	.....	2,650	.....	55
4,000	50,000	0	1,050	0	16,500	0	.....	2,000	19,550	3,000	56
5,000	250,000	309,392	.....	.....	.....	.....	.....	.....	35,000	57,500	57
4,000	200,000	228,679	12,500	10,216	.....	.....	.....	7,284	30,000	.....	58
.....	500,000	.....	4,198	.....	.....	.....	.....	14,697	18,895	.....	59
400	12,000	.....	3,000	.....	.....	700	.....	.....	3,700	10,000	60
600	45,000	14,000	900	700	300	.....	.....	502	2,402	.....	61
33,336	138,000	266,562	0	18,000	17,000	.....	40,000	.....	75,000	6,000	62
8,000	7,500	60,000	12,000	5,000	.....	.....	.....	1,500	18,500	.....	63
34,000	175,000	118,151	8,465	4,657	.....	.....	.....	9,268	22,390	.....	64
.....	150,000	.....	45,000	0	0	0	0	0	45,000	10,000	65
24,000	80,000	21,000	3,120	1,260	.....	.....	.....	1,400	5,780	3,250	66
10,000	60,000	51,500	6,160	3,532	.....	.....	.....	.....	9,692	28,097	67
.....	5,000,000	1,500,000	125,000	75,000	0	0	0	0	200,000	.....	68
100,000	500,000	1,000,000	75,740	55,000	.....	.....	.....	.....	130,740	17,500	69
50,000	200,000	6,000	17,579	240	.....	.....	.....	.....	17,819	.....	70
2,500	100,000	.....	7,500	.....	.....	.....	.....	.....	7,500	.....	71
793,508	7,184,677	8,639,297	538,195	350,353	0	0	0	35,955	924,503	478,673	72
45,000	260,000	200,000	26,652	12,351	.....	.....	.....	25,000	64,003	150	73
1,500	75,000	5,350	5,996	252	.....	.....	.....	14,151	20,399	4,009	74
13,000	97,500	57,500	9,828	1,800	.....	.....	.....	7,000	18,628	.....	75
455,275	3,170,935	5,024,550	357,168	203,595	.....	.....	.....	.....	560,763	523,422	76
1,000	50,000	15,000	5,620	228	.....	.....	.....	.....	5,848	590	77
32,366	219,536	288,790	29,187	12,145	.....	.....	.....	3,867	45,199	.....	78
5,000	150,000	160,000	3,906	7,461	.....	.....	.....	3,813	15,180	.....	79
5,000	60,000	.....	6,125	.....	.....	.....	.....	.....	6,125	.....	80
.....	243,894	230,175	8,515	8,143	.....	.....	.....	.....	16,658	.....	81
5,000	477,226	614,147	13,858	25,907	.....	.....	.....	.....	39,765	9,871	82
2,000	65,000	145,000	4,750	7,308	.....	.....	.....	.....	12,058	109,000	83
8,000	65,000	114,000	3,100	5,600	.....	1,000	.....	.....	9,700	7,000	84
4,000	106,000	246,000	19,392	12,028	.....	.....	.....	4,078	35,498	8,588	85
12,000	140,000	250,000	9,494	12,000	.....	.....	.....	2,639	24,133	30,000	86
.....	340,000	0	7,800	.....	.....	.....	.....	.....	7,800	.....	87
50,000	175,000	.....	35,021	.....	.....	.....	.....	7,321	42,342	.....	88

[b] Free to residents; $50 to nonresidents.

[c] $20 to residents; $100 to nonresidents.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	ILLINOIS—continued.									
89	Augustana College	$36	$6	$100	$153	0	0	21,830	.....	$6,100
90	Shurtleff College	40	26	130	175	0	30	13,000	2,000	10,000
91	University of Illinois	0	26	180	250	7	559	93,426	30,050	140,000
92	Westfield College	30	18	.....	175	....	....	4,000	2,000	4,000
93	Wheaton College	45	.....	100	160	....	....	4,000	.....	4,000
	INDIANA.									
94	Indiana University	0	3	175	250	....	....	60,000	5,000	100,000
95	Wabash College	47	.....	175	225	1	1	42,000	.....	42,000
96	St. Joseph's College	50	7	135	155	....	....	7,400	900	7,700
97	Concordia College	40	.....	72	100	....	....	10,000	.....	10,000
98	Franklin College*	42	.....	150	250	....	....	15,000	1,000	16,000
99	De Pauw University	45	.....	200	325	....	....	28,000	10,000	50,000
100	Hanover College	0	24	125	200	....	3	20,000	3,000	20,000
101	Butler College	45	.....	154	200	....	....	9,800	250	10,000
102	Purdue University	(a)	35	250	350	0	0	16,500	3,500	24,000
103	Union Christian College	33	.....	125	150	....	....	2,000	1,000	1,500
104	Moores Hill College	30	6	160	200	....	1	5,000	2,000	7,000
105	University of Notre Dame	100	10	300	.....	0	5	60,000	3,000	80,000
106	Oakland City College	30	2	90	125	....	6	3,000	1,000	5,000
107	Earlham College	77	.....	250	350	....	45	12,000	500	8,000
108	St. Meinrad College	30	1	.....	125	0	0	20,000	.....	20,000
109	Rose Polytechnic Institute	75	25	200	275	0	0	11,000	2,500	21,000
110	Taylor University	36	3	.....	98	....	....	6,000	.....	10,000
	INDIAN TERRITORY.									
111	Indian University	30	10	.....	120	0	12	1,500	1,000	1,200
112	Henry Kendall College	22	.....	112	112	0	0	3,000	2,000	1,500
	IOWA.									
113	Iowa State College of Agriculture and Mechanic Arts.	(b)	.....	.....	.....	0	....	20,000	5,500	75,000
114	Coe College	40	12	150	200	....	....	5,000	.....	7,500
115	Charles City College	36	6	100	150	....	....	1,700	200	3,000
116	Wartburg College	40	5	150	200	....	14	4,000	.....	5,000
117	Amity College	24	8	110	125	0	0	3,500	500	5,000
118	Luther College	0	15	150	200	....	....	13,800	719	11,500
119	Des Moines College	45	.....	95	133	....	20	5,000	.....	5,000
120	Drake University	50	1	100	150	....	46	11,133	.....	10,857
121	St. Joseph's College	60	.....	140	175	....	12	2,000	.....	3,500
122	Parsons College	32	9	69	120	....	20	1,200	.....	1,000
123	Upper Iowa University	46	.....	75	150	....	16	13,000	6,000	20,000
124	Iowa College	55	.....	183	220	....	....	35,520	.....	30,000
125	Lenox College	30	10	110	160	....	....	4,743	2,000	6,000
126	Simpson College	33	8	106	130	....	11	4,130	.....	2,000
127	State University of Iowa	20	.....	120	160	25	....	60,000	.....	100,000
128	Graceland College	30	3	100	125	0	0	2,200	600	4,900
129	Palmer College	30	3	100	135	0	0	1,200	500	500
130	German College	30	25	150	200	....	....	1,943	.....	2,800
131	Iowa Wesleyan University	45	1	109	130	....	....	8,000	3,500	10,000
132	Cornell College	48	.....	100	175	0	300	26,857	5,500	35,500
133	Penn College	40	3	150	250	....	....	6,700	1,500	4,000
134	Central University of Iowa	20	23	94	150	....	....	5,000	.....	5,000
135	Morningside College	48	5	125	200	0	3	5,000	1,000	4,000
136	Buena Vista College	37	8	150	200	0	4	5,165	.....	5,165
137	Tabor College	30	15	110	150	4	33	13,000	8,000	20,000
138	Leander Clark College	36	4	120	150	0	2	3,600	3,000	7,200

*Statistics of 1904-5.

a Free to residents; $25 to nonresidents.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$10,000	$203,096	$68,000	$14,908	$2,100	.....	.....	.....	$46,255	$63,263	$20,000	89
12,000	122,000	146,182	7,553	5,032	.....	.....	.....	10,701	23,286	5,720	90
560,000	1,675,000	635,026	210,990	33,072	$350,000	$442,035	$40,000	83,266	1,159,363	.....	91
1,500	75,000	40,000	2,000	2,000	.....	.....	.....	2,000	6,000	.....	92
12,000	130,000	75,000	10,175	3,375	.....	.....	.....	1,000	14,550	18,800	93
152,896	494,563	700,000	11,830	42,629	152,222	100,000	.....	344	307,025	.....	94
15,500	242,000	500,000	11,140	24,830	.....	.....	.....	2,150	38,120	.....	95
12,000	182,000	.....	8,000	.....	.....	.....	.....	5,000	13,000	.....	96
500	200,000	.....	13,500	.....	.....	.....	.....	.....	13,500	.....	97
9,000	110,000	312,000	4,710	11,527	.....	.....	.....	.....	16,237	.....	98
15,000	400,000	425,000	30,000	22,000	.....	.....	.....	10,000	62,000	100,000	99
5,000	170,000	200,000	5,000	10,000	.....	.....	.....	.....	15,000	1,000	100
10,000	207,000	210,000	9,400	13,599	.....	.....	.....	.....	22,999	500	101
250,000	780,000	340,000	58,710	17,000	184,245	42,628	40,000	20,834	363,417	.....	102
2,000	25,000	75,000	3,000	3,780	.....	.....	.....	378	7,158	1,200	103
8,000	80,000	25,000	6,500	1,200	.....	.....	.....	1,000	8,700	500	104
200,000	2,000,000	0	80,000	0	0	0	0	0	80,000	0	105
750	30,000	28,500	1,809	800	.....	.....	.....	.....	2,609	3,300	106
25,000	234,000	262,937	18,573	12,000	.....	.....	.....	36,709	67,282	60,000	107
30,000	250,000	0	3,600	0	0	0	0	0	3,600	0	108
105,000	170,000	550,000	14,325	29,500	0	0	0	275	44,100	200	109
10,000	95,000	6,000	6,917	.....	.....	.....	.....	4,174	11,091	7,961	110
5,000	75,000	0	1,500	.....	.....	.....	.....	.....	1,500	7,000	111
5,000	125,000	.....	5,000	.....	.....	.....	.....	.....	5,000	8,180	112
325,000	1,300,000	683,000	31,947	34,170	183,125	266,023	40,000	12,554	567,819	.....	113
10,000	155,000	250,000	8,888	10,535	.....	.....	.....	1,289	20,712	14,000	114
5,000	65,000	53,000	4,309	3,353	.....	.....	.....	3,267	10,929	2,500	115
2,000	100,000	1,400	5,660	.....	.....	.....	.....	3,119	8,779	16,666	116
2,000	25,000	12,000	5,350	910	.....	.....	.....	.....	6,260	2,500	117
.....	112,000	15,826	7,758	426	.....	.....	.....	.....	8,184	.....	118
2,500	85,000	100,532	6,546	5,232	.....	.....	.....	.....	11,778	20,000	119
26,010	307,000	300,455	64,838	14,362	.....	.....	.....	.....	79,200	45,579	120
2,500	220,000	22,000	30,000	1,000	0	0	0	1,000	32,000	35,000	121
13,825	127,500	234,000	3,400	7,800	.....	.....	.....	.....	11,200	2,500	122
2,000	165,000	131,000	16,157	5,300	.....	.....	.....	.....	21,457	33,700	123
25,350	314,200	417,227	32,145	20,650	0	0	0	10,920	63,715	51,018	124
6,500	54,000	13,000	3,703	540	0	0	0	0	4,243	8,323	125
5,500	123,000	90,000	15,566	3,609	.....	.....	.....	1,838	21,013	15,650	126
750,000	1,453,900	235,120	56,513	12,561	189,875	232,500	0	36,576	528,025	3,500	127
1,876	36,155	0	2,700	0	0	0	0	2,500	5,200	0	128
1,000	35,000	51,650	750	2,303	0	0	0	0	3,053	0	129
.....	25,000	29,826	1,800	1,943	.....	.....	.....	1,457	5,200	600	130
25,000	157,000	62,418	10,000	4,500	.....	.....	.....	9,200	23,700	1,000	131
36,500	256,500	450,000	34,927	21,937	0	0	0	0	56,864	.....	132
4,200	52,000	106,000	9,124	4,000	.....	.....	.....	500	13,624	2,200	133
1,500	125,000	60,000	3,500	2,200	.....	.....	.....	.....	5,700	42,000	134
15,000	225,000	219,000	17,023	540	.....	.....	.....	4,683	22,246	204,000	135
5,200	47,232	61,340	4,904	1,533	.....	.....	.....	2,796	9,233	16,093	136
443	88,507	84,100	8,232	4,243	0	0	0	573	13,048	2,500	137
7,600	92,000	150,000	6,228	0	0	0	0	1,500	7,728	150,000	138

[b] Free to residents; $24 to nonresidents.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	KANSAS.									
139	Midland College	$40	$2	.....	$160	....	....	7,500	.....	$10,000
140	St. Benedict's College	60	.....	$140	.....	....	3	3,750	1,000	4,000
141	Baker University	40	0	170	225	....	....	12,000	4,000	20,000
142	College of Emporia	30	30	170	250	....	8	7,015	.....	11,000
143	Highland University	30	0	150	200	0	4	1,500	1,000	1,000
144	Campbell College	40	.....	115	180	....	....	3,000	1,000	2,500
145	Kansas City University*	36	.....	100	150	....	....	2,000	.....	.....
146	University of Kansas	(a)	0	100	120	11	5	51,500	34,000	102,000
147	Kansas Christian College	27	0	110	130	0	0	3,000	500	3,000
148	Bethany College*	50	.....	100	150	0	4	10,000	5,000	10,000
149	Kansas State Agricultural College	(b)	.....	100	200	....	....	30,168	600	52,554
150	Ottawa University	34	6	175	225	0	22	3,944	.....	2,500
151	St. Mary's College	60	22	150	170	0	0	15,500	2,880	15,600
152	Kansas Wesleyan University	35	5	120	150	0	16	6,000	2,000	10,000
153	Cooper College	32	4	160	175	....	1	3,000	2,700	5,000
154	Washburn College	50	2	122	159	0	0	17,000	.....	17,000
155	Fairmount College	40	6–12	130	250	....	3	26,000	30,000	26,000
156	Friends University*	40	1	.....	.....	....	....	3,000	1,000	.....
157	St. John's Lutheran College	33	5	60	100	....	....	2,000	1,000	.....
158	Southwest Kansas College	36	3	75	100	0	0	4,000	.....	1,200
	KENTUCKY.									
159	Union College	36	10	.....	90	....	....	3,000	.....	.....
160	Berea College	21	.....	76	100	....	....	23,000	.....	14,750
161	Central University of Kentucky*	50	16	115	240	....	....	21,000	8,000	20,000
162	Georgetown College	45	8	140	190	....	29	9,450	5,000	10,000
163	Liberty College	50	.....	150	.....	....	....	35	.....	.....
164	Agricultural and Mechanical College of Kentucky.	25–40	5	150	200	10	0	6,287	14,743	13,911
165	Kentucky University	30	.....	100	150	....	12	17,642	.....	25,000
166	Bethel College	50	7	114	114	0	3	6,000	1,500	6,000
167	St. Mary's College	40	.....	.....	140	....	2	4,500	1,200	5,000
168	Kentucky Wesleyan College	50	20	60	100	....	100	3,000	500	2,500
	LOUISIANA.									
169	Louisiana State University	(c)	5–28	121	121	0	27	24,500	.....	29,654
170	Jefferson College	.....	10	d 250	.....	0	2	8,760	834	5,000
171	College of the Immaculate Conception.	60	10	.....	.....	....	12	18,000	2,000	12,000
172	Leland University	9	.....	90	150	....	....	3,000	.....	5,000
173	New Orleans University	.....	.....	65	125	....	....	5,000	.....	5,000
174	Tulane University of Louisiana	85	15	180	295	6	270	25,000	5,000	20,000
	MAINE.									
175	Bowdoin College	75	6	126	171	0	101	85,207	.....	100,000
176	Bates College	50	21–24	109	171	....	74	25,750	.....	30,000
177	University of Maine	30	30	120	160	2	5	30,000	9,000	32,000
178	Colby College	60	30	240	255	0	78	43,520	20,000	22,200
	MARYLAND.									
179	St. John's College	75	18	170	.....	....	93	9,500	2,000	15,000
180	United States Naval Academy	.....	.....	.....	.....	....	....	47,581	.....	100,000
181	Johns Hopkins University	150	29	175	200	22	91	130,000	100,000	162,000
182	Loyola College	60	8	.....	.....	0	5	40,000	5,000	25,000
183	Morgan College	40	.....	72	.....	0	0	4,000	1,000	2,000
184	Washington College	50	6	120	150	0	73	3,000	.....	3,000
185	Maryland Agricultural College	40	0	200	200	....	27	5,000	4,000	6,500
186	Rock Hill College	60	11	230	260	0	0	8,000	5,000	10,000
187	St. Charles College	.....	.....	.....	150	....	....	15,000	2,000	15,000
188	Mount St. Mary's College	.....	50	.....	250	....	4	10,000	1,500	30,000
189	New Windsor College	45	5	145	175	....	....	4,000	.....	6,000
190	Western Maryland College	45	.....	225	.....	....	....	7,000	.....	.....

*Statistics of 1904–5.

a $10 to residents; $20 to nonresidents.

b $9 to residents; $30 to nonresidents.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$10,000	$60,000	$37,000							$12,500		139
2,000	150,000										140
30,000	175,000	75,000	$28,000	$4,500				$9,500	42,000	$50,000	141
12,000	99,000	2,583	2,710					369	3,079	9,939	142
900	20,000	40,921	1,131	2,406					3,537	92	143
6,000	90,000		8,000					8,000	16,000	7,000	144
2,000	50,000		1,800					9,000	10,800		145
100,000	750,000	151,000	26,000	7,500	$216,900	$50,500			300,900		146
500	15,000	5,000									147
6,000	175,000	31,000	60,000	3,000	3,000			6,700	72,700		148
233,235	472,779	492,381	11,254	31,276	90,000	45,500	$40,000		218,030		149
15,000	85,000	150,000	8,257	7,565					15,822	13,645	150
	130,000	0	29,440	0	0	0	0		29,440		151
2,500	125,000	0	7,500					2,500	10,000	40,000	152
2,000	35,000	50,000	3,200	2,000					5,200	25,000	153
68,000	376,000	100,000	28,679	5,733				9,605	44,017	12,804	154
5,000	130,000	62,448	7,114	2,461	0	0	0	4,173	13,748	8,024	155
2,500	200,000	60,000	6,000	2,500				1,500	10,000		156
5,000	35,000		1,000					4,200	5,200		157
2,682	65,456	10,000	10,193	200	0	0	0	5,000	15,393		158
3,000	16,000	326,384	3,780	19,090				531	23,401		159
221,521	272,729	552,605	7,922	23,409					31,331	82,919	160
10,000	216,000	500,000	49,000	25,000				150	74,150		161
3,000	125,000	260,000	12,000	14,000				1,200	27,200	8,000	162
	40,000										163
78,415	700,252	144,075	7,330	8,645	68,452		36,375	2,092	122,894	20,000	164
5,000	446,000	540,000	10,000	26,000	0	0	0	0	36,000	21,035	165
5,000	100,000	100,000	6,000	5,000	0	0	0	0	11,000	0	166
	100,000								25,000		167
10,000	100,000	65,000	3,000	3,600				2,000	8,600	36,000	168
65,111	578,740	318,313	9,497	14,556	15,000	22,500	28,159	2,084	91,796		169
2,700	95,000	0	38,000	0	0	0	0	0	38,000		170
3,000	800,000		18,000						18,000	4,000	171
2,000	380,000	119,000	7,400	8,350				3,000	18,750		172
3,000	110,000		6,280					15,000	21,280		173
214,000	1,500,000	2,368,000	82,817	70,725	0	0	0	0	153,542	6,251	174
	1,115,226	956,951	32,136	44,899	0	0	0	4,330	81,365	125,597	175
10,000	400,000	428,933	15,388	22,815		7,500		2,258	47,961	19,037	176
65,200	350,000	218,300	20,000	9,915	32,000		45,000		106,915		177
8,900	320,119	405,820	27,194	15,407				14,338	56,939	21,903	178
50,000	500,000	5,000	12,000		25,000				37,000		179
200,000	10,500,000										180
220,000	968,000	4,316,000	96,000	190,000	25,000				311,000	6,500	181
5,000	300,000		3,257						3,257	5,000	182
	75,000	4,425	3,200	262				5,000	8,462		183
10,000	100,000		7,800	0	14,000	30,000	0		51,800	0	184
50,000	200,000	118,000	25,507	5,817	9,000	20,000	45,000	11,552	116,876		185
	100,000		25,000						25,000		186
	150,000		10,000						10,000		187
2,000	300,000	0	15,000	0	0	0	0	0	15,000	1,000	188
7,000	66,000		3,575					800	4,375	200	189
3,000	200,000	25,000	10,164	0	2,700	0	0	33,242	46,106	0	190

[c] Free to residents; $60 to nonresidents.

[d] Including tuition.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	MASSACHUSETTS.									
191	Amherst College	$110	.....	$180	$390	4	....	80,000	.....	.....
192	Massachusetts Agricultural College.	(a)	.....	125	135	1	....	25,878	0	$30,000
193	Boston College	60	.....	.....	.....	....	52	48,000	500	70,000
194	Boston University	125	.....	180	225	2	109	40,000	5,000	75,000
195	Massachusetts Institute of Technology.	250	.....	.....	.....	13	187	71,304	20,458	145,189
196	Harvard University	150	$4	250	400	59	316	700,342	400,650	.....
197	American International College	40	20	157	.....	.....	.....	2,000	1,500	.....
198	Tufts College	100	13	200	300	2	101	54,000	39,000	50,000
199	Williams College	140	.....	337	550	.....	.....	57,12[illegible]	18,500	15,000
200	Clark University	.....	.....	.....	.....	24	20	35,000	1,500	110,000
201	Collegiate Department of Clark University.	50	5	200	250	....	....	40,000	.....	.....
202	College of the Holy Cross	60	0	200	240	0	8	32,000	.....	20,000
203	Worcester Polytechnic Institute	150	10	200	250	0	70	10,800	2,000	20,000
	MICHIGAN.									
204	Adrian College	45	.....	153	153	....	....	7,000	2,000	5,000
205	Michigan State Agricultural College.	.....	.....	.....	.....	.....	....	26,633	4,998	48,922
206	Albion College	30	.....	150	180	....	13	17,500	3,000	25,000
207	Alma College	32	2	150	175	0	66	19,750	.....	18,310
208	University of Michigan	(b)	.....	140	200	8	23	200,562	4,559	309,843
209	Detroit College	60	15	.....	.....	....	16	13,050	.....	13,500
210	Hillsdale College	2	22	125	175	....	....	14,120	.....	19,262
211	Hope College	10	.....	175	200	....	....	14,500	.....	.....
212	Michigan College of Mines	(c)	(d)	450	500	0	1	20,708	4,686	46,267
213	Kalamazoo College	30	.....	175	250	3	....	10,431	.....	10,000
214	Olivet College	50	.....	120	150	0	12	31,000	30,000	35,000
	MINNESOTA.									
215	St. John's University	50	15	.....	150	....	....	25,000	5,000	40,000
216	Augsburg Seminary	30	2	.....	60	0	0	6,000	3,500	.....
217	University of Minnesota	(e)	5	200	300	0	2	104,325	23,602	98,000
218	Carleton College	40	10	175	225	....	....	20,000	.....	18,300
219	St. Olaf College	15	8	90	125	0	4	5,000	1,200	5,000
220	Hamline University	34	9	110	160	....	....	6,000	1,000	7,500
221	Macalester College	32	12	200	250	....	....	8,500	.....	3,000
222	Gustavus Adolphus College	32	1	140	155	....	....	8,000	2,000	15,000
223	Parker College	30	.....	80	120	....	....	3,200	100	3,000
	MISSISSIPPI.									
224	Mississippi Agricultural and Mechanical College.	(f)	5	75	75	5	1	12,000	13,500	22,597
225	Alcorn Agricultural and Mechanical College.	0	.....	60	60	0	0	2,700	.....	4,500
226	Mississippi College*	35	.....	100	150	....	1	3,000	500	4,000
227	Rust University	14	.....	.....	48	....	....	3,000	200	3,000
228	Millsaps College	30	6	100	125	....	6	6,000	4,000	10,000
229	University of Mississippi	0	10	130	190	1	....	18,000	2,500	25,000
	MISSOURI.									
230	Missouri Wesleyan College	40	1	100	120	....	....	2,500	.....	3,000
231	Christian University	38	2	95	133	0	0	3,500	200	5,000
232	Clarksburg College	40	2	100	140	0	0	1,800	200	1,500
233	University of Missouri	0	5	134	250	7	6	75,000	500	130,000
234	Conception College	30	5	100	150	....	5	13,000	.....	13,000

* Statistics of 1904–5.

a Free to residents of United States; $120 to aliens.

b Residents, $30; nonresidents, $40.

c Residents, $25; nonresidents, $150.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$150,000	$1,100,000	$1,750,000	$52,750	$80,450	.....	.....	.....	.....	$133,200	$32,650	191
169,373	297,125	361,000	465	9,997	$46,500	$56,350	$31,667	$52,919	197,898	1,000	192
20,000	200,000	225,000	12,000	10,000	0	0	0	.....	22,000	15,000	193
5,000	840,000	2,007,243	78,243	11,016	.....	.....	.....	67,359	156,618	18,002	194
382,500	1,696,288	1,770,823	333,463	80,466	25,000	.....	8,333	24,585	471,847	27,333	195
1,500,000	7,000,000	19,977,912	681,935	862,809	.....	.....	.....	.....	1,700,000	2,218,118	196
300	110,000	21,000	4,845	549	.....	.....	.....	.....	5,394	16,384	197
20,000	1,350,000	2,000,000	135,000	55,000	0	0	0	7,000	197,000	42,000	198
77,300	1,072,706	1,429,237	76,444	54,024	0	0	0	3,309	133,777	236,034	199
.....	500,000	2,900,000	.....	.....	.....	.....	.....	.....	.....	.....	200
.....	.....	1,300,000	4,000	50,000	.....	.....	.....	.....	54,000	.....	201
17,000	340,000	0	30,000	0	0	0	0	.....	30,000	8,000	202
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	203
25,000	150,000	20,000	18,877	1,200	.....	.....	.....	4,532	24,609	6,000	204
333,210	519,751	973,336	6,138	70,287	47,000	93,767	40,000	46,408	303,600	.....	205
.....	250,000	255,000	18,170	14,300	.....	.....	.....	8,068	40,538	15,000	206
9,767	148,034	257,840	5,295	15,077	.....	.....	.....	1,918	22,290	58,080	207
397,000	1,990,000	546,000	272,545	38,578	357,000	80,000	.....	95,800	843,923	100,000	208
.....	170,000	.....	11,717	.....	.....	.....	.....	.....	11,717	5,525	209
40,099	80,000	236,301	3,124	12,550	.....	.....	.....	1,607	17,281	5,855	210
.....	225,000	250,000	2,738	14,429	.....	.....	.....	2,406	19,573	130,000	211
151,966	226,378	0	33,927	0	60,000	20,000	0	0	113,927	0	212
3,000	120,000	412,313	7,820	17,567	.....	.....	.....	638	26,025	25,000	213
55,000	250,000	325,000	18,000	5,500	.....	.....	.....	.....	23,500	250,000	214
25,000	350,000	.....	15,000	.....	.....	.....	.....	10,000	25,000	.....	215
.....	100,000	.....	3,000	.....	.....	.....	.....	.....	3,000	6,000	216
225,000	1,890,000	1,400,000	130,879	57,429	251,873	555,100	36,250	37,773	1,069,304	185,000	217
50,000	240,000	300,000	18,400	15,000	0	0	0	1,100	34,500	25,900	218
16,000	133,358	8,000	18,025	0	0	0	0	11,000	29,025	0	219
11,500	160,000	500,000	13,500	16,800	.....	.....	.....	.....	30,300	4,625	220
6,500	664,800	5,679	4,911	.....	.....	.....	.....	768	5,679	11,254	221
6,000	120,180	10,000	12,714	.....	.....	.....	.....	9,600	22,314	.....	222
1,000	20,000	59,035	3,703	2,860	.....	.....	.....	97	6,660	172	223
241,327	427,891	239,788	4,292	14,388	65,946	27,875	32,339	41,337	186,177	.....	224
8,200	190,000	209,871	.....	12,592	8,000	24,500	12,661	.....	57,753	.....	225
3,000	40,000	100,000	9,998	5,000	.....	.....	.....	.....	14,998	13,469	226
3,000	140,000	.....	5,400	.....	.....	.....	.....	6,600	12,000	.....	227
4,000	120,000	157,000	6,000	8,000	.....	.....	.....	4,000	18,000	50,000	228
100,000	250,000	688,380	7,000	42,000	13,500	15,000	.....	1,500	79,000	.....	229
1,350	100,000	21,000	4,442	553	.....	.....	.....	2,603	7,598	.....	230
3,000	75,000	25,000	8,000	1,225	0	0	0	.....	9,225	3,600	231
1,500	15,000	0	2,200	0	0	0	0	0	2,200	200	232
234,000	1,265,206	1,240,839	17,688	63,212	205,500	191,822	38,438	55,117	571,777	.....	233
3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	234

[d] Residents, $10; nonresidents, $25.

[e] Residents, $20; nonresidents, $40.

[f] Free to residents; $30 to nonresidents.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	MISSOURI—continued.									
235	Central College	$50	$10	$140	$200	0	8	8,000	1,500	$10,000
236	Westminster College	50	.....	200	300	0	7	4,100	3,000	5,100
237	Pritchett College	40	5	90	140	11	16	1,600	240	4,000
238	La Grange College*	40	.....	.....	150	....	1	7,000	1,000	10,000
239	William Jewell College	40	10	100	125	....	28	20,000	6,000	20,000
240	Missouri Valley College*	36	15	.....	126	....	47	11,000	.....	23,846
241	Morrisville College	40	5	100	100	0	0	2,500	500	5,000
242	Park College	30	.....	75	160	....	....	13,998	.....	17,333
243	Christian Brothers College	50	7	320	400	....	20	10,420	1,700	10,500
244	St. Louis University*	60	15	160	200	0	10	46,300	12,000	200,000
245	Washington University	150	5	225	300	....	48	57,000	.....	70,000
246	Drury College	60	.....	90	160	....	....	29,000	20,000	30,000
247	Tarkio College	30	4	110	160	....	....	2,231	1,000	3,000
248	Central Wesleyan College	36	.....	110	130	5	1	8,000	400	8,000
	MONTANA.									
249	Montana Agricultural College	12	.....	135	165	....	....	9,717	8,400	17,400
250	Montana State School of Mines	0	.....	360	405	....	....	2,295	1,129	.....
251	University of Montana	0	12	180	200	....	1	18,000	7,243	25,000
	NEBRASKA.									
252	Bellevue College	50	.....	.....	150	....	....	5,280	2,800	5,974
253	Cotner University*	25	5	105	150	....	....	2,000	500	.....
254	Union College	40	8	135	160	....	....	3,000	200	5,000
255	Doane College	35	.....	100	140	....	7	10,074	6,138	7,500
256	Grand Island College	30	10	165	200	0	4	6,350	4,200	6,560
257	Hastings College	25	5	109	137	....	12	6,267	3,000	8,364
258	University of Nebraska	(b)	8	.....	.....	14	6	69.000	15,000	150,000
259	Creighton University	0	0	150	170	....	....	17,000	1,000	12,000
260	Nebraska Wesleyan University	32	6	75	125	....	50	5,000	2,000	10,000
261	York College	32	.....	72	90	....	....	1,500	600	3,000
	NEVADA.									
262	Nevada State University	0	.....	150	250	0	7	12,340	20,000	20,625
	NEW HAMPSHIRE.									
263	New Hampshire College of Agriculture and Mechanic Arts.	60	20	100	150	....	....	12,343	3,300	15,000
264	Dartmouth College	100	25	250	350	1	200	100,000	20,000	150,000
265	St. Anselm's College	60	.....	.....	150	....	....	5,300	2,400	5,500
	NEW JERSEY									
266	Stevens Institute of Technology	(c)	50	240	320	....	27	10,000	.....	.....
267	St. Peter's College*	60	10	.....	.....	....	8	15,000	500	5,000
268	St. Benedict's College	60	.....	.....	.....	....	....	9,000	.....	25,000
269	Rutgers College	75	30–60	.....	152	1	440	50,485	5,000	51,000
270	Princeton University	150–160	.....	334	465	16	48	195,732	60,000	250,000
271	Seton Hall College	75	10	.....	300	....	....	40,000	.....	40,000
	NEW MEXICO.									
272	New Mexico College of Agriculture and Mechanic Arts.	5	0	200	250	0	2	12,500	9,000	17,000
273	University of New Mexico	(d)	7	180	225	0	0	7,000	2,000	10,000
274	New Mexico School of Mines	20	0	250	300	....	95	4,000	2,000	9,000

*Statistics of 1904–5. [a] 100,000 acres of land. [b] Free to residents; nonresidents, $20.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$5,000	$210,000	$150,000	$4,514	$6,000	0	0	0	$8,433	$18,947	$15,000	235
13,381	131,000	201,006	5,387	10,520	.....	.....	.....	.....	15,907	7,650	236
2,000	135,000	80,000	2,800	5,400	0	0	0	0	8,200	0	237
1,090	35,000	14,000	3,500	500	.....	.....	.....	1,200	5,200	.....	238
15,000	150,000	400,000	8,657	22,404	.....	.....	.....	.....	31,061	.....	239
8,100	108,000	143,900	10,402	7,476	.....	.....	.....	.....	17,878	.....	240
3,000	27,000	5,000	7,600	0	0	0	.....	600	8,200	6,000	241
14,900	332,300	341,441	1,671	15,438	.....	.....	.....	.....	17,109	49,784	242
5,500	650,000	.....	50,000	.....	.....	.....	.....	.....	50,000	.....	243
30,000	975,000	95,000	42,927	8,614	0	0	0	0	51,541	.....	244
181,579	2,205,892	4,809,554	152,850	216,455	.....	.....	.....	.....	369,305	73,823	245
50,000	300,000	267,000	9,474	12,000	.....	.....	.....	.....	21,474	90,000	246
3,000	82,951	122,585	10,477	4,278	.....	.....	.....	160	14,915	21,515	247
5,000	110,000	90,000	6,400	5,400	0	0	0	2,000	13,800	10,000	248
87,560	154,500	313,898	2,913	7,000	$8,000	.....	$40,000	4,925	72,838	.....	249
40,000	150,000	(a)	.....	.....	28,750	.....	.....	.....	28,750	.....	250
45,000	200,000	500,000	2,000	15,000	47,500	.....	.....	.....	64,500	250	251
13,222	108,037	4,096	7,146	159	.....	.....	.....	20,699	28,004	9,693	252
3,915	137,000	5,000	.....	.....	.....	.....	.....	.....	.....	.....	253
12,000	180,000	.....	22,841	.....	.....	.....	.....	4,862	27,703	.....	254
16,140	111,500	170,007	8,527	10,252	0	0	0	983	19,762	8,252	255
2,500	107,000	78,000	5,746	4,349	.....	.....	.....	.....	10,095	12,642	256
2,618	61,851	101,209	2,756	1,718	.....	.....	.....	.....	4,474	12,077	257
263,800	995,000	593,403	39,215	41,000	197,500	$137,470	45,000	28,286	488,471	1,000	258
50,000	430,000	500,000	27,000	24,000	.....	.....	.....	8,000	59,000	29,000	259
10,600	300,000	42,806	32,993	2,172	.....	.....	.....	13,789	48,954	.....	260
9,000	75,000	.....	5,480	.....	.....	.....	.....	.....	5,480	13,895	261
46,721	299,201	148,912	2,500	4,720	25,000	10,000	55,000	767	97,987	13,000	262
52,600	258,500	150,000	3,012	8,052	13,000	30,500	45,000	19,005	118,569	32,000	263
51,000	1,450,000	2,700,000	118,997	112,000	20,000	.....	.....	.....	250,997	93,697	264
500	150,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	265
75,000	620,000	850,000	65,503	49,178	.....	.....	.....	522	115,203	4,716	266
.....	100,000	.....	3,000	.....	.....	.....	.....	500	3,500	.....	267
1,000	100,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	268
115,000	630,000	666,000	12,771	25,002	40,300	24,000	45,000	.....	147,073	4,197	269
.....	.....	3,196,000	192,154	152,596	.....	.....	.....	162,275	507,025	523,511	270
10,000	500,000	.....	11,475	.....	.....	.....	.....	.....	11,475	.....	271
47,750	70,500	0	1,467	0	13,153	0	25,000	7,002	46,622	250	272
25,000	75,000	0	500	.....	18,000	.....	.....	.....	18,500	.....	273
7,000	60,000	.....	690	.....	14,000	.....	.....	.....	14,690	.....	274

c $150 to residents; $225 to nonresidents. d Free to residents; nonresidents, $40.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	NEW YORK.									
275	Alfred University	$50	$5	$100	$200	0	100	19,421	10,588	$22,500
276	St. Bonaventure's College	.....	5	a 200	.....	.....	.....	8,907	590	30,000
277	St. Stephen's College	45	.....	180	200	2	.....	18,600	.....	20,000
278	Adelphi College	180	.....	.....	.....	0	22	11,059	.....	9,000
279	Polytechnic Institute of Brooklyn.	200	.....	200	250	.....	15	12,000	0	20,000
280	St. Francis College	60	.....	200	230	.....	27	6,510	500	6,500
281	St. John's College (Brooklyn)	60	.....	190	247	0	30	12,000	5,000	15,000
282	Canisius College	50	.....	220	250	.....	17	24,900	300	35,000
283	St. Lawrence University	50	10	200	300	0	40	17,000	6,000	15,500
284	Hamilton College	75	24	200	375	.....	.....	46,000	30,000	50,000
285	Hobart College	80	34	95	130	0	75	45,514	14,957	50,000
286	Colgate University	60	14	126	144	.....	200	45,298	.....	75,000
287	Cornell University	100	.....	.....	.....	25	16	326,085	49,500	653,221
288	College of St. Francis Xavier*	100	.....	.....	.....	0	34	105,840	.....	.....
289	College of the City of New York	0	0	.....	.....	3	.....	37,000	3,000	75,000
290	Columbia University	150	12	500	675	33	225	390,000	100,000	800,000
291	Manhattan College	100	30	200	250	.....	16	11,156	3,862	18,850
292	New York University	100	25	186	224	6	75	84,000	.....	120,500
293	St. John's College (New York City)	100	20	.....	300	0	46	36,900	.....	80,000
294	Niagara University	100	50	.....	100	0	6	19,000	2,000	30,000
295	Clarkson School of Technology	100	10	0	0	126	144	2,296	258	4,672
296	University of Rochester	75	21	130	175	.....	118	46,680	.....	74,875
297	Union University	120	25	175	275	.....	.....	40,000	.....	60,000
298	Syracuse University	75	33	250	350	1	2	69,197	26,316	117,233
299	Rensselaer Polytechnic Institute	200	.....	250	350	.....	.....	7,441	4,456	13,523
300	United States Military Academy	.....	.....	.....	.....	0	0	66,000	.....	135,000
	NORTH CAROLINA.									
301	St. Mary's College*	40	.....	160	.....	.....	7	10,000	700	12,000
302	University of North Carolina	60	25	100	175	2	116	44,000	30,000	100,000
303	Biddle University	.....	.....	80	120	.....	.....	13,000	800	13,000
304	Davidson College	60	25	100	100	.....	22	16,000	.....	20,000
305	Trinity College	50	18	128	149	.....	100	30,004	12,815	.....
306	Elon College	50	10	85	110	.....	.....	3,000	250	3,750
307	Agricultural and Mechanical College for the Colored Race.	8	.....	.....	54	.....	.....	1,200	15,000	1,581
308	Guilford College	60	15	60	120	0	.....	5,000	.....	10,000
309	Lenoir College	42	2	65	95	0	2	3,000	200	2,500
310	Catawba College*	41	9	72	90	.....	.....	3,000	1,000	5,000
311	Shaw University	8	4	60	68	0	0	3,500	.....	3,500
312	Livingstone College*	8	19	.....	64	.....	.....	6,000	.....	15,000
313	Wake Forest College	50	30	85	130	0	35	17,525	10,000	17,500
314	Weaverville College	25	2	63	108	0	0	1,000	2,000	1,500
315	North Carolina College of Agriculture and Mechanic Arts.	30	10	175	225	.....	120	5,000	2,500	8,007
	NORTH DAKOTA.									
316	North Dakota Agricultural College.	.....	5	165	200	.....	3	9,300	950	19,298
317	Fargo College	32	9	125	150	.....	2	5,000	.....	5,000
318	University of North Dakota	0	.....	149	200	0	0	26,000	5,000	35,000
	OHIO.									
319	Buchtel College	40	7	170	190	.....	35	9,000	2,000	6,270
320	Mount Union College	45	3	115	145	.....	.....	9,302	11,740	11,000
321	Ohio University	0	15	140	175	0	0	24,000	4,200	45,000
322	Baldwin University*	36	.....	160	180	.....	.....	8,000	2,000	.....
323	German Wallace College	40	.....	120	150	.....	.....	4,000	.....	4,000
324	Cedarville College	22	5	117	135	0	6	800	100	700
325	St. Xavier College	60	.....	.....	.....	0	0	28,500	.....	.....
326	University of Cincinnati	(b)	5	300	400	3	20	78,000	10,000	100,000

*Statistics of 1904–5.

a Including tuition.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$48,000	$99,000	$362,000	$4,242	$13,506	0	$100	0	$11,242	$29,090	$17,625	275
14,300	237,500	.....	12,000	.....	.....	.....	.....	.....	12,000	12,000	276
6,500	250,000	107,234	7,846	4,324	.....	.....	.....	287	12,457	16,145	277
37,000	439,566	38,754	115,627	1,634	$847	202	0	905	119,215	201	278
80,000	500,000	.....	24,399	.....	.....	.....	.....	58,038	82,437	400	279
7,000	190,000	.....	19,500	.....	.....	.....	.....	.....	19,500	150	280
60,000	1,100,000	.....	17,000	0	0	0	0	0	17,000	2,500	281
150,000	392,000	17,400	40,958	.....	.....	.....	.....	9,439	50,397	7,822	282
13,000	175,000	443,875	27,040	22,803	0	0	0	1,807	51,650	60,453	283
50,000	500,000	577,000	16,000	30,000	.....	.....	.....	4,000	50,000	50,000	284
24,000	227,480	432,672	15,419	22,382	.....	.....	.....	2,450	40,251	11,841	285
40,000	436,056	1,725,000	25,141	49,353	0	0	0	2,642	77,136	89,149	286
957,862	3,375,086	7,839,874	389,309	401,635	75,000	.....	$44,575	101,636	1,012,155	216,681	287
22,300	730,000	.....	30,000	.....	.....	.....	.....	.....	30,000	7,200	288
300,000	4,358,931	0	.....	.....	384,818	.....	.....	.....	384,818	.....	289
.....	12,500,000	22,189,765	535,044	543,677	.....	.....	.....	190,837	1,269,558	1,050,323	290
59,937	804,616	0	22,087	0	0	0	0	30,953	53,040	0	291
130,000	2,978,250	1,080,349	240,275	77,414	.....	.....	.....	7,509	325,198	49,338	292
55,000	993,795	28,930	27,675	0	0	0	0	218,500	246,175	6,064	293
60,000	400,000	.....	42,600	.....	.....	.....	.....	.....	42,600	0	294
37,676	120,264	300,000	7,338	5,089	.....	.....	.....	10,094	22,521	.....	295
86,525	542,270	774,831	23,249	39,381	.....	.....	.....	.....	62,630	31,917	296
63,400	517,500	556,458	35,381	32,619	.....	.....	.....	.....	68,000	6,510	297
229,614	1,354,382	2,150,326	176,994	79,223	.....	.....	.....	7,509	263,726	129,563	298
70,587	415,562	478,559	78,845	19,664	0	0	0	5,362	103,871	114,500	299
.....	8,000,000	.....	.....	.....	.....	.....	673,713	.....	673,713	.....	300
1,200	200,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	301
60,000	475,000	165,000	42,885	9,000	45,000	50,000	.....	8,000	154,885	22,500	302
7,000	260,000	7,000	13,000	280	.....	.....	.....	.....	13,280	.....	303
20,000	250,000	100,000	23,168	5,625	0	0	0	1,883	30,676	20,000	304
29,907	470,599	540,339	19,830	40,119	.....	.....	.....	1,279	61,228	30,000	305
10,000	110,000	30,000	7,081	1,519	.....	.....	.....	2,650	11,250	1,000	306
21,827	90,200	0	166	.....	7,500	3,750	8,250	.....	19,666	.....	307
10,000	100,000	175,000	11,084	4,217	.....	.....	.....	24,157	39,458	115,000	308
2,500	50,000	5,000	4,500	400	.....	.....	.....	100	5,000	3,000	309
500	20,000	15,000	.....	.....	.....	.....	.....	.....	8,000	.....	310
5,000	140,000	35,000	6,124	1,400	.....	.....	.....	.....	7,524	.....	311
400	125,000	5,000	731	300	.....	.....	.....	18,658	19,689	.....	312
10,000	150,000	280,368	16,782	23,989	0	0	0	.....	40,771	.....	313
1,500	20,000	0	1,600	.....	600	.....	.....	750	2,950	.....	314
81,900	325,050	125,000	20,989	7,500	25,000	5,000	31,750	7,259	97,498	.....	315
48,405	312,393	762,600	.....	35,616	33,850	.....	45,000	9,505	123,971	.....	316
7,000	100,000	150,000	7,623	8,500	.....	.....	.....	.....	16,123	.....	317
104,000	400,000	2,000,000	8,669	35,550	67,760	0	0	6,786	118,705	4,088	318
18,000	180,000	185,000	6,345	19,277	.....	.....	.....	.....	25,622	11,098	319
105,000	193,000	142,000	14,560	5,880	.....	.....	.....	3,340	23,780	2,500	320
80,000	800,000	121,582	10,039	6,079	66,200	37,000	.....	14,903	134,221	.....	321
6,000	250,000	77,000	11,000	4,500	.....	.....	.....	500	16,000	.....	322
5,000	123,000	150,061	4,157	7,963	.....	.....	.....	7,187	19,307	21,869	323
500	50,000	50,000	2,400	2,400	0	0	0	1,400	6,200	18,000	324
7,000	100,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	325
131,000	1,650,000	1,446,000	63,500	46,500	82,000	.....	.....	.....	192,000	25,000	326

[b] Free to residents of Cincinnati; $75 to nonresidents.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	OHIO—continued.									
327	Case School of Applied Science	$100	$15	$171	$228	1	20	5,000	.....	$10,000
328	St. Ignatius College	50	10	.....	.....	.....	7	13,000	.....	20,700
329	Western Reserve University	85	.....	285	400	2	171	75,100	10,000	94,521
330	Capital University	40	.....	150	175	.....	40	6,000	.....	.....
331	Ohio State University	0	18	200	320	22	.....	67,709	8,000	200,000
332	St. Mary's Institute	60	5	135	162	.....	.....	7,000	500	12,000
333	Defiance College*	36	.....	130	160	.....	20	3,000	.....	4,000
334	Ohio Wesleyan University	15	45	75	125	1	2	52,000	.....	43,000
335	Findlay College	30	3	120	180	0	8	1,500	500	3,000
336	Kenyon College	75	15	110	140	.....	15	38,000	.....	40,000
337	Denison University	40	18	150	250	0	100	25,000	5,000	30,000
338	Hiram College	48	.....	175	225	.....	5	11,037	.....	12,000
339	Marietta College	30	20	125	175	.....	53	65,000	20,000	50,000
340	Franklin College*	40	5	140	160	0	0	.....	.....	.....
341	Muskingum College	45	.....	95	135	.....	3	3,800	5,000	8,000
342	Oberlin College	75	.....	200	300	0	.....	86,764	40,677	100,000
343	Miami University	0	15	150	250	0	0	20,000	.....	30,000
344	Rio Grande College	28	0	.....	100	0	0	3,400	.....	3,000
345	Scio College*	36	3	.....	.....	.....	.....	2,500	2,000	3,000
346	Wittenberg College	60	.....	185	220	.....	14	13,000	2,000	50,000
347	Heidelberg University	20	40	110	150	.....	.....	15,000	.....	15,000
348	Otterbein University	51	.....	114	152	.....	1	12,000	3,300	10,000
349	West Lafayette College	36	.....	125	300	.....	1	2,121	907	3,000
350	Wilmington College	40	.....	.....	.....	.....	.....	3,500	.....	3,500
351	University of Wooster	60	17	108	140	.....	69	25,000	6,000	25,000
352	Antioch College	30	10	100	125	.....	.....	7,000	1,000	12,000
	OKLAHOMA.									
353	Kingfisher College	24	10	110	130	.....	45	4,000	750	4,000
354	University of Oklahoma	0	.....	140	210	0	0	9,000	2,100	20,000
355	Epworth University	50	2	110	140	.....	64	4,000	1,600	5,000
356	Oklahoma Agricultural and Mechanical College.	0	3	125	175	.....	.....	10,797	20,000	23,440
	OREGON.									
357	Albany College	50	.....	150	180	.....	.....	2,500	.....	2,500
358	Oregon State Agricultural College	.....	.....	100	150	.....	.....	4,500	.....	.....
359	Dallas College	33	3	100	125	.....	.....	1,800	.....	1,800
360	University of Oregon	0	10	200	300	.....	.....	16,000	15,000	.....
361	Pacific University	51	12	175	250	0	0	14,300	3,500	25,000
362	McMinnville College	30	3	136	245	.....	.....	4,331	2,000	5,000
363	Philomath College	26	3	80	120	.....	10	500	700	1,000
364	Willamette University	45	3	143	187	0	4	7,000	2,000	10,000
	PENNSYLVANIA.									
365	Western University of Pennsylvania.	100	22	200	250	1	41	15,000	5,000	15,000
366	Muhlenberg College	75	10–25	147	202	.....	39	12,000	3,000	20,000
367	Lebanon Valley College	50	5	.....	.....	0	14	5,100	.....	8,000
368	St. Vincent College	60	10	160	200	.....	5	35,000	.....	40,000
369	Beaver College	60	.....	150	240	.....	5	3,000	500	3,000
370	Geneva College	45	.....	125	175	.....	.....	4,000	.....	5,000
371	Moravian College	50	0	.....	200	0	28	7,500	.....	7,500
372	Dickinson College	6	.....	.....	.....	.....	.....	36,000	.....	25,000
373	Pennsylvania Military College	200	.....	.....	350	.....	.....	2,500	.....	3,000
374	Ursinus College	50	50	100	150	0	18	11,500	1,200	10,000
375	Lafayette College	100	45	144	184	.....	.....	30,000	.....	41,759
376	Pennsylvania College	30	6	96	136	.....	.....	29,000	.....	30,000
377	Grove City College	60	.....	180	225	.....	.....	15,000	.....	15,000
378	Haverford College	150	.....	200	350	3	64	47,000	7,000	.....
379	Juniata College	60	3	132	142	.....	.....	24,035	10,000	35,000

* Statistics of 1904–5.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
											327
$175,000	$800,000										
11,500	187,000		$9,000					$16,000	$25,000	0	328
148,936	1,314,900	$1,535,843	69,514	$63,947	0	0	0	0	133,461	$437,000	329
	125,000	75,000	3,500	3,000				8,000	14,500		330
410,000	2,750,000	762,043	46,185	43,139	$323,422	$208,035	$25,000	45,204	690,985	80,078	331
8,000	600,000		40,000	0	0	0	0	0	40,000	0	332
1,500	60,000	45,000	4,000	2,500					6,500		333
83,000	814,000	794,000	100,500	38,000				500	139,000	43,000	334
1,000	100,000	45,000	5,711	3,313				16,916	25,940	3,000	335
30,000	407,000	500,099	12,563	20,000				8,888	41,451	26,000	336
35,000	449,460	752,377	22,546	37,755	0	0	0		60,301	50,000	337
8,000	145,000	206,000	8,750	12,000				5,525	26,275		338
10,000	200,000	261,999	7,387	13,795				3,688	24,870	31,124	339
5,000	32,000	0	3,500	0	0	0	0	0	3,500		340
5,000	60,000	45,000	8,000	2,500				2,700	13,200	9,000	341
100,000	700,000	1,544,297	141,202	57,081	0	0	0	14,475	212,758	322,416	342
75,000	400,000	105,000	7,408	6,291	80,825	10,351		7,105	111,980		343
6,000	40,000	76,000	2,000	4,560					6,560	300	344
											345
10,000	100,000	500,000	11,000	18,000				1,000	30,000	170,000	346
15,000	190,000	201,000	4,974	8,495				6,977	20,446		347
4,000	82,000	130,995	13,036	5,106				5,356	23,498	62,000	348
4,000	30,000	500	2,156	500				1,700	4,356	1,870	349
3,000	150,000	50,000	5,594					1,563	7,157	200	350
50,000	585,000	214,000	22,903	20,055					42,958		351
10,000	150,000	125,000	900	5,000					5,900	1,200	352
15,000	100,000	190,000	4,000	9,000				4,000	17,000	110,000	353
35,000	750,000			9,000	50,000				59,000		354
14,500	300,000	75,000	5,340	3,600				5,000	13,940	38,940	355
117,726	153,075		1,431	14,304	25,573	101,101	37,500	22,624	202,533		356
700	45,000	3,302	4,169	168				2,000	6,337	1,800	357
32,000	197,000	193,778	1,271	12,293		25,000	40,000	4,459	83,023		358
1,000	25,000	15,000	3,840	700					4,540		359
100,000	150,000	155,000	5,000	5,000	47,500	62,500			120,000		360
5,500	156,000	212,000	5,100	12,300	0	0	0	1,250	18,650	35,000	361
8,000	33,500	52,000	5,708	2,083				1,237	9,028	10,706	362
1,000	25,000	500	2,000	80				400	2,480	500	363
5,000	250,000	106,600	18,230	2,000	0	0	0	5,000	25,230	72,600	364
138,438	509,130	452,378	104,765	18,959	3,500	7,000			134,224	85,985	365
2,500	300,000	192,000	6,472	7,906	0	0	0	6,892	21,270	41,299	366
5,000	225,000	60,000	16,457	700	0	0	0	0	17,157	62,028	367
10,000	150,000	0	29,000	0	0	0	0	0	29,000		368
16,500	94,870	40,000	12,247	1,796				3,731	17,774	5,000	369
3,000	150,000	140,000	4,500	6,300					10,800		370
1,000	100,000	110,000	1,400	6,200					7,600	6,400	371
14,000	428,632	349,135	60,000	14,000					74,000		372
10,000	100,000		31,850						31,850		373
1,500	125,000	192,500	14,840	8,222				8,936	31,998	7,500	374
123,530	771,924	286,750	45,583	11,784				230	57,597	9,227	375
10,000	350,000	200,000	7,632	10,000					17,632		376
20,000	400,000	25,000	38,000	1,000					39,000		377
20,000	1,000,000	1,200,000	44,000	47,000				5,474	96,474	35,000	378
4,500	151,000	105,625	21,000	2,496					23,496	30,284	379

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	PENNSYLVANIA—continued.									
380	Franklin and Marshall College	0	$65	$130	$150			38,000	5,200	$40,000
381	Bucknell University	$50	40	200	250		55	27,000		30,000
382	Lincoln University	25	2	90	130		16	14,000		15,000
383	Allegheny College	60		105	150		55	17,500		50,000
384	Albright College	50		185	197	0	3	6,000		8,000
385	Westminster College*	50		140	170			6,000		
386	Central High School	(a)					15	10,000	500	32,500
387	La Salle College	100	25			0	4	11,000		11,000
388	Temple College	75	10				58	5,000		9,000
389	University of Pennsylvania	150–200	10–25	365	605	24	129	244,856	50,000	477,720
390	Holy Ghost College	60		200	250	0	8	3,500	500	4,200
391	Susquehanna University	51	18	125	160		15	10,000	2,000	15,000
392	Lehigh University	60–150		200	350	0	93	86,583	39,754	100,000
393	Pennsylvania State College	(b)	50		300	1	100	23,635		35,000
394	Swarthmore College	150	10	200	350	2	70	26,000		50,000
395	Villanova College	50		200				11,000		
396	Washington and Jefferson College	60	36	157	220		7	16,763		40,000
397	Waynesburg College	36		150	250	0	0	4,500		1,500
	RHODE ISLAND.									
398	Rhode Island College of Agriculture and Mechanic Arts.	(c)	9		156			13,974	5,000	18,449
399	Brown University	105	48	400	500	1	100	d157,000	52,000	1,300,000
	SOUTH CAROLINA.									
400	College of Charleston	40	5	113	122		73	15,987		15,000
401	South Carolina Military Academy			e 250			74	5,000		5,000
402	Clemson Agricultural College	40	100	100	100	0	124	11,908	3,580	24,832
403	Presbyterian College of South Carolina.	40	5	67	80	0	0	2,000	2,500	3,000
404	Allen University	8		40	60		2	1,000	500	2,000
405	University of South Carolina	40	18	120	180		12	50,000		50,000
406	Erskine College	30	5	72	110		20	15,000	700	15,000
407	Furman University	50	15	175	200			5,000		7,000
408	Newberry College	40		80	90		13	11,000	3,000	11,000
409	Claflin University	20	10	60	80			5,000	4,000	5,000
410	Wofford College	40	20	102	136		7	16,000		12,000
	SOUTH DAKOTA.									
411	South Dakota Agricultural College.	6	6	150	190	0		9,000	10,850	5,500
412	Huron College	30	6	135	150			4,000		3,000
413	Dakota Wesleyan University	50	15	125	175	0	0	5,000	1,000	10,000
414	State School of Mines	12	50	180	275			2,000	1,200	3,000
415	Redfield College	30	2	130	250		17	4,000	2,000	3,159
416	University of South Dakota	12		115	140			11,445	1,505	20,000
417	Yankton College	36		175	200			8,000	1,000	10,000
	TENNESSEE.									
418	Grant University	50	10	92	134		13	8,000	6,000	8,000
419	King College	50	5	90	90		1	5,000		2,000
420	Southwestern Presbyterian University.	50	16	146	235		25	8,600		10,000
421	Hiwassee College	36		80	140			3,000	200	3,000
422	Southwestern Baptist University*	50	10	150	175	0	0	1,000	500	600
423	Carson and Newman College	35–40	10–12	65	100		70	2,500	4,000	3,000

* Statistics of 1904–5.
a Free to residents of city; $92 to nonresidents.
b Free to residents; $100 to nonresidents.
c Free to residents; $30 to nonresidents.
d Including the John Carter Brown collection of 17,000 volumes of Americana, valued at $1,000,000.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$50,000	$385,000	$390,000	$25,000	$10,000	.....	.....	.....	$500	$35,500	$28,000	380
.....	500,000	710,000	.....	.....	.....	.....	.....	.....	.....	10,000	381
2,500	125,000	600,000	3,000	25,000	.....	.....	.....	15,000	43,000	25,000	382
50,000	352,000	505,000	23,000	18,000	.....	.....	.....	7,000	48,000	103,000	383
5,000	100,000	125,000	14,916	3,150	.....	.....	.....	4,800	22,866	2,000	384
16,000	100,000	140,000	.....	.....	.....	.....	.....	.....	.....	.....	385
150,000	1,503,497	.....	.....	.....	$180,000	$16,497	.....	.....	196,497	.....	386
10,000	150,000	.....	12,000	.....	.....	.....	.....	.....	12,000	.....	387
15,000	350,000	20,650	59,946	1,150	.....	.....	.....	1,707	62,803	15,515	388
1,922,410	5,762,529	9,837,944	444,539	170,745	53,653	70,000	.....	.....	738,937	544,832	389
1,500	200,000	0	15,000	0	0	0	0	.....	15,000	0	390
20,000	175,000	45,000	21,000	2,250	.....	.....	.....	.....	23,250	7,000	391
100,000	1,250,000	1,182,000	75,287	39,583	.....	.....	.....	5,455	120,325	122,148	392
60,000	1,312,500	517,000	54,709	31,020	85,960	39,018	$45,000	16,213	271,920	6,000	393
75,000	825,000	900,000	48,000	45,000	.....	.....	.....	.....	93,000	190,000	394
15,000	500,000	.....	65,000	.....	.....	.....	.....	.....	65,000	.....	395
25,000	500,000	416,000	17,195	19,514	0	0	0	130	36,839	53,184	396
15,000	170,000	85,000	5,000	4,500	0	0	0	500	10,000	1,000	397
106,259	144,995	50,000	1,500	2,500	15,000	25,300	45,000	.....	89,300	.....	398
156,202	1,630,556	3,150,532	105,468	146,705	.....	.....	.....	5,853	258,026	143,015	399
53,850	93,500	293,700	1,200	11,992	5,550	.....	.....	.....	18,742	2,500	400
5,000	100,000	.....	23,625	.....	26,250	.....	.....	.....	49,875	.....	401
140,787	460,496	154,439	2,956	9,267	158,354	.....	32,500	41,016	244,093	.....	402
2,000	36,500	3,000	3,600	.....	.....	.....	.....	.....	3,600	23,000	403
2,500	62,500	.....	1,900	.....	.....	.....	.....	8,000	9,900	.....	404
100,000	250,000	0	5,831	.....	34,650	.....	.....	1,792	42,273	500	405
5,000	80,000	100,000	4,000	6,500	.....	.....	.....	4,000	14,500	.....	406
3,000	125,000	142,000	6,500	7,500	.....	.....	.....	2,000	16,000	.....	407
.....	103,000	55,000	4,856	1,991	.....	.....	.....	3,544	10,391	31,732	408
50,000	200,000	25,000	9,000	.....	.....	.....	.....	13,500	22,500	14,237	409
13,800	195,500	93,843	15,395	3,879	.....	.....	.....	6,350	25,624	18,010	410
40,000	235,000	2,464	6,359	14,006	36,200	16,000	40,000	14,863	127,428	.....	411
3,000	170,000	0	7,727	0	0	0	0	0	7,727	110,799	412
5,000	215,000	50,000	18,130	650	0	0	0	9,590	28,370	17,600	413
28,500	90,000	(*f*)	1,800	2,000	25,250	8,000	.....	.....	37,050	.....	414
500	28,405	31,440	2,500	1,000	.....	.....	.....	.....	3,500	6,500	415
40,000	250,000	(*g*)	9,826	4,124	60,000	.....	.....	.....	73,950	400	416
5,000	157,680	200,000	9,116	7,738	.....	.....	.....	1,323	18,177	49,307	417
24,945	379,000	247,000	17,115	2,594	.....	.....	.....	19,600	39,309	206,766	418
500	25,000	20,000	700	1,100	.....	.....	.....	.....	1,800	500	419
5,000	125,000	285,000	2,000	19,000	.....	.....	.....	.....	21,000	.....	420
1,000	10,000	.....	1,600	.....	.....	.....	.....	2,00 0	3,600	100	421
2,000	100,000	75,000	7,000	2,500	0	0	0	0	9,500	80,000	422
10,000	118,000	93,000	12,000	5,500	.....	.....	.....	.....	17,500	15,000	423

e Including tuition.
f 40,000 acres of land.
g No funds; 86,000 acres of land; amount from land rents, $4,124.

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	TENNESSEE—continued.									
424	Knoxville College	$5	.....	$75	$85	....	....	3,000	1,000	$2,500
425	University of Tennessee	60	$21	140	180	....	332	26,000	15,000	15,707
426	Cumberland University	75	5	90	150	....	7	2,000	.....	3,000
427	Bethel College*	50	.4	100	120	....	....	1,000	.....	1,500
428	Maryville College*	18	.....	80	100	....	....	13,000	4,000	13,000
429	Christian Brothers College	72	10	200	250	....	....	8,000	2,000	16,500
430	Milligan College*	36	.....	100	117	....	....	3,000	.....	2,000
431	Fisk University	15	9	.....	93	0	0	8,500	.....	9,000
432	Vanderbilt University	85	15–50	150	200	15	30	24,000	5,000	50,000
433	Walden University*	12	1	45	76	0	0	7,300	1,600	1,700
434	University of the South	100	15	190	215	....	38	26,049	25,000	30,000
435	Burritt College	40	10	60	80	0	0	.....	.....	.....
436	Greeneville and Tusculum College*	27–36	3	72	90	....	....	8,400	.....	2,600
437	Washington College	27	4	66	90	....	3	3,000	1,000	2,500
	TEXAS.									
438	St. Edward's College	60	5	160	180	0	0	.....	.....	.....
439	University of Texas	0	15	150	225	4	120	52,500	19,000	110,000
440	Agricultural and Mechanical College of Texas.	.....	5	.....	150	....	....	6,212	7,270	15,242
441	Howard Payne College*	50	10	100	125	....	15	2,000	600	600
442	Fort Worth University	48	6	150	162	....	1	3,000	800	5,000
443	Polytechnic College	50	6	105	130	....	40	2,000	.....	3,000
444	St. Mary's University	.....	.....	.....	.....	.....	....	10,000	1,000	10,000
445	Southwestern University	60	7	90	150	0	17	10,000	2,500	15,000
446	Burleson College*	50	3	125	150	....	....	250	.....	.....
447	Wiley University	10	.....	75	84	....	....	5,000	500	6,000
448	Texas Christian University	50	9	125	140	0	5	10,000	2,000	20,000
449	Austin College	40	21	.....	135	....	....	5,000	1,000	10,000
450	Baylor University	60	5	110	150	1	15	17,812	3,900	25,000
451	Paul Quinn College*	40	0	75	.....	....	....	0	0	.....
452	Trinity University	50	12	125	150	....	....	2,500	2,000	3,000
	UTAH.									
453	Agricultural College of Utah	5	2–10	125	150	0	0	14,700	13,000	12,074
454	Brigham Young College	10	1	130	150	0	0	4,500	1,500	4,455
455	University of Utah	10	10–50	140	200	0	53	25,650	12,500	37,250
	VERMONT.									
456	University of Vermont and State Agricultural College.	80	33	225	350	0	100	73,035	32,430	103,000
457	Middlebury College*	80	12	140	200	0	120	28,000	3,000	31,000
458	Norwich University	65	57	150	200	....	....	12,000	11,000	20,000
	VIRGINIA.									
459	Randolph-Macon College	75	25	135	175	....	30	12,000	.....	.....
460	Virginia Agricultural and Mechanical College and Polytechnic Institute.	50	17	112	112	0	400	6,500	3,100	5,877
461	Bridgewater College	55	2	110	150	0	3	4,604	1,000	5,000
462	University of Virginia	75	40	180	225	8	13	65,000	.....	100,000
463	Emory and Henry College	50	19	100	150	....	5	12,000	3,000	12,000
464	Fredericksburg College	60	.....	.....	135	....	2	1,200	.....	1,200
465	Hampden-Sidney College	50	22	125	200	....	8	12,000	4,000	12,000
466	Virginia Military Institute	75	15	.....	180	0	0	13,578	6,862	25,000
467	Washington and Lee University	50	35	90	150	1	17	50,000	10,000	50,000
468	Virginia Christian College	45	2	75	90	....	....	1,125	1,000	1,500
469	Richmond College	70	20	100	130	....	51	15,000	2,500	25,000
470	Virginia Union University	12	8	40	60	....	....	11,000	5,000	10,00
471	Roanoke College	50	12	72	108	....	32	23,000	10,000	25,000
472	College of William and Mary	35	16	108	126	....	8	15,000	2,000	15,000

*Statistics of 1904–5.

technological schools 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 city appropriations.		Federal appropriations.	From other sources.	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$2,000	$125,000	.....	$350	.....	.....	.....	.....	$16,250	$16,600	.....	424
128,041	499,541	$425,000	15,775	$24,210	.....	$25,000	$45,000	13,154	123,139	$2,545	425
5,000	175,000	130,000	8,000	6,500	.....	.....	.....	.....	14,500	.....	426
800	20,000	.....	3,500	.....	.....	.....	.....	.....	3,500	.....	427
10,000	112,000	307,364	11,935	12,836	.....	.....	.....	2,500	27,271	.....	428
6,000	95,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	429
.....	10,500	.....	2,500	.....	.....	.....	.....	.....	2,500	.....	430
.....	400,000	57,000	13,029	2,226	0	0	0	0	15,255	11,409	431
125,000	900,000	1,400,000	77,000	70,000	.....	.....	.....	.....	147,000	65,000	432
900	135,000	42,000	19,300	2,000	0	0	0	16,000	37,300	.....	433
50,000	600,000	148,000	29,643	6,344	.....	.....	.....	21,930	57,917	38,483	434
.....	.....	.....	3,275	0	0	2,500	.....	.....	5,775	1,000	435
7,750	49,400	2,158	5,216	72	.....	.....	.....	93	5,381	.....	436
2,500	60,000	100,000	1,500	800	.....	.....	.....	300	2,600	100,000	437
800	150,000	0	.....	.....	.....	.....	.....	.....	.....	0	438
298,655	565,600	2,000,050	17,660	134,285	$81,250	.....	.....	.....	233,195	.....	439
110,000	555,000	209,000	2,055	14,280	73,085	15,000	33,750	.....	138,170	.....	440
2,500	45,000	.....	8,500	.....	.....	.....	.....	.....	8,500	.....	441
5,000	200,000	.....	6,437	.....	.....	.....	.....	20,495	26,932	5,782	442
5,000	150,000	.....	30,000	2,000	.....	.....	.....	.....	32,000	30,000	443
700	60,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	444
.....	300,000	42,000	22,009	.....	.....	.....	.....	11,688	33,697	.....	445
.....	30,000	.....	5,600	.....	.....	.....	.....	.....	5,600	.....	446
12,500	85,000	.....	4,000	.....	.....	.....	.....	5,000	9,000	15,000	447
10,000	200,000	0	24,300	0	0	0	0	0	24,300	25,000	448
5,000	50,000	150,000	5,400	3,000	.....	.....	.....	.....	8,400	.....	449
25,000	600,000	112,000	64,000	5,750	.....	.....	.....	10,000	79,750	11,500	450
150	100,000	.....	3,000	.....	.....	.....	.....	18,500	21,500	.....	451
2,000	105,500	37,000	17,000	1,840	.....	.....	.....	1,233	20,073	7,000	452
80,755	298,161	.....	28,355	6,961	65,000	5,250	41,613	.....	147,179	.....	453
13,707	71,324	100,000	7,546	4,894	24,800	.....	.....	1,595	38,835	124	454
153,000	687,000	60,000	21,441	2,400	74,607	85,376	.....	18,862	202,686	.....	455
235,750	847,000	717,452	33,950	39,474	6,000	0	40,000	5,039	124,463	30,000	456
22,500	200,000	410,000	3,000	20,600	.....	2,400	.....	.....	26,000	.....	457
27,000	145,000	10,000	12,000	400	11,000	2,000	.....	600	26,000	154,000	458
6,500	96,700	177,315	10,371	12,578	.....	.....	.....	8,172	31,121	39,800	459
166,827	421,065	344,312	35,138	20,658	45,000	82,500	36,667	1,688	221,651	.....	460
3,000	80,000	9,000	12,500	500	0	0	0	0	13,000	7,000	461
150,000	1,500,000	525,000	70,700	25,000	58,300	.....	.....	3,500	157,500	27,000	462
4,700	100,000	10,000	8,408	600	0	0	0	6,480	15,488	1,800	463
2,000	15,000	.....	11,000	.....	.....	.....	.....	.....	11,000	.....	464
9,000	129,000	172,470	4,187	8,334	0	0	0	.....	12,521	22,500	465
52,000	320,000	20,100	21,182	1,200	25,000	.....	.....	12,000	59,382	.....	466
50,000	250,000	741,917	26,297	41,309	.....	.....	.....	.....	67,606	32,660	467
6,000	75,000	.....	7,000	.....	.....	.....	.....	3,000	10,000	15,000	468
20,000	700,000	375,000	.....	.....	.....	.....	.....	.....	40,000	20,000	469
5,000	300,000	90,000	1,969	4,500	0	0	0	277	6,746	1,053	470
5,000	100,000	74,000	8,000	3,700	.....	.....	.....	7,000	18,700	4,000	471
5,000	150,000	154,000	3,100	6,000	35,000	10,500	.....	.....	54,600	.....	472

TABLE 27.—*Statistics of universities, colleges, and*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	WASHINGTON.									
473	State College of Washington	(a)	.....	$125	$200	0	35	12,000	3,000	$25,000
474	University of Washington	0	.....	200	275	0	4	21,612	10,000	56,300
475	Gonzaga College	$50	$12	.....	250	....	1	7,000	2,600	15,000
476	University of Puget Sound	45	.....	80	150	0	0	2,000	2,000	3,000
477	Whitworth College	54	.....	175	185	0	0	8,000	.....	14,000
478	Whitman College*	50	5	198	243	0	44	11,200	8,000	25,000
	WEST VIRGINIA.									
479	Morris Harvey College	33	0	90	135	0	0	2,000	500	1,000
480	Bethany College	36	12	100	120	....	31	9,000	2,000	10,000
481	Davis and Elkins College	50	5	125	150	....	4	300	.....	500
482	West Virginia University	(b)	9	150	200	0	0	20,600	700	43,500
	WISCONSIN.									
483	Lawrence University	6	35	108	125	....	2	22,870	8,300	36,000
484	Beloit College	50	25	180	210	4	1	33,000	10,000	35,000
485	University of Wisconsin	(c)	30	200	350	18	18	113,000	33,000	224,512
486	Milton College	30	6	100	125	0	11	7,842	2,500	11,000
487	Concordia College	0	0	.....	68	0	0	4,200	450	2,500
488	Marquette College	60	10	133	152	....	7	10,500	1,600	4,850
489	Mission House	20	10	.....	100	....	....	7,500	.....	.....
490	Ripon College	39	19	175	225	....	....	18,000	.....	16,000
491	Northwestern University	30	5	80	100	....	10	7,151	.....	10,000
492	Carroll College	40	3	105	133	....	....	3,000	500	3,000
	WYOMING.									
493	University of Wyoming	.....	4	225	250	....	7	19,857	11,000	29,479

* Statistics of 1904–5.
a Free to residents; $20 to nonresidents.

technological schools 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 city appropriations.		Federal appropriations.	From other sources	Total.		
					Current expenses.	Building or other special purposes.					
11	12	13	14	15	16	17	18	19	20	21	
$102,500	$285,000	$27,000	$3,656	$5,000	$75,000	$2,500	$40,000	$16,681	$142,837	0	473
161,000	693,000	.....	2,440	.....	300,000	.....	.....	.....	302,440	.....	474
13,100	255,000	.....	40,000	.....	.....	.....	.....	.....	40,000	.....	475
3,000	75,000	.....	9,000	.....	.....	.....	.....	.....	9,000	$15,000	476
9,500	141,000	30,000	11,536	4,715	.....	.....	.....	.....	16,251	.....	477
27,350	198,485	238,153	13,920	19,615	0	0	0	43,734	77,269	.....	478
5,000	75,000	0	4,500	0	0	0	0	1,000	5,500	15,000	479
40,000	225,000	200,000	13,000	9,000	.....	.....	.....	2,000	24,000	24,000	480
1,000	100,000	100,000	2,000	6,000	.....	.....	.....	.....	8,000	.....	481
97,500	700,000	115,769	17,270	6,500	103,150	28,838	35,000	15,483	206,241	10,000	482
25,962	325,000	402,000	9,620	18,610	.....	.....	.....	.....	28,230	14,000	483
100,000	465,000	880,000	15,793	46,508	0	0	0	7,506	69,807	2,500	484
587,068	3,028,807	587,500	126,436	29,961	572,914	200,000	45,000	69,040	1,043,351	6,100	485
3,000	60,000	115,000	3,000	6,000	0	0	0	0	9,000	9,000	486
1,600	160,000	1,500	80	75	0	0	0	0	155	.....	487
3,900	130,000	5,800	9,738	169	.....	.....	.....	.....	9,907	6,000	488
1,200	50,000	24,000	.....	.....	.....	.....	.....	.....	.....	.....	489
.....	159,083	242,770	8,470	12,123	.....	.....	.....	9,407	30,000	41,432	490
25,000	125,000	16,000	1,150	.....	.....	.....	.....	12,500	13,650	66,000	491
2,000	225,000	125,000	5,000	6,000	.....	.....	.....	.....	11,000	7,000	492
106,104	225,000	21,451	738	21,286	.....	311	45,000	6,051	73,386	400	493

[b] Free to residents; $75 to nonresidents.
[c] Free to residents; $30 to $40 to nonresidents.

TABLE 28.—*Statistics of colleges for women, Division A.*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.						Students.										
					Preparatory department.		Collegiate department.		Total number.						College students in—			Students in—			
					Men.	Women.	Men.	Women.	Men.	Women.	Preparatory.	Collegiate.	Graduate.	Total number.	Liberal arts.	Latin.	Greek.	Pedagogy.	Business course.	Music.	Art.
	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	3	18	2	10	5	28	146	54	....	200	43	6	3	....	5	....	....
	DISTRICT OF COLUMBIA.																				
2	Washington	Trinity College	R. C.	1900	0	0	7	19	7	19	0	100	....	100	100	50	8	24	....	15	56
	ILLINOIS.																				
3	Rockford	Rockford College	Nonsect.	1849	....	6	2	19	3	19	24	55	....	134	55	15	7	2	....	57	7
	LOUISIANA.																				
4	New Orleans	H. Sophie Newcomb Memorial College	Nonsect.	1887	....	10	8	13	8	23	131	183	....	399	183	57	13	....	....	....	88
	MARYLAND.																				
5	Baltimore	Woman's College of Baltimore	M. E.	1888	0	0	10	13	10	13	0	328	4	332	328	135	29	....	....	....	....
	MASSACHUSETTS.																				
6	Cambridge	Radcliffe College	Nonsect.	1879	0	0	102	0	102	0	0	370	66	436	370	124	65	86	....	47	67
7	Northampton	Smith College	Nonsect.	1875	0	0	27	66	27	66	0	1,194	8	1,213	1,194	....	....	....	....	7	4
8	South Hadley	Mount Holyoke College	Nonsect.	1837	0	0	7	70	7	70	0	710	4	714	710	308	81	85	....	100	294
9	Wellesley	Wellesley College	Nonsect.	1875	0	0	13	82	13	82	0	1,079	17	1,096	1,079	159	99	68	....	81	140
	NEW YORK.																				
10	Aurora	Wells College	Nonsect.	1868	0	0	4	18	4	18	0	150	....	150	150	80	4	....	....	....	....
11	Elmira	Elmira College	Presb.	1855	0	0	6	12	6	12	0	158	....	255	158	158	17	19	0	97	0
12	New York	Barnard College	Nonsect.	1889	0	0	36	15	36	15	0	390	....	390	390	189	44	102	....	30	....
13	Poughkeepsie	Vassar College	Nonsect.	1865	0	0	16	75	16	75	0	967	10	977	967	475	101	0	0	82	0
	PENNSYLVANIA.																				
14	Bryn Mawr	Bryn Mawr College	Nonsect.	1885	0	0	30	16	30	16	0	377	79	456	377	149	43	46	....	....	....
	VIRGINIA.																				
15	Lynchburg	Randolph-Macon Woman's College	M. E. So.	1893	0	0	11	17	11	17	0	350	....	350	350	161	20	12	....	145	24

TABLE 29.—*Statistics of colleges for women, Division A.*

	Name.	Annual expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.			Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.				Benefactions.
		Tuition fees.	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	.....	.....	.....	$400	....	18	7,500	.....	$8,000	.....	$300,000	$200,000	.....	.....	.....	$26,000	.....
	DISTRICT OF COLUMBIA.																	
2	Trinity College	$100	.....	$300	350	....	10	13,000	1,000	30,000	$25,000	350,000	.....	$25,371	.....	.....	25,371	$71,000
	ILLINOIS.																	
3	Rockford College	75	.....	250	300	....	7	6,500	.....	15,000	25,000	150,000	106,311	21,048	$6,311	$1,786	29,145	4,634
	LOUISIANA.																	
4	H. Sophie Newcomb Memorial College	100	.....	.....	225	0	....	7,572	.....	9,756	23,223	330,501	626,532	40,569	31,013	0	71,582	0
	MARYLAND.																	
5	Woman's College of Baltimore	150	.....	.....	.....	2	....	11,001	.....	12,000	25,000	700,000	649,135	36,851	30,300	.....	67,151	.....
	MASSACHUSETTS.																	
6	Radcliffe College	200	.....	350	500	1	21	22,000	1,200	30,000	9,000	696,000	.....	72,179	15,200	.....	87,379	.....
7	Smith College	100	.....	.....	300	6	113	12,000	.....	34,767	139,715	1,095,200	1,296,998	128,853	97,995	30,006	256,854	14,194
8	Mount Holyoke College	125	.....	175	207	4	36	30,000	5,000	40,000	46,000	950,000	805,000	135,000	32,000	.....	167,000	43,000
9	Wellesley College	175	.....	275	275	1	78	60,000	1,200	141,000	240,800	1,559,325	826,474	295,000	37,195	.....	332,195	25,820
	NEW YORK.																	
10	Wells College	150	.....	.....	350	.....	.....	14,046	.....	30,500	18,125	298,000	264,076	35,000	11,950	192	47,142	25,300
11	Elmira College	125	.....	275	275	0	30	5,914	400	6,000	40,896	192,600	72,000	27,000	3,816	.....	30,816	1,297
12	Barnard College	150	$10	325	450	....	40	3,500	.....	5,000	36,700	525,000	684,211	53,777	28,155	21,067	102,999	33,643
13	Vassar College	150	.....	.....	350	4	87	54,500	1,000	83,624	123,307	2,080,305	1,335,283	121,228	65,470	185,022	371,720	2,200
	PENNSYLVANIA.																	
14	Bryn Mawr College	200	.....	275	325	14	77	48,000	8,000	100,000	61,000	1,784,550	1,200,000	81,000	68,000	1,000	150,000	190,000
	VIRGINIA.																	
15	Randolph-Macon Woman's College	75	25	200	200	....	14	5,750	1,250	6,797	42,000	346,000	129,500	40,620	6,185	20,000	66,805	60,000

TABLE 30.—*Statistics of colleges for women, Division B.*

	Location	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Students.												College students studying—		Number in—		
					Men.	Women.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number.	Graduated in 1906.	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
	ALABAMA.																						
1	Anniston	Anniston College for Young Ladies	Nonsect	1898	5	11	....	108	135	....	243	8	....	....	....	....	....		....	....	....	82	10
2	Athens	Athens Female College	M. E. So	1843	1	9	31	36	100	....	167	9	....	....	....	....	....		....	....	....	60	15
3	Eufaula	The Alabama Brenau	Nonsect	1854	3	12	30	25	100	....	155	....	35	....	40	....	....		35	....	....	75	20
4	Marion	The Judson College	Bapt	1839	4	26	....	44	250	6	300	38	60	....	100	80	....		....	....	....	225	40
5	.....do	Marion Female Seminary	Nonsect	1836	1	9	17	14	45	1	77	....	....	....	....	....	....		....	....	....	....	....
6	Talladega	Alabama Synodical College for Women.	Presb	1903	1	8	37	8	52	....	97	4	21	....	16	10	....		29	....	....	38	8
7	Tuscaloosa	Alabama Central Female College	Bapt	1858	3	10	....	62	69	....	131	23	....	....	....	....	....		....	....	....	86	16
8	.....do	Tuscaloosa Female College *	M. E. So	1860	3	8	20	20	80	6	126	13	....	....	....	....	....		60	3	....	6	10
9	Tuskegee	Alabama Conference Female College	M. E. So	1856	3	8	4	10	122	10	146	17	....	....	132	....	....		50	....	15	80	10
	ARKANSAS.																						
10	Conway	Central Baptist College	Bapt	1892	1	9	25	50	55	....	130	6	30	....	25	....	....		30	....	15	60	12
	CALIFORNIA.																						
11	San Jose	College of Notre Dame	R. C	1851	....	30	26	22	84	....	132	10	84	....	....	....	....		....	....	25	120	22
	GEORGIA.																						
12	Athens	Lucy Cobb Institute	Nonsect	1858	....	18	20	35	120	....	175	38	....	....	....	....	....		50	....	....	100	35
13	College Park	Cox College	Nonsect	1843	7	18	....	....	180	4	184	28	140	....	....	....	....		....	....	....	95	34
14	Cuthbert	Andrew Female College	M. E. So	1854	3	7	....	40	110	....	150	16	60	....	40	....	....		75	....	....	100	20
15	Dalton	Dalton Female College	M. E. So	1872	2	5	50	60	70	1	181	20	20	30	40	50	15		20	15	50	20	20
16	Decatur	Agnes Scott College	Presb	....	7	20	....	174	127	....	301	9	....	....	....	....	....		....	....	....	....	....
17	Forsyth	Monroe College	Bapt	1849	5	23	27	60	335	1	423	27	250	....	....	10	....		250	3	19	212	25
18	Gainesville	Brenau College Conservatory	Nonsect	1878	7	18	20	25	280	....	325	20	....	....	....	....	....		....	....	20	150	20

19	La Grange	Lagrange Female College	M. E. So	1833	4	15		67	152	2	221	6	134			4		116	3	30	126	23
20	do	Southern Female College	Bapt	1843	4	12		30	75	3	108	5	40		20			40		15	80	15
21	Macon	Wesleyan Female College	M. E. So	1839	7	21		330	132		462	33	124		8			132	2		332	30
22	Rome	Shorter College *	Bapt	1877	6	20	25	42	177		244										168	27
	ILLINOIS.																					
23	Jacksonville	Illinois Woman's College	M. E	1847	3	20		133	122		255	34						50	10		255	51
24	Knoxville	St. Mary's School	P. E	1868	2	14		52	48		100	16						35			80	20
	KANSAS.																					
25	Topeka	College of the Sisters of Bethany	P. E	1861	1	15	70	63	42		175											
	KENTUCKY.																					
26	Bowling Green	Potter College for Young Ladies	Nonsect	1889	1	18		25	175		200	13	125					40	3		135	42
27	Danville	Caldwell College	Presb	1860	3	17	32	93	84	3	212		56					44			80	6
28	Harrodsburg	Beaumont College	Nonsect	1894	4	8	15	30	30		75	6	10		10	20		30	1		45	
29	Hopkinsville	Bethel Female College	Bapt	1856	1	7	15	24	45	2	86	6	40					39			4	2
30	Lexington	Sayer Female Institute	Presb	1854	1	13	25	16	64		105	5									40	5
31	Millersburg	Millersburg Female College	M. E. So	1850	1	12	35	30	74	1	140	10						40		5	76	6
32	Nicholasville	Jessamine Female College	Nonsect	1854	3	12	20	35	75	2	132	10	25		35			110	8		108	18
33	Owensboro	Owensboro College *	Nonsect	1890	6	8	50	100	150		300	4	20	15		15		40	20	50	50	20
34	Russellville	Logan College for Young Ladies	M. E. So	1856	2	7	20	18	100		138	13	80			20		70			70	10
	LOUISIANA.																					
35	Clinton	Silliman Collegiate Institute	Presb	1852	1	7	22	30	58		110	12	1			8		15	1		26	
36	Keatchie	Louisiana Female College	Bapt	1856	1	6		14	37		51		20		8	9		20			39	9
37	Mansfield	Mansfield Female College	M. E. So	1854	1	7	20	80	15		115	1	10					40			50	
	MARYLAND.																					
38	Baltimore	Notre Dame of Maryland *	R. C	1873	8	20	30	145	95		270	6	46	5	44			95	15		90	29
39	Frederick	The Woman's College of Frederick, Maryland.	Reform	1893	4	13	12	33	58	64	167	9	41					52	4		92	28
40	Hagerstown	Kee Mar College	Nonsect	1852	4	9		15	83	2	100	7	65					70	1		62	16
41	Lutherville	Maryland College for Women	Luth	1853	9	7		6	101		107				10	47		47				
	MASSACHUSETTS.																					
42	Auburndale	Lasell Seminary for Young Women	Nonsect	1851	7	26		59	113		172	32						35			133	7
43	Boston	Simmons College	Nonsect	1902	27	35			449		449					287						
	MISSISSIPPI.																					
44	Blue Mountain	Blue Mountain Female College	Nonsect	1873	4	23	60	103	325		488	15						1		75	150	25
45	Brookhaven	Whitworth Female College	M. E. So	1859	2	15	15	102	79	4	200	15	70					125	19		130	50
46	Clinton	Hillman College	Bapt	1853	1	9	20	20	109		149	10			25			30			60	18

* Statistics of 1904–5

TABLE 30.—*Statistics of colleges for women, Division B*—Continued.

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Students.												College students studying—		Number in—		
					Men.	Women.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number.	Graduated in 1906.	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—cont'd.																					
47	Columbus	Mississippi Industrial Institute and College.*	State	1885	2	43	....	496	234	24	754	110	175	....	.....	59	....	496	....	206	253	106
48	French Camp	Central Mississippi Institute	Presb	1884	2	4	10	10	60	2	82	3	20	....	40	.....	.....	20	....	8	25	7
49	Jackson	Belhaven College *	Nonsect	1894	1	9	9	.....	63	....	72	9	5	.....	.....	.....	.....	23	5	.....	51	8
50	Meridian	Meridian Female College	Nonsect	1903	2	30	25	75	400	....	500	4	100	75	200	25	....	60	20	100	386	50
51	Natchez	Stanton College	Nonsect	1894	3	11	30	28	70	....	128	7	20	.....	.....	30	....	20	.....	.....	80	14
52	Pontotoc	Chickasaw Female College	Presb	1852	....	6	20	10	40	....	70	4	3	.....	.....	4	....	50	....	10	24	....
53	Port Gibson	Port Gibson Female College	M. E. So	1839	1	9	13	12	38	....	63	4	20	....	18	.....	.....	20	.....	.....	31	12
	MISSOURI.																					
54	Columbia	Christian College	Christian	1851	5	23	25	75	140	....	240	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	.....do	Stephens College	Bapt	1856	7	14	....	80	120	....	200	4	.....	.....	.....	.....	.....	.....	.....	.....	125	20
56	Fayette	Howard Payne College	M. E. So	1844	1	13	....	100	50	....	150	7	.....	.....	.....	.....	.....	40	.....	.....	125	9
57	Fulton	Synodical Female College	Presb	1872	8	8	10	38	41	....	89	8	35	.....	.....	10	....	40	.....	.....	50	10
58	Lexington	Central College for Women	M. E. So	1869	4	14	12	25	118	3	158	6	35	.....	.....	24	....	50	.....	.....	120	30
59	.....do	Lexington College for Young Women	Bapt	1855	5	9	....	60	70	....	130	11	40	....	30	.....	.....	40	.....	.....	90	30
60	Liberty	Liberty Ladies College	Nonsect	1890	3	13	.....	128	30	....	158	7	2	.....	20	.....	.....	30	2	.....	130	20
61	Mexico	Hardin College	Bapt	1873	6	14	....	192	50	....	242	10	25	....	25	.....	.....	50	8	.....	173	53
62	Nevada	Cottey College	Nonsect	1884	3	16	88	120	60	2	270	3	5	....	20	35	....	60	1	.....	160	25
63	St. Charles	Lindenwood College for Women	Presb	1830	4	12	....	114	6	....	120	16	.....	....	6	.....	.....	25	1	.....	92	13
	NEW YORK.																					
64	Brooklyn	Paeker Collegiate Institute	Nonsect	1854	4	51	38	519	63	2	622	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	New Rochelle	College of Saint Angela	R. C	1904	5	7	97	67	34	....	198	....	18	....	.....	.....	.....	18	9	16	91	20

	NORTH CAROLINA.																					
66	Charlotte	Elizabeth College and Conservatory of Music.	Nonsect	1897	6	18	....	82	98	1	181	....	....	....	....	....	....	98	....	....	117	26
67	Greensboro	Greensboro Female College	M. E. So	1846	3	10	....	89	95	....	184	8	....	....	....	....	....	77	....	....	81	38
68	Hickory	Claremont College	Nonsect	1880	1	8	15	20	60	5	100	6	20	....	10	10	2	20	....	10	40	10
69	Louisburg	Louisburg College	M. E. So	1857	1	10	....	13	101	....	114	2	87	....	....	....	....	67	....	9	95	15
70	Murfreesboro	Chowan Baptist Female Institute	Bapt	1848	2	10	18	11	95	1	125	10	....	....	....	....	....	59	....	10	60	36
71	Oxford	Oxford Seminary for Girls	Bapt	1850	1	10	....	45	75	1	121	6	30	....	45	....	....	45	....	....	75	12
72	Raleigh	Baptist University for Women	Bapt	1899	8	26	32	258	65	3	358	....	85	....	....	....	25	70	3	15	155	35
73	Winston-Salem	Salem Academy and College	Moravian	1802	4	31	....	212	169	....	381	54	169	....	....	....	....	200	35	22	338	54
	OHIO.																					
74	Oxford	Oxford College for Women	Nonsect	1830	3	18	....	51	59	....	110	6	....	....	3	....	3	21	....	....	51	22
75	.....do	Western College for Women	Nonsect	1855	1	25	....	85	165	2	250	20	161	....	....	....	....	172	36	....	95	120
76	Painesville	Lake Erie College and Seminary	Nonsect	1859	2	23	....	91	71	1	163	7	67	....	....	4	....	60	7	4	91	5
	PENNSYLVANIA.																					
77	Allentown	Allentown College for Women	Reform	1867	3	9	12	15	37	....	109	13	....	....	37	....	....	44	2	....	12	23
78	Bethlehem	Moravian Seminary for Young Ladies	Moravian	1749	5	15	....	99	17	....	116	16	....	....	....	....	....	90	....	....	80	8
79	Blairsville	Blairsville College for Girls	Presb	1851	1	8	....	25	30	....	55	10	20	....	10	....	....	20	....	....	50	9
80	Chambersburg	Wilson College	Presb	1870	4	27	....	61	287	....	348	33	162	....	....	....	....	140	5	....	171	37
81	Meehaniesburg	Irving Female College	Luth	1856	6	11	....	18	115	....	133	16	11	....	22	22	78	40	11	....	125	6
82	Pittsburg	Pennsylvania College for Women	Presb	1869	5	21	....	205	31	....	236	4	31	....	....	....	....	31	16	....	41	46
	SOUTH CAROLINA.																					
83	Columbia	College for Women	Nonsect	1890	4	20	30	33	187	....	250	7	60	....	....	....	....	61	....	....	150	27
84	.....do	Columbia College	M. E. So	1859	4	18	....	45	242	3	290	32	70	....	40	20	3	93	....	....	160	20
85	Due West	Due West Female College	A. R. Presb	1859	5	9	....	20	125	....	145	17	110	15	....	....	....	81	....	15	81	12
86	Greenville	Greenville College for Women	Nonsect	1894	2	7	20	15	75	2	112	9	50	....	25	....	....	22	....	35	40	....
87	.....do	Greenville Female College	Bapt	1854	2	16	22	27	265	....	314	30	30	....	50	....	30	....	....	35	92	50
88	Greenwood	Lander College	M. E. So	1872	4	9	....	61	120	1	182	12	123	....	....	....	....	123	....	12	96	37
89	Spartanburg	Converse College	Nonsect	1890	7	14	....	25	275	....	300	20	....	....	....	....	....	99	....	....	200	30
90	Union	Clifford Seminary	Nonsect	1881	1	6	9	9	28	4	50	5	22	....	....	....	....	32	....	....	26	....
	TENNESSEE.																					
91	Bristol	Sullins College	M. E. So	1870	4	11	25	25	170	5	225	18	....	....	....	....	....	12	....	10	140	30
92	Franklin	Tennessee Female College*	Nonsect	1856	2	9	40	20	100	2	162	11	15	....	....	....	....	50	20	....	90	20
93	Gallatin	Howard Female College	Nonsect	1837	1	9	28	22	56	....	106	8	22	....	8	26	....	40	2	....	46	....
94	Jackson	Memphis Conferenee Female Institute	M. E. So	1843	2	17	19	24	199	4	246	24	28	....	98	....	8	75	4	18	152	36
95	Murfreesboro	Soule College	M. E. So	1852	1	14	35	40	140	....	215	13	....	....	....	....	....	120	5	....	94	50
96	Nashville	Boscobel College	Nonsect	1889	1	13	20	10	70	1	101	16	18	....	25	20	....	20	5	....	60	10
97	.....do	Ward Seminary for Young Ladies	Nonsect	1865	5	25	30	200	230	....	460	50	....	....	....	....	....	....	....	....	200	40
98	Rogersville	Rogersville Synodical College	Presb	1849	2	8	17	43	17	3	80	....	....	....	....	....	....	28	....	....	18	19

*Statistics of 1904–5.

TABLE 30.—*Statistics of colleges for women, Division B*—Continued.

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Students.																
													College students pursuing courses leading to—					College students studying—		Number in—		
					Men.	Women.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number.	Graduated in 1906.	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.																						
99	Belton	Baylor Female College	Bapt	1845	5	15	....	195	208	....	403	23	45	....	95	65	....	105	45	.....	165	38
100	Bonham	Carlton College*	Christian	1867	2	10	21	14	40	....	75	5	.....	.....	15	25	.....	.....	.....	.....	80	5
101	Chappell Hill	Chappell Hill Female College	M. E. So	1852	3	4	18	.....	35	....	53	5	.....	.....	.....	.....	.....	20	.....	.....	45	18
102	San Antonio	San Antonio Female College	M. E. So	1894	1	13	25	70	91	....	186	.....	.....	.....	.....	.....	.....	.....	.....	.....	95	20
	VIRGINIA.																						
103	Abingdon	Martha Washington College	M. E. So	1860	4	12	20	80	66	....	166	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	....do	Stonewall Jackson Institute	Presb	1869	....	11	20	30	65	....	115	9	.....	.....	.....	.....	.....	.....	.....	.....	55	15
105	Bristol	Virginia Institute	Bapt	1884	4	10	....	59	100	....	159	9	.....	.....	.....	.....	.....	.....	.....	12	130	18
106	Charlottesville	Rawlings Institute	Bapt	1856	3	14	30	25	103	5	163	18	3	....	100	.....	....	25	.....	.....	120	25
107	Danville	Roanoke College	Bapt	1860	5	14	....	11	93	1	105	8	65	.....	.....	.....	10	62	....	10	80	15
108	Hollins	Hollins Institute	Nonsect	1842	15	20	....	10	251	....	261	16	.....	.....	.....	.....	.....	.....	.....	.....	175	35
109	Marion	Marion Female College	Luth	1874	2	8	....	20	50	1	71	5	25	.....	.....	.....	.....	25	.....	15	50	30
110	Petersburg	Southern Female College	Nonsect	1863	6	10	....	20	100	....	120	6	.....	.....	.....	.....	.....	41	.....	.....	72	10
111	Richmond	Woman's College	Bapt	1854	9	15	35	60	170	....	265	42	11	....	12	.....	5	95	....	25	135	15
112	Winchester	Episcopal Institute	P. E	1874	4	4	23	20	36	1	80	12	1	.....	.....	.....	.....	15	.....	.....	45	7
	WEST VIRGINIA.																						
113	Lewisburg	Lewisburg Female Institute	Presb	1876	2	20	18	88	79	2	187	14	36	.....	.....	14	.....	37	3	17	123	19
	WISCONSIN.																						
114	Milwaukee	Milwaukee-Downer College	Nonsect	1895	2	32	....	256	102	....	358	52	25	....	68	.....	.....	122	2	12	153	44

*Statistics of 1904–5.

TABLE 31.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fees.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				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	Anniston College for Young Ladies	$54	$10	.....	$135	700	$700	.....	$200,000	.....	$20,000	.....	.....	.....	$20,000	.....
2	Athens Female College	40	.....	.....	135	2,000	1,500	$300	60,000	.....	3,000	.....	.....	$5,800	8,800	$750
3	The Alabama Brenau	50	.....	$135	150	500	500	500	50,000	.....	6,750	.....	.....	.....	6,750	.....
4	Judson College	60	13	.....	145	4,000	4,000	3,000	153,000	.....	21,900	.....	.....	.....	21,900	.....
5	Marion Female Seminary	50	.....	.....	.....	500	500	500	20,000	.....	4,500	.....	.....	.....	4,500	.....
6	Alabama Synodical College for Women	50	.....	.....	160	.....	.....	.....	20,000	.....	5,000	.....	.....	.....	5,000	.....
7	Alabama Central Female College	50	.....	140	150	.....	75	.....	200,000	.....	7,000	.....	.....	.....	7,000	1,500
8	Tuscaloosa Female College*	50	20	115	140	900	1,000	.....	25,000	.....	10,000	.....	.....	.....	10,000	.....
9	Alabama Conference Female College	50	.....	100	150	2,500	2,500	1,500	125,000	$13,500	7,300	$650	.....	.....	7,950	.....
	ARKANSAS.															
10	Central Baptist College	50	2	142	.....	3,000	1,000	300	50,000	.....	10,000	.....	.....	.....	10,000	200
	CALIFORNIA.															
11	College of Notre Dame	100	.....	.....	250	7,750	12,300	15,570	240,000	.....	13,200	.....	.....	.....	13,200	.....
	GEORGIA.															
12	Luey Cobb Institute	60	50	.....	200	800	1,000	500	50,000	.....	18,850	.....	.....	.....	18,850	2,000
13	Cox College	57	.....	160	200	5,000	5,000	5,000	150,000	.....	13,500	.....	.....	.....	13,500	.....
14	Andrew Female College	40	5	90	120	2,000	2,000	1,000	75,000	.....	9,000	.....	.....	.....	9,000	.....
15	Dalton Female College	40	10	120	160	500	1,000	250	20,000	.....	2,000	.....	.....	.....	2,000	.....
16	Agnes Scott College	90	20	125	150	2,000	2,000	2,000	200,000	.....	29,930	.....	.....	.....	29,930	.....
17	Monroe College	40	12	100	120	3,000	3,000	15,000	250,000	.....	30,000	.....	.....	.....	30,000	60,000
18	Brenau College	50	7	150	175	3,500	3,500	1,500	125,000	.....	26,000	.....	.....	.....	26,000	.....
19	Lagrange Female College	54	12	.....	150	3,200	3,000	2,500	165,000	21,187	12,454	1,200	.....	6,000	19,654	2,728
20	Southern Female College	50	8	.....	120	1,500	2,500	175	60,000	.....	5,000	.....	.....	5,000	10,000	.....
21	Wesleyan Female College	50	.....	140	150	3,000	3,000	3,000	300,000	25,000	47,840	1,655	.....	2,865	52,360	12,000
22	Shorter College*	60	.....	150	150	3,700	3,700	.....	150,000	40,000	8,600	3,000	.....	4,850	16,450	.....

* Statistics of 1904-5.

TABLE 31.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fees.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				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.															
23	Illinois Woman's College	$60	.....	.....	$240	1,000	$1,000	$1.000	$250,000	.....	$20,000	.....	.....	$10,000	$30,000	.....
24	St. Mary's School	.....	.....	.....	500	2,500	2,500	5,000	120,000	$3,500	37,500	$200	.....	.....	37,200	$500
	KANSAS.															
25	College of the Sisters of Bethany	60	$2	.....	300	2,000	2,000	1,500	350,000	40,000	10,850	2,000	.....	.....	12,850	.....
	KENTUCKY.															
26	Potter College for Young Ladies	60	.....	.....	220	5,000	5,000	1,000	100,000	.....	20,000	.....	.....	.....	20,000	.....
27	Caldwell College	50	5	.....	200	500	500	3,000	60,000	.....	14,000	.....	.....	.....	14,000	.....
28	Beaumont College	60	.....	.....	190	.....	4,000	100	30,000	.....	7,000	.....	.....	.....	7,000	.....
29	Bethel Female College	50	.....	.....	160	.....	.....	50	50,000	.....	4,500	.....	.....	.....	4,500	.....
30	Sayer Female Institute	65	5	.....	185	3,000	3,000	5,000	150,000	10,000	9,000	.....	.....	400	9,400	.....
31	Millersburg Female College	50	2	$90	112	500	200	300	19,000	.....	3,500	.....	.....	5,000	8,500	.....
32	Jessamine Female Institute	50	5	220	260	2,000	2,000	500	60,000	.....	12,000	.....	.....	.....	12,000	.....
33	Owensboro College*	40	.....	.....	120	600	600	.....	30,000	.....	14,800	.....	.....	.....	14,800	.....
34	Logan College for Young Ladies	54	.....	.....	150	1,500	1,500	1,000	40,000	.....	7,500	.....	.....	.....	7,500	.....
	LOUISIANA.															
35	Silliman Collegiate Institute	50	7	135	150	250	300	250	50,000	27,000	6,000	2,000	.....	.....	8,000	.....
36	Louisiana Female College	50	6	150	200	1,500	1,500	200	30,000	.....	6,500	.....	.....	60	6,560	.....
37	Mansfield Female College	50	10	125	130	3,000	3,000	200	50,000	.....	8,000	.....	$600	.....	8,600	.....
	MARYLAND.															
38	Notre Dame of Maryland*	100	20	200	300	10,000	10,000	6,000	800,000	.....	40,000	.....	.....	.....	40,000	.....
39	Woman's College of Frederick, Maryland	60	5	.....	190	2,000	5,000	2,500	70,000	40,000	15,000	1,500	.....	3,500	20,000	15,000
40	Kee Mar College	100	10	.....	200	1,000	1,000	1,000	75,000	.....	14,000	.....	.....	.....	14,000	.....
41	Maryland College for Women	75	.....	250	.....	1,000	1,000	500	75,000	.....	15,000	.....	.....	.....	15,000	.....

	MASSACHUSETTS.															
42	Lasell Seminary for Young Women	200			500	2,140	5,000	2,000	150,000	1,000	45,075	60			45,135	
43	Simmons College	100	6	200	275	6,000	6,000	20,000	862,908	1,920,621	41,450	71,441		4,786	117,677	
	MISSISSIPPI.															
44	Blue Mountain Female College	50	2	50		2,000	2,000	500	75,000		30,000				30,000	
45	Whitworth Female College	50	7	75	125	1,500	1,500	500	100,000	500	12,400	30			12,430	
46	Hillman College	50		148		1,500	1,800	350	15,000		11,350				11,350	
47	Mississippi Industrial Institute and College*	0	10	86	100	5,000	7,500	500	400,000	156,000	17,650	9,360	81,000		108,010	
48	Central Mississippi Institute	40			100			100	10,000		4,560				4,560	
49	Belhaven College*	60		162	162	300	285	30	23,000		6,070				6,070	
50	Meridian Female College	50	15		150	2,000	2,000	200	100,000		40,000				40,000	
51	Stanton College	60			162	500	500	200	30,000		11,000				11,000	
52	Chickasaw Female College	40		100	125	300	300	500	10,000		2,800				2,800	
53	Port Gibson Female College	40	7	110	135	900	1,500	10	35,000		2,690				2,690	1,830
	MISSOURI.															
54	Christian College	50	10	225	250	5,000	5,000	1,000	200,000		16,000				16,000	
55	Stephens College	50		200		1,000	1,000	700	150,000	50,000	15,000	3,000			18,000	
56	Howard Payne College	55		200	250	1,300	1,000	1,500	65,000	12,000	17,000	600			17,600	
57	Synodical Female College	50			175	400	500	100	40,000		4,500				4,500	
58	Central College for Women	50			180	5,000	6,000	500	125,000	30,000	11,000				11,000	28,500
59	Lexington College for Young Women	50		160		1,500	1,200	500	40,000		12,500				12,500	12,000
60	Liberty Ladies College	60			190	1,100	1,000		60,000		18,000				18,000	
61	Hardin College	60	3		200	2,000	1,000	500	90,000	70,000	23,450	4,000			27,450	
62	Cottey College	50	10	140	150	1,000	600	500	80,000		17,500				17,500	
63	Lindenwood College for Women	55	8	200	225	1,437	2,874	1,000	80,000	22,500	13,322	700		177	14,199	10,325
	NEW YORK.															
64	Packer Collegiate Institute	160–170				8,577	11,627	9,875	222,047	48,750	74,517			3,746	78,263	
65	College of St. Angela	125		250		2,120	2,120	1,900	500,000	16,600	34,862	2,440	50	8,682	46,034	1,682
	NORTH CAROLINA.															
66	Elizabeth College	50	35		200	1,300	1,300	1,000	250,000		22,000			2,000	24,000	
67	Greensboro Female College	70	8	135		800	800	200	200,000		20,000				20,000	15,000
68	Claremont College	40			100	300	300		25,000		4,000				4,000	
69	Louisburg College	30		100		1,075	1,200		12,000		5,990				5,990	
70	Chowan Baptist Female Institute	43	3	97	125	800	1,200	600	60,000		7,000				7,000	12,000
71	Oxford Seminary for Girls	50		151	190	1,000	1,000	600	40,000		10,000				10,000	
72	Baptist University for Women	60	15	140	195	3,000	3,500	500	150,000	75,000	23,600	3,000			26,600	5,000
73	Salem Academy and College	50	6	200	250	6,000	6,000	40,000	174,000	16,000	36,500	800			37,300	14,000

* Statistics of 1904–5.

TABLE 31.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fees.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				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
	OHIO.															
74	Oxford College for Women	$50	$8	.....	$230	3,600	$3,600	.....	$140,000	.....	$12,000	.....	.....	.....	$12,000	$50
75	Western College for Women	100	.....	.....	200	12,804	25,300	$12,000	248,100	$57,838	35,250	$1,033	.....	$1,308	37,591	4,520
76	Lake Erie College and Seminary	100	.....	.....	200	8,800	14,500	15,000	261,500	60,208	20,800	2,150	.....	.....	22,950	12,500
	PENNSYLVANIA.															
77	Allentown College for Women	42–53	6	.....	200	1,200	3,000	500	40,000	.....	4,000	.....	.....	.....	4,000	480
78	Wilson College	60	20	$210	250	7,000	7,000	2,500	285,000	60,000	35,000	.....	.....	15,000	50,000	.....
79	Moravian Seminary for Young Ladies	90	.....	.....	310	4,000	4,000	200	150,000	14,000	14,840	700	.....	.....	15,540	.....
80	Blairsville College for Girls	40	.....	235	275	500	500	100	90,000	.....	7,000	.....	.....	.....	7,000	.....
81	Irving Female College	50	.....	200	225	1,000	1,000	500	75,000	.....	15,800	.....	.....	.....	15,800	.....
82	Pennsylvania College for Women	125	.....	.....	275	6,000	10,000	4,000	250,000	150,000	34,000	.....	.....	.....	34,000	194,000
	SOUTH CAROLINA.															
83	College for Women	75	.....	.....	180	.....	.....	.....	75,000	.....	20,000	.....	.....	.....	20,000	.....
84	Columbia College	40	10	170	185	800	1,000	500	200,000	.....	17,000	.....	.....	4,000	21,000	.....
85	Due West Female College	38	2	.....	112	1,000	1,000	100	15,000	.....	9,520	.....	.....	.....	9,520	20,000
86	Greenville College for Women	50	.....	135	150	700	700	.....	10,000	.....	7,500	.....	.....	.....	7,500	.....
87	Greenville Female College	45	5	.....	120	1,000	1,400	50	60,000	.....	25,000	.....	.....	.....	25,000	.....
88	Lander College	39	10	.....	119	4,500	5,000	1,500	52,000	510	6,114	.....	.....	4,000	10,114	50
89	Converse College	60	.....	.....	190	3,600	3,600	1,200	274,000	13,000	29,500	748	.....	3,000	33,248	.....
90	Clifford Seminary	40	.....	.....	99	2,000	2,000	100	1,500	.....	2,780	.....	.....	500	3,280	.....
	TENNESSEE.															
91	Sullins College	45	10	140	.....	2,000	4,000	500	150,000	.....	17,500	.....	.....	.....	17,500	5,000
92	Tennessee Female College*	50	5	100	125	600	1,000	300	15,000	.....	7,000	.....	.....	6,000	13,000	.....
93	Howard Female College	50	.....	175	250	700	1,000	.....	25,000	.....	6,000	.....	.....	.....	6,000	.....
94	Memphis Conference Female Institute	40–60	4	175	180	5,689	5,000	4,650	50,000	.....	20,000	.....	.....	.....	20,000	.....
95	Soule College	70	.....	150	.....	500	1,500	500	12,500	.....	17,500	.....	.....	.....	17,500	.....

96	Boscobel College	80			175	2,000	2,000	100	60,000		12,000				12,000	
97	Ward Seminary for Young Ladies	90–120		200	225	3,000	3,500	5,000	125,000		48,000				48,000	
98	Rogersville Synodical College	37	2	100	160				10,000		1,500			1,500	3,000	
	TEXAS.															
99	Baylor Female College	60	8	95	164	5,600	7,000	600	175,000		16,000			19,600	35,600	
100	Carlton College*	45	5		126				30,000		6,624			1,000	7,624	
101	Chappell Hill Female College	50		135	150			500	25,000		6,000			500	6,500	
102	San Antonio Female College	65		140	155	2,000	2,500	1,000	80,000		17,500				17,500	
	VIRGINIA.															
103	Martha Washington College	40	15	130	150	1,300	1,000	1,000	50,000	10,000	10,000				10,000	
104	Stonewall Jackson Institute	50	4	200	225				45,000		9,500				9,500	10,000
105	Virginia Institute	50	5		150	2,000	2,000	200	150,000		16,000				16,000	350
106	Rawlings Institute	60	3	150	200	900	1,000		40,000		14,000				14,000	
107	Roanoke College of Danville	50	2	125	150	2,500	2,500	500	25,000		6,250			2,000	8,250	500
108	Hollins Institute	75	10		200	2,500	3,500	25,000	150,000		37,500				37,500	
109	Marion Female College	25		100	110	1,000	1,000	1,000	30,000		1,500			1,000	2,500	
110	Southern Female College	50		100	150	4,000	4,000		40,000		10,000				10,000	
111	Woman's College	75	5	185	200	1,000	1,000	500	85,000		32,000				32,000	
112	Episcopal Institute	50	7	165	200	700	1,000	1,000	16,000		7,000				7,000	
	WEST VIRGINIA.															
113	Lewisburg Female Institute	40	10	215	250	1,950	3,000	1,100	95,000		16,000				16,000	
	WISCONSIN.															
114	Milwaukee Downer College	100		200	250	6,743	5,527	3,194	313,514	176,231	39,580	8,430		60,108	108,118	8,142

*Statistics of 1904–5.

CHAPTER XVI.

AGRICULTURAL AND MECHANICAL COLLEGES.

[The institutions commonly known as "agricultural and mechanical colleges" are brought together in this chapter and made the subject of special treatment; in addition to being considered here they are included in the general tables of the different classes of schools in other parts of this Report, the dominating character of each institution determining whether it shall be classed among the universities and colleges or as a technological, normal, or secondary school; those for colored students appear still a third time, in the tables of colored schools.]

CONTENTS.—General statement—Students—Property—Income—Endowment of August 30, 1890—Summary of legislation in 1906—Statistics.

GENERAL STATEMENT.

Industrial education of various grades is making rapid progress in the United States. This is shown by the establishment in a number of States of industrial and agricultural schools of secondary grade, and by proposed legislation in other States having the same end in view. In Alabama there is an agricultural school in each Congressional district. California has established the California Polytechnic School, at San Luis Obispo; Georgia has passed an act providing for an agricultural and industrial school of secondary grade in each Congressional district of the State; Minnesota has established an agricultural school at Crookston, and Wisconsin has established two county schools of agriculture and domestic economy. In Arkansas, Michigan, Minnesota, and Wisconsin bills have been introduced into the legislatures looking to the establishment of district or county agricultural high schools. The movement for the establishment of secondary schools of agriculture and for the introduction of agriculture into the public schools will undoubtedly grow rapidly during the next few years.

Much of the interest in industrial and agricultural education is due to the influence exerted by the colleges of agriculture and the mechanic arts. Since the passage of the experiment station act of 1887 and of the additional endowment act of 1890, the growth of these institutions in students and equipment has been very rapid. During these years a much more definite form has been given to the course in agriculture, and in a considerable number of the institutions the course has been subdivided into a course in agronomy, a course in animal husbandry, a course in dairying, and a course in horticulture. These years have witnessed also the establishment of short courses in agriculture which now enroll 5,158 students.

The work of the institutions is continually expanding. Purdue University established during the year a course in household economics and introduced the subject of farm mechanics into the curriculum of the school of agriculture. Montana divided the course in agriculture into four separate courses, viz, agronomy, animal husbandry, dairying, and horticulture, and established a three-year elementary course in agriculture of six months each in place of the two-year winter course. Oregon added a four-year course in forestry, Texas added a department of architectural engineering, and Idaho established a school of agriculture of secondary grade, preparatory to the regular college course in agriculture and horticulture.

STUDENTS.

The total number of students in all departments of the institutions during the year ending June 30, 1906, was 59,093, an increase of 4,119 over the number for the preceding year. Of the total number, 6,552 were in attendance at the separate institutions for colored students. Omitting the latter, there were in the college departments of agriculture and mechanic arts 23,492 students, and in short and special courses 6,303 students.

The students in the regular college classes were pursuing courses as follows: Agriculture, 2,770; horticulture, 132; forestry, 61; mechanical engineering, 4,326; civil engineering, 3,722; electrical engineering, 3,059; mining engineering, 1,022; chemical engineering, 372; railway engineering, 3; sanitary engineering, 65; textile engineering, 71; general engineering, including unclassified engineering students, 1,016; architecture, 281; household economy, 833; chemistry, 384; general science, 1,276.

There were enrolled in short courses as follows: Agriculture, 4,265; horticulture, 163; dairying, 730; mechanic arts, 856; household economy, 511; mining, 68.

The statistics for the year show that the students in technical courses continue to increase at a fair rate. Those in regular courses in agriculture increased from 2,357 in 1905 to 2,770 in 1906, a gain of 17 per cent in one year, while those in engineering courses increased from 13,000 to 13,937, a gain of 7 per cent. The short and special courses in agriculture continue to enroll large numbers of students.

Of the students in separate institutions for colored people, only about 10 per cent were enrolled in college departments. The great bulk of the work of these institutions is necessarily confined to elementary and secondary grades, with practical work in industries. The number of students in industrial courses was as follows: Agriculture, 1,798; carpentry, 599; machine shop work, 211; blacksmithing, 305; shoemaking, 90; broom making, 15; wheelwrighting, 96; bricklaying, 265; painting, 117; printing, 100; harness making, 30; tailoring, 123; plastering, 152; sewing, 2,208; cooking, 973; laundering, 684; nursing, 83; millinery, 172.

PROPERTY.

The value of all property held for the benefit of the institutions amounts to $85,366,897, divided as follows:

Land-grant fund of July 2, 1862	$12,492,560
Other land-grant funds	2,506,471
Other permanent funds	15,719,478
Unsold land grant of July 2, 1862	4,046,179
Farms and grounds	8,618,351
Buildings	30,386,459
Apparatus	2,005,240
Machinery	2,941,044
Libraries	2,818,574
Live stock	369,711
Miscellaneous equipment	3,462,830
Total	85,366,897

Of the 10,320,843 acres of land granted under the act of July 2, 1862, all has been sold with the exception of 798,053 acres. The total invested funds derived from the sale of such lands amount to $12,492,560, while the land remaining unsold is valued at a little over $4,000,000.

INCOME.

The total income from all sources, omitting the Federal appropriations for experiment stations, was $13,605,158, an increase of almost $2,000,000 over the income for the preceding year. The increase is accounted for almost entirely by increased State aid. The sources of the income with the amounts from each are as follows:

State aid:		
Income from endowment granted by State	$89,519	
Appropriations for current expenses	4,308,152	
Appropriations for buildings and other special purposes	3,133,831	
Total State aid		$7,531,502
Federal aid:		
From land grant of 1862	758,754	
From other land grants	139,397	
From additional endowment, act of August 30, 1890	1,200,000	
Total Federal aid		2,098,151
From other endowment funds		677,388
Tuition fees		1,010,273
Incidental fees		631,935
Miscellaneous sources		1,655,909
Total income		13,605,158

One of the most gratifying features of the reports received from the several institutions is the largely increasing amounts furnished by the several States for equipment and current expenses. Ten years ago the amount of State aid was $2,218,100, while in 1906 the amount was $7,531,502, an increase of about 240 per cent.

ENDOWMENT OF AUGUST 30, 1890.

In Table 8 are given the amounts of the funds received under an act of Congress approved August 30, 1890, that were expended by each institution for instruction in the several branches of study mentioned in the act, as shown by the reports of the treasurers of the institutions. Of the total amount expended during the year the proportion expended for instruction in the several subjects was as follows: Agriculture, 17.6 per cent; mechanic arts, 30.5 per cent; English language, 11.7 per cent; mathematical science, 11.6 per cent; natural and physical sciences, 22.7 per cent; economic science, 5.9 per cent.

A comparison of these figures with those for three preceding years is as follows:

Subjects.	1903.	1904.	1905.	1906.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*
Agriculture	16.1	16.8	16.8	17.6
Mechanic arts	27.9	29.5	29.6	30.5
English language	12.3	12.3	12.4	11.7
Mathematical science	12.9	11.8	11.8	11.6
Natural and physical science	24.7	23.4	23.2	22.7
Economic science	6.1	6.2	6.2	5.9

The statistics here given show a tendency on the part of the institutions to devote the funds received under the act of August 30, 1890, more largely to instruction in agriculture and the mechanic arts, which was intended to be the leading object of the institutions, as stated in the act of July 2, 1862.

The number of States expending during the year certain amounts of the funds received under the act of August 30, 1890, for instruction in the several branches of study mentioned in the act is shown in the following tabular statement:

Amount expended.	Number of States expending for instruction in—					
	Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical science.	Economic science.
Nothing	0	0	2	3	0	9
Less than $1,000	5	1	2	2	0	10
$1,000 to $2,000	5	0	10	5	1	13
$2,000 to $3,000	9	1	15	16	3	10
$3,000 to $4,000	6	3	8	13	8	5
$4,000 to $5,000	2	0	5	6	10	1
$5,000 to $6,000	11	1	5	1	6	0
$6,000 to $7,000	1	12	1	1	9	0
$7,000 to $8,000	4	12	0	1	4	0
$8,000 to $9,000	1	6	0	0	3	0
$9,000 to $10,000	0	3	0	0	2	0
$10,000 and over	4	9	0	0	2	0

SUMMARY OF LEGISLATION, 1906.

University of California.—Appropriates $83,800 to replace and restore income lost through disaster and fire. (Laws of 1906, extra session, ch. 30, approved June 14, 1906.)

Georgia State College of Agriculture and Mechanic Arts.—Appropriates $100,000 for erecting and furnishing necessary buildings for the agricultural college. Requires the appointment by the governor, by and with the advice and consent of the senate, of a board of trustees, 11 in number, for the management and control of the department or school of agriculture and farm technology in the State college at Athens, established under the acts of 1862 and 1890, to consist of 3 directors of the Georgia Experiment Station, including the commissioner of agriculture, 3 trustees of the University of Georgia, and 5 to be selected from different sections of the State; all of the trustees shall be men of skill and experience in agriculture, animal husbandry, and horticulture. The board shall have charge of the management and control of the department of agriculture and mechanical arts or farm technology, subject to the power and authority of the trustees of the University of Georgia. (Laws of 1906, No. 358, approved July 21, 1906.)

Iowa State College of Agriculture and Mechanic Arts.—Requires the establishment of a department of ceramics for the technical and practical education of clay workers, cement manufacturers and users, and those in allied pursuits. Provides for the investigation of clays, cement materials, fuels, and other mineral resources of the State by the engineering experiment station. (Ch. 124, laws of 1906, approved April 10, 1906.)

Appropriates annually for general support $25,000; support of engineering experiment station, $3,500; purchase of books and periodicals, $2,400; good roads experimentation, $5,000. Appropriates for equipment of college departments, $5,000; buildings and equipment of dairy farm and poultry plant, $10,000; purchase of additional land, $11,000; cataloguer for five years, at $600 per year. (Ch. 182, laws of 1906, approved April 9, 1906.)

Provides for a special tax levy of one-fifth of 1 mill on the dollar upon the assessed valuation of the taxable property of the State for the purpose of providing for the erection, repair and improvement, and equipment of such necessary buildings as shall be determined upon by the board of trustees. Authorizes the erection of a hall of agriculture, at a cost not to exceed $250,000. (Ch. 184, laws of 1906, approved April 10, 1906.)

Appropriates $15,000 for agricultural extension work throughout the State. (Ch. 185, laws of 1906, approved April 10, 1906.)

Agricultural and Mechanical College of Kentucky.—Provides for the recognition of the degree of bachelor of pedagogy and certificates issued by the normal department as licenses to teach in the public schools of the State. (Ch. 92, laws of 1906, approved March 21, 1906.)

Kentucky Normal and Industrial Institute for Colored Persons.—Appropriates $20,000 for the completion of a girls' dormitory, the providing of water for ordinary use and fire protection, and the providing for industrial training. (Ch. 56, laws of 1906, approved March 20, 1906.)

Louisiana State University and Agricultural and Mechanical College.—Appropriates for each of the years ending June 30, 1907, and June 30, 1908: For support, $25,000; repairs and improvements, $2,500; maintenance of library, $2.500; equipment of laboratories and workshops, $5,000. Appropriates for insurance on buildings, $2,000; for chemical laboratory building, $40,000. (Laws of 1906, act No. 160, approved July 11, 1906.)

Southern University and Agricultural and Mechanical College (Louisiana).—Appropriates for support $10,000 per annum for two years, and $1,500 for repairs and improvements. (Laws of 1906, act No. 160, approved July 11, 1906.)

Maryland Agricultural College.—Appropriates $5,000 annually for two years to be expended for the benefit of the Maryland tobacco industry and development of markets therefor. (Ch. 311, laws of 1906, approved April 3, 1906.)

Appropriates annually for two years as follows: Maintenance, $15,000; deficiency in interest on college endowment, $2,318.86: Appropriates also for heating new building, $8,000; buildings, $14,742.10; repairing and increasing boiler capacity, $6,000; steam laundry, $2,000. (Ch. 810, laws of 1906, approved April 9, 1906.)

Massachusetts Agricultural College.—Appropriates for 120 free scholarships, $13,750; theoretical and practical education, $11,916.66; maintenance, $9,166.66; maintenance of veterinary laboratory, $916.66; heating and lighting plant, $458.33; dining hall, $458.33; agricultural experiment station, $9,625; collecting and analyzing samples of concentrated commercial feedstuffs, $2,750; expenses of trustees, $458.33; printing and binding annual report, $850. (Ch. 8, acts of 1906, approved January 24, 1906.)

Appropriates for building for botanical department, $45,000; barn and wagon house, $21,300; dairy building, $3,000; piggery, $1,000; repairs of buildings, $3,000; maintenance of the college, $2,000. (Ch. 41, resolves of 1906, approved April 11, 1906.)

Authorizes the establishment of a normal department for the purpose of giving instruction in the elements of agriculture to persons desiring to teach such elements in the public schools; provides that the cost of such department shall not exceed $5,000 in any one year, and that at least 15 candidates present themselves for such instruction. (Laws of 1906, ch. 505, approved June 21, 1906.)

Massachusetts Institute of Technology.—Appropriates $29,000. (Ch. 28, laws of 1906, approved January 24, 1906.)

Mississippi Agricultural and Mechanical College.—Appropriates as support fund for each of the years 1906 and 1907. $65,946.36. Appropriates for farmers' institutes (two years), $6,000; equipment of departments, $21,874.70. (Ch. 7, laws of 1906 approved April 18, 1906.)

Alcorn Agricultural and Mechanical College (Mississippi).—Appropriates for each of the years 1906 and 1907, as support fund, $8,000, and repairs on buildings, $1,500. Appropriates for dormitory, $8,000; heating apparatus, $2,000; stock for farm, etc., $2,000; repairs on dormitory, $3,000. (Ch. 8, laws of 1906, approved April 4, 1906.)

Rutgers Scientific School (New Jersey).—Appropriates $50 for personal expenses of board of visitors and $90 for advertising (item 34); $2,500 for instruction in ceramics (item 85); scholarships, $12,000 (item 90); short courses in agriculture, $6,500 (item 94). (Laws of 1906, ch. 284, approved May 21, 1906.)

Cornell University (*New York*).—Appropriates $25,000 for the State veterinary college; $100,000 for the promotion of agricultural knowledge throughout the State and for the maintenance, equipment, and necessary material to conduct the college of agriculture. (Laws of 1906, ch. 683, approved May 31, 1906.)

Adds one member to the board of trustees to be elected annually by the executive committee of the New York State grange for the term of one year. (Laws of 1906, ch. 1, approved February 5, 1906.)

Defines the object of the State college of agriculture at Cornell University to be "to improve the agricultural methods of the State; to develop the agricultural resources in the production of crops of all kinds, in the rearing and breeding of live stock, in the manufacture of dairy and other products, in determining better methods of handling and marketing such products, and in other ways; and to increase intelligence and elevate the standards of living in the rural districts." Authorizes the college "to give instruction in the sciences, arts, and practices relating thereto, in such courses and in such manner as shall best serve the interests of the State; to conduct extension work in disseminating agricultural knowledge throughout the State by means of experiments and demonstrations on farms and gardens, investigations of the economic and social status of agriculture, lectures, publication of bulletins and reports, and in such other ways as may be deemed advisable in the furtherance of the aforesaid objects; to make researches in the physical, chemical, biological, and other problems of agriculture, the application of such investigations to the agriculture of New York, and the publication of the results thereof." Commits to Cornell University the care and custody of the property of the college and the administration of the institution. (Laws of 1906, ch. 218, approved April 12, 1906.)

Ohio State University.—Appropriates out of the general revenue fund for the year 1906–7, for land and improvement for the college of agriculture, $45,000; buildings for the college of agriculture, $30,000; live stock, $10,000; equipment for chemistry building, $16,000; equipment for physics building, $10,000; equipment for school of mines building, $17,500; equipment for civil engineering, $6,000; equipment for architecture, $5,000; woman's dormitory building, $60,000. (House bill No. 547, laws of 1906, passed March 28, 1906.)

Appropriates for refrigerator machinery, enlarging steam plant, and equipment for laboratory, $9,260. (House bill No. 531, laws of 1906, passed March 30, 1906.)

Appropriates from "the Ohio State University fund" for the year 1906–7, $355,000, and for the year 1907–8, $370,000. (House bill No. 665, laws of 1906, passed April 2, 1906.)

Provides for an annual tax levy of sixteen one-hundredths of 1 mill upon each dollar of valuation on the grand list of the taxable property of the State, the proceeds of which shall constitute "the Ohio State University fund." Provides that the university shall never maintain a normal school, but may establish a teachers' college of professional grade. Repeals sections 3951a and 3951b of the Revised Statutes of Ohio. (House bill No. 45, laws of 1906, passed April 2, 1906.)

Appropriates out of the general revenue fund for the year 1907–8 for agricultural buildings, $50,000; engineering buildings, $75,000. (House bill No. 634, laws of 1906, passed April 2, 1906.)

Rhode Island College of Agriculture and Mechanic Arts.—Amends section 2 of chapter 66 of the general laws and provides for an annual appropriation of $25,000 for the year 1907 and thereafter. (Ch. 1353, laws of 1906, passed April 20, 1906.)

Appropriates $15,000 for the year 1906. (Ch. 1305, laws of 1906, passed March 9, 1906.)

Provides that all necessary expenses of each member of the board of managers in the discharge of his duties shall be paid from the funds of the State. (Ch. 1352, laws of 1906, passed April 20, 1906.)

Clemson Agricultural College (*South Carolina*).—Provides for the analysis by the college of concentrated commercial feeding stuff and condimental feed used for feeding domestic animals or poultry. (Act No. 62, laws of 1906, approved February 23, 1906.)

Provides for the chemical analysis by the college of bodies or parts of bodies of persons whose death is believed to have been caused by means of poison. (Act No. 85, laws of 1906, approved February 24, 1906.)

Colored Normal, Industrial, Agricultural, and Mechanical College (*South Carolina*).—Appropriates for the year 1907 for maintenance, $5,000; insurance for three years, $900; enlargement of dairy, $400. (Act No. 100, laws of 1906, approved February 17, 1906.)

Virginia Agricultural and Mechanical College and Polytechnic Institute.—Appropriates for each of two years for maintenance, $61,750, which shall include $750 paid under chapter 425, acts of 1905–6, and $6,000 paid under chapter 786, acts of 1899–1900. (Ch. 113, laws of 1906, approved March 9, 1906.)

Appropriates $50,000 for the completion of the agricultural building; $10,000 for equipment. (Ch. 129, laws of 1906, approved March 10, 1906.)

Appropriates $5,000 annually for the agricultural experiment station. (Ch. 226, laws of 1906, approved March 15, 1906.)

TABLE 1.—*Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.	Acres of land grant 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	Charles C. Thach, LL.D	1872	240,000	0	325	90	35	20,890	2,000
2	University of Arizona, Tucson, Ariz	Kendric C. Babcock, Ph. D	1891	.....	.....	465	72	72	11,000	13,500
3	University of Arkansas, Fayetteville, Ark	John N. Tillman, LL. B	1872	150,000	0	155	70	25	13,000	4,000
4	University of California, Berkeley, Cal	Benjamin I. Wheeler, LL. D	1869	150,000	1,402	411	182	182	210,000	100,000
5	Colorado Agricultural College, Fort Collins, Colo	B. O. Aylesworth, LL. D	1879	90,000	40,000	600	240	60	19,080	16,000
6	Connecticut Agricultural College, Storrs, Conn	Rev. R. W. Stimson, A. M	1881	180,000	0	656	300	40	10,520	1,000
7	Delaware College, Newark, Del	George A. Harter, Ph. D	1834	90,000	0	16	5	5	14,600	9,000
8	University of the State of Florida, Gainesville, Fla	Andrew Sledd, LL. D	1884	90,000	0	355	100	.....	6,000	2,000
9	Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, LL. D	1872	270,000	0	787	600	.....	40,000	11,000
10	University of Idaho, Moscow, Idaho	James A. MacLean, LL. D	1892	90,000	89,040	158	138	138	1,500	150
11	University of Illinois, Urbana, Ill	Edmund J. James, LL. D	1868	480,000	40	665	600	300	93,426	30,050
12	Purdue University, Lafayette, Ind	W. E. Stone, Ph. D	1874	390,000	0	189	149	90	16,500	3,500
13	Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.	Rev. A. B. Storms, LL. D	1868	204,000	0	1,041	406	97	20,000	5,500
14	Kansas State Agricultural College, Manhattan, Kans.	E. R. Nichols, A. M	1863	82,314	0	430	357	300	30,168	600
15	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	James K. Patterson, LL. D	1866	330,000	0	258	100	64	6,287	14,743
16	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thomas D. Boyd, LL. D	1860	210,000	0	664	200	200	24,500	.....
17	University of Maine, Orono, Me	George E. Fellows, LL. D	1868	210,000	0	373	120	.....	30,000	9,000
18	Maryland Agricultural College, College Park, Md	R. W. Silvester	1859	210,000	0	286	140	40	5,000	4,000
19	Massachusetts Agricultural College, Amherst, Mass	K. L. Butterfield, A. M	1867	360,000	0	404	275	60	26,944	.....
20	Massachusetts Institute of Technology, Boston, Mass.	.....	1865			.....	.....	.....	71,304	20,458
21	Michigan Agricultural College, Agricultural College, Mich.	J. L. Snyder, Ph. D	1857	235,673	52,046	684	490	54	26,633	4,998
22	University of Minnesota, Minneapolis, Minn	Cyrus Northrop, LL. D	1868	94,000	40	300	150	100	104,325	23,602
23	Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	J. C. Hardy, LL. D	1880	207,920	0	2,001	450	50	12,000	13,500
24	University of Missouri, Columbia, Mo	Richard H. Jesse, LL. D	1841	277,016	47,107	722	320	90	75,000	.....
25	Missouri School of Mines and Metallurgy, Rolla, Mo.	G. E. Ladd, Ph. D., director								
26	Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.	James M. Hamilton, M. S	1893	90,000	88,337	220	220	180	9,717	8,400
27	University of Nebraska, Lincoln, Nebr	Rev. E. B. Andrews, LL. D	1871	90,000	.....	2,252	450	235	68,891	15,000
28	Nevada State University, Reno, Nev	Rev. J. E. Stubbs, LL. D	1886	90,000	2,200	73	65	60	24,680	20,000
29	New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	W. D. Gibbs, M. S	1867	150,000	0	343	100	20	12,343	3,300
30	Rutgers Scientific School, New Brunswick, N. J	Rev. W. H. S. Demarest, D. D	1864	210,000	0	140	132	25	50,485	5,000

31	New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	Luther Foster, M. S. A	1891			293	125	100	12,500	9,000
32	Cornell University, Ithaca, N. Y	J. G. Schurman, LL. D	1868	989,920	0	498	262	30	326,085	49,500
33	North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.	G. T. Winston, LL. D	1889	270,000	0	675	400	100	5,000	2,500
34	North Dakota Agricultural College, Agricultural College, N. Dak.	J. H. Worst, LL. D	1891	130,000	67,300	640	553	95	9,300	950
35	Ohio State University, Columbus, Ohio	Rev. W. O. Thompson, LL. D	1870	630,000	0	439	300	300	67,709	8,000
36	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	A. C. Scott, A. M	1891			1,000	750	100	10,797	20,000
37	Oregon Agricultural College, Corvallis, Oreg	T. M. Gatch, Ph. D	1870	90,000	4,200	210	110	50	4,500	
38	Pennsylvania State College, State College, Pa	James A. Beaver, LL. D	1859	780,000	0	400	250	100	23,635	
39	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	Howard Edwards, LL. D	1890	120,000	0	178	40	20	13,974	5,000
40	Clemson Agricultural College, Clemson College, S. C	P. H. Mell, LL. D	1893	180,000	0	1,136	700	250	11,908	3,580
41	South Dakota Agricultural College, Brookings, S. Dak.	Robert L. Slagle, Ph. D	1884	160,000	156,202	560	400	80	9,000	10,850
42	University of Tennessee, Knoxville, Tenn	Brown Ayres, LL. D	1794	300,000	0	272	152	152	26,000	15,000
43	Agricultural and Mechanical College of Texas, College Station, Tex.	H. H. Harrington, M. S	1876	180,000	0	2,416	400	75	6,212	7,270
44	Agricultural College of Utah, Logan, Utah	W. J. Kerr, Sc. D	1890	200,000	70,827	116	109	91	14,736	13,000
45	University of Vermont and State Agricultural College, Burlington, Vt.	Rev. M. H. Buckham, LL. D	1800	150,000	0	140	120	120	73,035	32,430
46	Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Va.	J. M. McBryde, LL. D	1872	300,000	0	410	325	325	6,500	3,100
47	State College of Washington, Pullman, Wash	E. A. Bryan, LL. D	1892	90,000	89,000	250	250	100	12,000	3,000
48	West Virginia University, Morgantown, W. Va	D. B. Purinton, LL. D	1868	150,000	0	130	93	93	20,600	700
49	University of Wisconsin, Madison, Wis	C. R. Van Hise, LL. D	1849	240,000	312	500	300	40	113,000	33,000
50	University of Wyoming, Laramie, Wyo	F. M. Tisdel, Ph. D	1887	90,000	90,000	416	180	180	19,857	11,000
	Total			10,320,843	798,053	25,652	12,340	4,923	1,841,141	568,181
	Institutions for colored students.									
1	Agricultural and Mechanical College for Negroes, Normal, Ala.	W. H. Councill, Ph. D	1875			182	100	30	0	0
2	Branch Normal College, Pine Bluff, Ark	Isaac Fisher	1875			20			5,000	
3	State College for Colored Students, Dover, Del	Rev. W. C. Jason, A. M	1892			97	90		800	500
4	Florida State Normal and Industrial School, Tallahassee, Fla.	N. B. Young, A. M	1887			160	75	75	0	0
5	Georgia State Industrial College, Savannah, Ga	R. R. Wright, LL. D	1890			86	40		400	400
6	Kentucky Normal and Industrial Institute for Colored Persons, Frankfort, Ky.	James S. Hathaway, M. D	1887	(a)		310	250	10	1,200	1,724
7	Southern University and Agricultural and Mechanical College, New Orleans, La.	H. A. Hill	1880			104	60	0	2,633	1,650
8	Princess Anne Academy, Princess Anne, Md	J. O. Spencer, Ph. D	1887			116	80		500	200
9	Alcorn Agricultural and Mechanical College, Alcorn, Miss.	L. J. Rowan, B. S	1871	(b)		300	175	50	2,700	
10	Lincoln Institute, Jefferson City, Mo	B. F. Allen, LL. D	1866			48			3,000	4,000
11	Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	J. B. Dudley, LL. D	1894			127	c 155	5	1,200	15,000

a Included under Agricultural and Mechanical College of Kentucky. b Included under Mississippi Agricultural and Mechanical College. c Includes 50 acres of leased land.

TABLE 1.—*Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890*—Cont'd.

	Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.	Acres of land grant of 1862 still unsold.	Acres in farm and grounds.	Acres under cultivation.	Acres used for experiments.	Library.	
									Volumes.	Pamphlets.
	1	2	3	4	5	6	7	8	9	10
	Institutions for colored students—Continued.									
12	Colored Agricultural and Normal University, Langston, Okla.	Inman E. Page	1897	.....	.....	160	95	10	1,075	150
13	Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C.	T. E. Miller, LL. D	1896	(a)	.....	130	90	4	790	600
14	Prairie View State Normal and Industrial College, Prairie View, Tex.	E. L. Blackshear, A. M	1879	.....	.....	1,500	125	.....	1,000	300
15	Hampton Normal and Agricultural Institute, Hampton, Va.	Rev. H. B. Frissell, D. D	1865	.....	.....	755	500	20	20,636	.....
16	West Virginia Colored Institute, Institute, W. Va.	J. McH. Jones	1891	.....	.....	70	40	.....	2,500	1,162
	Total		.....	.....	.....	4,165	1,875	204	43,434	25,686
	Grand total		.....	10,320,843	798,053	29,817	14,215	5,127	1,884,575	593,867

a Included under Clemson Agricultural College.

TABLE 2.—*Number of teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	Professors and instructors.								Students.											
		Colleges of agriculture and mechanic arts.						In all departments.		Colleges of agriculture and mechanic arts.								In other departments.		In all departments.	
		Preparatory department.		Collegiate department.		Total number.				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	4	0	41	0	43	0	43	0	78	0	468	11	20	2	.....	.....	.....	.....	566	13
2	University of Arizona	4	4	17	1	21	5	21	5	89	74	33	11	3	1	7	8	.....	.....	132	94
3	University of Arkansas	7	0	14	0	21	0	83	11	365	183	289	149	10	3	40	32	398	59	1,102	426
4	University of California	0	0	66	0	[a]66	0	[a]231	1	0	0	912	14	25	3	32	5	1,070	1,314	2,036	1,336
5	Colorado Agricultural College	11	3	33	7	35	10	35	10	144	46	157	36	2	0	109	10	0	0	410	92
6	Connecticut Agricultural College	0	0	19	4	19	4	19	4	0	0	63	5	0	0	42	18	0	0	105	23
7	Delaware College	0	0	20	0	20	0	20	0	0	0	112	0	1	0	6	0	0	0	119	0
8	University of the State of Florida	0	0	15	0	15	0	20	0	0	0	62	0	8	0	15	0	51	0	136	0
9	Georgia State College of Agriculture and Mechanic Arts	0	0	23	0	23	0	23	0	0	0	205	0	3	0	19	0	0	0	227	0
10	University of Idaho	3	1	18	4	21	5	24	5	67	41	141	60	0	1	0	0	0	0	208	102
11	University of Illinois	8	3	198	33	206	36	359	49	242	85	1,654	551	97	26	295	128	979	51	3,249	825
12	Purdue University (Indiana)	0	0	113	7	113	7	225	7	0	0	1,358	62	29	2	229	10	328	11	1,944	85
13	Iowa State College of Agriculture and Mechanic Arts	.....	.....	68	34	68	34	68	34	229	27	937	138	.....	.....	704	33	3	28	1,873	226
14	Kansas State Agricultural College	1	4	50	13	51	17	55	26	451	147	566	276	14	16	168	114	0	0	1,166	524
15	Agricultural and Mechanical College of Kentucky	4	0	27	4	31	4	34	4	101	13	347	62	27	1	4	0	175	83	654	159
16	Louisiana State University and Agricultural and Mechanical College	6	1	30	0	31	1	31	1	120	0	318	0	6	0	19	1	0	0	463	1
17	University of Maine	.....	.....	51	4	51	4	65	4	.....	.....	416	32	7	5	67	27	82	0	553	58
18	Maryland Agricultural College	2	0	20	0	22	0	22	0	32	0	150	0	0	0	0	0	0	0	182	0
19	Massachusetts Agricultural College	0	0	30	0	30	0	30	0	0	0	213	5	8	0	42	2	0	0	263	7
20	Massachusetts Institute of Technology	0	0	246	2	246	2	246	2	0	0	1,414	26	25	1	0	0	0	0	1,439	27
21	Michigan Agricultural College	.....	.....	65	16	65	16	65	16	110	24	497	137	3	0	179	0	0	0	789	161
22	University of Minnesota	24	3	2	0	51	3	149	24	582	155	620	10	.....	.....	.....	.....	1,497	1,086	2,699	1,251
23	Mississippi Agricultural and Mechanical College	6	0	28	0	34	0	43	0	298	0	494	3	6	0	23	0	0	0	821	3

[a] Excluding assistants.

TABLE 2.—*Number of teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890*—Continued.

	Institution.	Professors and instructors.								Students.											
		Colleges of agriculture and mechanic arts.						In all departments.		Colleges of agriculture and mechanic arts.								In other departments.		In all departments.	
		Preparatory department.		Collegiate department.		Total number.				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
24	University of Missouri	0	0	78	0	78	0	122	8	0	0	835	4	49	0	137	2	526	518	1,547	524
25	Missouri School of Mines and Metallurgy																				
26	Montana College of Agriculture and Mechanic Arts	6	6	21	8	21	9	21	9	40	21	68	41	0	0	50	24	40	78	198	164
27	University of Nebraska	.....	.....	41	2	41	2	152	37	0	0	528	19	0	0	371	22	759	1,215	1,658	1,256
28	Nevada State University	3	3	16	4	19	7	19	7	23	39	88	35	.....	.....	21	26	27	10	159	110
29	New Hampshire College of Agriculture and Mechanic Arts	0	0	24	0	24	0	24	0	0	0	134	9	2	0	43	3	0	0	179	12
30	Rutgers Scientific School (New Jersey)	6	5	27	0	32	5	35	5	120	38	171	0	3	0	8	0	61	0	363	38
31	New Mexico College of Agriculture and Mechanic Arts	1	3	19	7	20	10	20	10	90	35	44	11	2	0	12	23	0	0	148	69
32	Cornell University (New York)	0	0	146	4	146	4	516	5	0	0	1,771	13	71	2	123	13	1,125	343	3,090	371
33	North Carolina College of Agriculture and Mechanic Arts	0	0	40	0	40	0	40	0	0	0	346	0	6	0	142	0	0	0	494	0
34	North Dakota Agricultural College	20	4	24	2	44	6	44	6	174	97	58	36	6	0	440	13	.....	.....	678	146
35	Ohio State University	0	0	109	14	109	14	135	14	0	0	890	37	6	0	154	10	644	273	1,694	320
36	Oklahoma Agricultural and Mechanical College	.....	.....	27	4	27	4	27	4	73	29	188	78	.....	.....	471	28	19	20	747	154
37	Oregon Agricultural College	.....	.....	30	6	30	6	30	6	88	22	384	108	10	8	41	74	0	0	523	212
38	Pennsylvania State College	4	1	60	5	60	5	60	5	45	1	676	6	3	0	68	3	.....	.....	791	10
39	Rhode Island College of Agriculture and Mechanic Arts	7	4	18	6	18	6	18	6	31	15	54	11	0	0	21	3	0	0	102	29
40	Clemson Agricultural College (South Carolina)	2	0	41	0	43	0	43	0	103	0	542	0	0	0	7	0	0	0	652	0
41	South Dakota Agricultural College	10	5	27	5	28	6	28	6	182	87	117	49	9	1	114	12	0	0	422	149
42	University of Tennessee	0	0	49	4	49	4	84	4	0	0	257	91	4	0	69	17	257	0	587	108
43	Agricultural and Mechanical College of Texas	0	0	46	0	46	0	46	0	0	0	361	0	2	0	48	0	0	0	411	0
44	Agricultural College of Utah	18	11	24	6	42	17	42	17	87	10	95	41	6	5	275	144	0	0	463	200
45	University of Vermont and State Agricultural College	0	0	38	0	38	0	72	0	0	0	269	60	2	0	6	17	169	0	446	77
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	0	56	0	56	0	56	0	0	0	599	0	20	0	0	0	0	0	619	0
47	State College of Washington	12	1	49	8	61	9	61	9	286	159	269	85	6	3	163	38	56	14	780	299
48	West Virginia University	4	3	35	3	39	6	53	11	.....	.....	90	0	.....	.....	84	0	627	317	801	317

49	University of Wisconsin	0	0	75	0	75	0	269	23	0	0	896	1	12	2	485	0	1,237	938	2,630	941
50	University of Wyoming	10	4	11	4	14	5	15	6	27	2	13	0	3	0	90	0	48	129	173	131
	Total	183	69	2,350	221	2,481	273	3,943	401	4,277	1,350	21,169	2,323	516	82	5,443	860	10,178	6,487	41,491	11,050
	Institutions for colored students.																				
1	Agricultural and Mechanical College for Negroes (Alabama)	3	5	5	8	8	13	9	18	64	80	3	5	....	....	26	62	108	130	201	277
2	Branch Normal College (Arkansas)	6	3	6	3	6	3	6	3	30	40	80	100	0	0	0	0	0	0	110	140
3	State College for Colored Students (Delaware)	4	2	4	2	6	2	6	2	37	45	32	19	0	0	0	0	0	0	69	64
4	Florida State Normal and Industrial School	10	12	.....	.....	10	12	10	12	109	171	.....	.....	.....	.....	.....	.....	.....	.....	109	171
5	Georgia State Industrial College	11	1	4	0	13	1	13	1	247	115	11	1	0	0	0	0	0	0	258	116
6	Kentucky Normal and Industrial Institute for Colored Persons	1	2	6	5	7	7	8	7	55	64	32	51	.....	.....	.....	.....	.....	.....	87	115
7	Southern University and Agricultural and Mechanical College (Louisiana)	3	6	7	1	10	7	10	7	119	232	1	1	0	0	0	0	0	0	120	233
8	Princess Anne Academy (Maryland)	7	3	0	0	7	3	7	3	66	78	0	0	0	0	0	0	0	0	66	78
9	Alcorn Agricultural and Mechanical College (Mississippi)	11	0	5	0	16	0	16	4	352	85	67	25	0	0	0	0	0	0	419	110
10	Lincoln Institute (Missouri)	11	7	5	2	11	9	11	9	23	13	.....	.....	.....	.....	.....	.....	155	220	178	233
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	.....	.....	11	0	11	0	11	0	.....	.....	170	0	.....	.....	2	0	.....	.....	172	0
12	Colored Agricultural and Normal University (Oklahoma)	0	2	6	0	6	2	11	4	148	148	3	1	.....	.....	6	13	5	10	162	172
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	4	8	6	0	10	8	18	8	330	303	33	26	.....	.....	.....	.....	.....	.....	363	329
14	Prairie View State Normal and Industrial College (Texas)	2	3	.....	.....	2	3	11	4	195	217	.....	.....	.....	.....	.....	.....	.....	.....	195	217
15	Hampton Normal and Agricultural Institute (Virginia)	51	62	.....	.....	51	62	51	74	273	144	.....	.....	.....	.....	.....	.....	0	0	754	816
16	West Virginia Colored Institute	15	6	.....	.....	15	6	17	6	47	49	.....	.....	.....	.....	5	9	46	62	98	120
	Total	139	122	65	21	189	138	215	162	2,095	1,784	432	229	....	....	39	84	314	422	3,361	3,191
	Grand total	322	191	2,415	242	2,670	411	4,158	563	6,372	3,134	21,601	2,552	516	82	5,482	944	10,492	6,909	44,852	14,241

TABLE 3.—*Statistics of students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	Undergraduates in four-year college courses in—															
		Agriculture.	Horticulture.	Forestry.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Chemical engineering.	Railway engineering.	Sanitary engineering.	Textile engineering.	General engineering.	Architecture.	Household economy.	Chemistry.	General science.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Alabama Polytechnic Institute	37	19	.....	83	37	86	27	36	.....	.....	.....	.....	.....	.....	.....	.....
2	University of Arizona	.....	.....	.....	2	8	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	5
3	University of Arkansas	32	41	.....	48	90	84	29	72	.....	.....	.....	.....	.....	.....	.....	.....
4	University of California	80	.....	.....	[a] 227	174	.....	227	45	.....	.....	.....	.....	16	.....	.....	172
5	Colorado Agricultural College	70	3	.....	29	41	.....	.....	.....	.....	.....	.....	.....	1	49	.....	.....
6	Connecticut Agricultural College	53	5	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	5
7	Delaware College	2	.....	.....	14	39	27	.....	.....	.....	.....	.....	.....	.....	.....	3	10
8	University of the State of Florida	3	0	0	7	11	6	0	0	0	0	0	0	0	0	7	2
9	Georgia State College of Agriculture and Mechanic Arts	18	.....	.....	.....	32	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
10	University of Idaho	2	2	0	0	9	28	46	0	0	0	0	0	0	60	0	29
11	University of Illinois	139	.....	.....	221	323	233	.....	38	3	.....	.....	.....	91	62	38	95
12	Purdue University (Indiana)	73	.....	.....	439	374	450	.....	.....	.....	37	.....	.....	.....	16	30	119
13	Iowa State College of Agriculture and Mechanic Arts	169	18	.....	94	224	192	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Kansas State Agricultural College	178	.....	.....	57	.....	202	.....	.....	.....	.....	.....	.....	28	229	.....	118
15	Agricultural and Mechanical College of Kentucky	22	.....	.....	153	87	.....	8	.....	.....	.....	.....	.....	.....	44	.....	.....
16	Louisiana State University and Agricultural and Mechanical College	25	.....	.....	22	55	30	.....	51	.....	.....	.....	.....	.....	.....	25	.....
17	University of Maine	20	.....	18	46	132	99	.....	1	.....	.....	.....	10	.....	.....	26	73
18	Maryland Agricultural College	28	1	.....	35	27	0	0	2	0	0	0	0	0	0	2	35
19	Massachusetts Agricultural College	218	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Massachusetts Institute of Technology	.....	.....	.....	149	134	100	54	29	.....	13	.....	.....	44	.....	36	.....
21	Michigan Agricultural College	150	.....	16	291	.....	.....	.....	.....	.....	.....	.....	.....	.....	92	.....	.....
22	University of Minnesota	41	.....	6	99	113	168	121	.....	.....	.....	.....	32	.....	3	47	.....
23	Mississippi Agricultural and Mechanical College	162	.....	.....	[b] 189	.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	.....
24	University of Missouri	117	.....	.....	42	159	163	203	14	.....	.....	.....	.....	.....	.....	.....	.....
25	Missouri School of Mines and Metallurgy																
26	Montana College of Agriculture and Mechanic Arts	9	.....	.....	3	17	23	.....	.....	.....	.....	.....	.....	.....	8	4	45
27	University of Nebraska	20	0	21	32	89	101	6	3	0	0	0	148	0	0	.....	.....
28	Nevada State University	1	.....	.....	25	6	.....	38	.....	.....	.....	.....	.....	.....	.....	.....	9
29	New Hampshire College of Agriculture and Mechanic Arts	13	0	0	5	0	3	0	0	0	0	0	25	0	0	12	10
30	Rutgers Scientific School (New Jersey)	7	0	0	0	79	35	0	0	0	0	0	0	0	0	26	.....
31	New Mexico College of Agriculture and Mechanic Arts	8	.....	.....	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	15
32	Cornell University (New York)	128	.....	.....	[c] 1,077	425	.....	.....	.....	.....	.....	.....	.....	81	.....	.....	.....

33	North Carolina College of Agriculture and Mechanic Arts	56	.....	.....	51	87	70	1	18	.....	.....	27	.....	.....	.....	.....	.....
34	North Dakota Agricultural College	25	0	0	20	0	0	0	0	0	0	0	3	0	4	0	37
35	Ohio State University	121	17	.....	73	128	139	48	26	.....	.....	.....	257	10	35	.....	.....
36	Oklahoma Agricultural and Mechanical College	18	.....	.....	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	201
37	Oregon Agricultural College	66	.....	.....	138	.....	21	41	.....	.....	.....	.....	.....	.....	65	.....	.....
38	Pennsylvania State College	31	.....	.....	119	136	203	103	16	.....	.....	.....	.....	.....	.....	56	4
39	Rhode Island College of Agriculture and Mechanic Arts	4	.....	.....	1	[c]2	6	.....	.....	.....	.....	.....	20	.....	.....	7	6
40	Clemson Agricultural College (South Carolina)	222	.....	.....	[a]107	47	.....	.....	.....	.....	.....	12	154	.....	.....	.....	.....
41	South Dakota Agricultural College	13	2	0	7	11	36	0	0	0	0	0	0	0	21	0	46
42	University of Tennessee	26	.....	.....	8	14	23	1	2	.....	.....	.....	71	.....	36	.....	.....
43	Agricultural and Mechanical College of Texas	95	.....	.....	49	109	83	.....	.....	.....	.....	15	.....	10	.....	.....	.....
44	Agricultural College of Utah	24	.....	.....	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	22	.....	30
45	University of Vermont and State Agricultural College	44	.....	.....	21	57	38	.....	.....	.....	.....	.....	.....	.....	.....	27	.....
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	43	15	.....	115	180	186	.....	2	.....	.....	.....	.....	.....	.....	27	20
47	State College of Washington	30	9	0	26	47	35	14	0	0	0	0	0	0	24	11	83
48	West Virginia University	4	.....	.....	35	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	University of Wisconsin	119	.....	.....	94	140	159	.....	17	.....	15	.....	296	.....	51	.....	.....
50	University of Wyoming	4	.....	.....	3	1	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	2,770	132	61	4,326	3,722	3,059	1,022	372	3	65	71	1,016	281	833	384	1,276

[a] Includes students in electrical engineering.

[b] Includes students in civil and electrical engineering.

[c] Highway engineering.

TABLE 4.—*Statistics of students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	Students in short or special courses in—						Students in course of study in—		Students in military drill.	Students graduated in 1906.			
											Number.		Average age.	
		Agriculture.	Horticulture.	Dairying.	Mechanic arts.	Household economy.	Mining.	Veterinary medicine.	Pharmacy.		Men.	Women.	Years.	Months.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Alabama Polytechnic Institute								37	496	55	2		
2	University of Arizona									89	5	3	24	0
3	University of Arkansas	25	36	30	40		29			503	46	6	21	0
4	University of California	37							81	916	218	195	23	0
5	Colorado Agricultural College	119				10				295	20	6	21	0
6	Connecticut Agricultural College	10	4	10	4	10				72	13	2	20	4
7	Delaware College	7								105	18	0	21	6
8	University of the State of Florida	0	0	0	7	0	0	0	0	108	9	0		
9	Georgia State College of Agriculture and Mechanic Arts	19								224	12	0	21	0
10	University of Idaho	0	0	0	0	0	0	0	0	154	20	10	23	0
11	University of Illinois	228			75	27		177	173	1,170	215	85	23	6
12	Purdue University (Indiana)	84		21		4			101	880	207	8	24	9
13	Iowa State College of Agriculture and Mechanic Arts	708	2	83	17	61	8	55			118	14		
14	Kansas State Agricultural College	118		28		90		28		350	63	33	23	6
15	Agricultural and Mechanical College of Kentucky	4			14					285	50	14	21	6
16	Louisiana State University and Agricultural and Mechanical College	2			2					336	36	0	21	6
17	University of Maine	21							17	191	69	5	23	8
18	Maryland Agricultural College	14	1	1	0	0	0			0	13	0	21	0
19	Massachusetts Agricultural College		2	42						184	28	0	23	4
20	Massachusetts Institute of Technology									220	272	5	22	9
21	Michigan Agricultural College	94	13	70	7	69				590	60	14	19	0
22	University of Minnesota	[a] 714		87					80	493	148	146		
23	Mississippi Agricultural and Mechanical College	1			21					728	33	0	21	0
24	University of Missouri	44	18	7						218	68	2		
25	Missouri School of Mines and Metallurgy													
26	Montana College of Agriculture and Mechanic Arts	30			20	24					5	2	21	4
27	University of Nebraska				21	22	0	0	0	348	95	105	22	0
28	Nevada State University					10	15			111	13	12		
29	New Hampshire College of Agriculture and Mechanic Arts	32		10	1					144	17	0	22	6
30	Rutgers Scientific School (New Jersey)	0	0	0	0	0	0	0	0	165	50	0	22	5
31	New Mexico College of Agriculture and Mechanic Arts									119	8	3	22	1
32	Cornell University (New York)	350			19			88		600	395	64	23	0

33	North Carolina College of Agriculture and Mechanic Arts	52		23	44					400	53	0	23	4
34	North Dakota Agricultural College	212	15	49	265	34	0		35	225	4	3	23	3
35	Ohio State University	79		23		10	12	117	55	1,065	129	57	23	0
36	Oklahoma Agricultural and Mechanical College	420			18	37					9	8	22	6
37	Oregon Agricultural College	28							70	523	26	16		
38	Pennsylvania State College	38	1	30	2		3			500	85	1	23	10
39	Rhode Island College of Agriculture and Mechanic Arts	24								70	6	2	21	0
40	Clemson Agricultural College (South Carolina)	2			2					649	60	0	21	10
41	South Dakota Agricultural College	43	0	6	65	12	0	0	22	220	11	8	22	0
42	University of Tennessee	42	13	13					7	236	29	7	20	10
43	Agricultural and Mechanical College of Texas	12								411	46	0	21	0
44	Agricultural College of Utah	84	15	21	109	91		45		238	1	2	23	0
45	University of Vermont and State Agricultural College									142	44	11	23	6
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	11			5			11		599	65	0	21	7
47	State College of Washington	90	43	13	22	0	1	21	20	425	31	4	24	0
48	West Virginia University	38			21			7		225	29	6	23	0
49	University of Wisconsin	339		163	55				32	410	231	121	23	
50	University of Wyoming	90								221	2	2	23	0
	Total	4,265	163	730	856	511	68	549	730	16,653	3,240	984		

[a] Includes students in the school of agriculture.

TABLE 5.—*Statistics of students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	Number of students in—																		Graduated in 1906.			
																				Number.		Average age.	
		Agriculture.	Carpentry.	Machine-shop work.	Blacksmithing.	Shoemaking.	Broom making.	Wheelwrighting.	Bricklaying.	Painting.	Printing.	Harness making.	Tailoring.	Plastering.	Sewing.	Cooking.	Laundering.	Nursing.	Millinery.	Military drill.	Men.	Women.	Years.	Months.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Institutions for colored students.																							
1	Agricultural and Mechanical College for Negroes (Alabama)	173	29	35	32	28	0	32	36	20	30	0	0	0	78	26	20	36	65	201	45	102	20	0
2	Branch Normal College (Arkansas)	.....	60	18	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	110	.....	10	.....	.....	110	6	3	21	0
3	State College for Colored Students (Delaware)	30	30	8	5	.....	.....	.....	.....	.....	2	.....	.....	.....	25	20	16	.....	.....	60	3	7	22	0
4	Florida State Normal and Industrial School	124	11	.....	12	.....	.....	7	.....	7	5	.....	19	.....	112	110	110	11	19	104	9	5	.....	.....
5	Georgia State Industrial College	4	31	.....	33	25	.....	10	51	10	.....	1	43	20	68	.....	.....	.....	.....	227	7	1	25	0
6	Kentucky Normal and Industrial Institute for Colored Persons.	19	41	5	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	68	17	130	.....	.....	87	8	4	22	0
7	Southern University and Agricultural and Mechanical College (Louisiana)	45	56	56	0	0	0	0	0	10	10	0	0	0	214	0	0	0	20	0	12	22	18	3
8	Princess Anne Academy (Maryland)	16	16	.....	7	.....	.....	2	.....	.....	8	.....	.....	.....	71	48	9	.....	.....	48	9	10	21	0
9	Alcorn Agricultural and Mechanical College (Mississippi)	100	75	.....	50	20	.....	18	4	25	.....	20	.....	.....	75	50	12	10	.....	.....	13	1	22	0
10	Lincoln Institute (Missouri)	36	41	7	8	.....	.....	.....	.....	.....	5	.....	.....	.....	110	86	140	.....	17	.....	14	24	20	0
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	162	22	4	24	.....	15	2	42	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	169	7	0	23	0
12	Colored Agricultural and Normal University (Oklahoma)	55	28	19	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	130	30	.....	.....	.....	.....	1	2	25	0
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	20	37	42	5	7	.....	5	75	6	.....	7	20	75	329	.....	.....	26	.....	363	29	25	18	0
14	Prairie View State Normal and Industrial College (Texas)	98	45	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	175	185	10	.....	30	.....	28	30	25	0
15	Hampton Normal and Agricultural Institute (Virginia)	908	56	15	26	10	.....	12	40	11	9	2	41	40	584	334	227	.....	5	500	24	22	23	0
16	West Virginia Colored Institute	8	21	2	17	0	0	8	17	6	11	0	0	17	59	67	0	0	16	98	10	3	19	0
	Total	1,798	599	211	305	90	15	96	265	117	100	30	123	152	2,208	973	684	83	172	1,967	225	261	.....	.....

TABLE 6.—*Value of property of colleges of agriculture and the mechanic arts endowed by acts of Congress approved 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.	Live stock.	Miscellaneous equipment.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Alabama Polytechnic Institute	$253,500	0	0	0	$4,500	$153,700	$20,794	$23,488	$39,200	$2,500	$18,000	$515,682
2	University of Arizona	0	0	0	0	25,640	152,709	28,522	18,881	20,415	1,270	.....	247,437
3	University of Arkansas	130,000	0	0	0	12,000	400,000	67,000	36,000	18,000	3,000	.....	666,000
4	University of California	731,326	$154,712	$2,785,404	$5,808	.....	3,947,018	.....	.....	.....	.....	.....	7,624,268
5	Colorado Agricultural College	109,411	0	0	125,000	125,000	190,251	54,560	19,517	31,248	11,063	23,000	688,900
6	Connecticut Agricultural College	135,000	0	60,000	0	30,000	175,000	13,700	7,500	20,000	10,000	21,700	472,900
7	Delaware College	83,000	0	0	0	10,000	145,000	51,500	22,000	22,900	200	3,000	337,600
8	University of the State of Florida	153,800	61,650	0	0	10,000	150,000	(a)	(a)	13,500	(a)	55,000	443,950
9	Georgia State College of Agriculture and Mechanic Arts	242,202	0	0	0	75,000	550,000	35,000	.....	40,000	1,500	.....	943,702
10	University of Idaho	4,752	261,810	0	890,400	18,000	120,000	10,843	10,349	2,200	5,320	6,824	1,330,498
11	University of Illinois	635,026	0	0	400	175,000	1,500,000	230,000	140,000	140,000	40,000	150,000	3,010,426
12	Purdue University (Indiana)	340,000	0	0	0	100,000	680,000	(b)	210,000	24,000	7,500	25,000	1,386,500
13	Iowa State College of Agriculture and Mechanic Arts	683,000	.....	.....	.....	100,000	1,200,000	122,500	30,000	75,000	22,500	75,000	2,308,000
14	Kansas State Agricultural College	492,381	0	0	0	50,200	422,580	47,552	39,729	52,554	15,800	130,154	1,250,950
15	Agricultural and Mechanical College of Kentucky	144,075	0	0	0	437,393	262,859	51,707	26,708	13,911	3,054	423,326	1,363,033
16	Louisiana State University and Agricultural and Mechanical College	182,313	136,000	0	0	151,040	427,700	19,684	16,230	29,654	1,390	27,807	991,818
17	University of Maine	118,300	0	100,000	0	25,000	325,000	30,000	17,500	32,000	4,700	13,000	665,500
18	Maryland Agricultural College	118,000	0	0	0	30,000	170,000	(b)	50,000	6,500	.....	.....	374,500
19	Massachusetts Agricultural College	c 219,000	0	c 142,000	0	44,350	252,775	8,000	.....	27,000	9,816	124,557	827,498
20	Massachusetts Institute of Technology	.....	0	1,770,824	0	813,913	882,376	(b)	382,500	145,189	.....	.....	3,994,802
21	Michigan Agricultural College	973,336	0	0	65,060	48,138	471,613	42,032	37,260	48,922	11,757	242,161	1,940,279
22	University of Minnesota	570,748	796,891	.....	240	550,000	1,300,000	120,000	90,000	98,000	.....	20,000	3,545,879
23	Mississippi Agricultural and Mechanical College	98,575	141,213	0	0	63,500	364,391	23,287	120,896	22,597	24,405	72,739	931,603
24	University of Missouri	349,881	222,000	668,958	60,000	265,206	1,000,000	140,000	26,000	130,000	8,000	60,000	2,930,045
25	Missouri School of Mines and Metallurgy												
26	Montana College of Agriculture and Mechanic Arts	14,358	25,157	0	229,541	31,000	123,500	46,800	15,500	17,400	3,760	21,500	528,516
27	University of Nebraska	433,646	159,757	0	.....	325,000	670,000	(b)	125,000	150,000	18,800	120,000	2,002,203
28	Nevada State University	99,352	48,560	1,000	4,200	125,000	174,201	21,260	15,461	20,625	2,188	42,000	553,847
29	New Hampshire College of Agriculture and Mechanic Arts	80,000	0	70,000	0	20,500	238,000	26,000	6,700	15,000	3,900	16,000	476,100
30	Rutgers Scientific School (New Jersey)	116,000	0	550,000	0	142,000	488,000	35,000	.....	51,000	.....	80,000	1,462,000
31	New Mexico College of Agriculture and Mechanic Arts	0	19,231	0	0	17,500	53,000	19,750	28,000	17,000	2,250	8,000	164,731

a Included under miscellaneous equipment.

b Included under machinery.

c One-third of income paid to Massachusetts Institute of Technology.

TABLE 6.—*Value of property of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890*—Continued.

	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.	Live stock.	Miscellaneous equipment.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13
32	Cornell University (New York)	$688,576	0	$7,151,298	0	$429,078	$2,946,008	.....	.....	$653,221	.....	$957,862	$12,826,043
33	North Carolina College of Agriculture and Mechanic Arts	125,000	0	0	0	60,000	265,050	$15,400	$50,000	8,007	$1,500	15,000	539,957
34	North Dakota Agricultural College	762,600	0	0	$773,950	32,000	280,393	17,803	16,202	19,298	8,098	6,241	1,916,645
35	Ohio State University	524,177	$69,930	167,936	0	1,540,000	1,210,000	310,000	100,000	200,000	13,000	.....	4,135,043
36	Oklahoma Agricultural and Mechanical College	0	0	0	0	30,000	123,075	49,831	32,645	23,440	12,829	22,421	294,241
37	Oregon Agricultural College	193,778	0	0	5,000	37,000	160,000	5,000	27,000	.....	.....	.....	427,778
38	Pennsylvania State College	427,291	0	89,709	0	40,000	1,272,500	.....	.....	35,000	.....	60,000	1,924,500
39	Rhode Island College of Agriculture and Mechanic Arts	50,000	0	0	0	14,855	130,140	.....	.....	18,449	.....	106,258	319,702
40	Clemson Agricultural College (South Carolina)	95,900	0	58,539	0	42,470	418,026	22,003	106,661	24,832	12,123	.....	780,554
41	South Dakota Agricultural College	2,465	0	0	800,000	60,000	225,000	17,000	15,000	5,500	10,000	3,500	1,138,465
42	University of Tennessee	396,000	0	29,000	0	285,475	214,073	58,059	54,482	15,707	4,624	15,500	1,072,920
43	Agricultural and Mechanical College of Texas	209,000	0	0	0	50,000	500,000	17,000	52,000	15,242	11,000	30,000	884,242
44	Agricultural College of Utah	183,443	0	0	120,578	17,400	280,762	27,940	23,864	12,074	6,502	28,953	687,178
45	University of Vermont and State Agricultural College	135,500	0	581,952	0	37,000	810,000	43,000	21,500	103,000	3,750	167,500	1,903,202
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	344,312	0	0	0	31,000	390,065	(a)	166,827	5,877	.....	.....	938,081
47	State College of Washington	2,000	25,000	0	890,000	20,000	265,000	33,500	45,500	25,000	6,000	17,500	1,329,500
48	West Virginia University	114,169	0	1,600	0	225,000	475,000	14,000	32,000	43,500	1,500	50,000	956,769
49	University of Wisconsin	303,360	288,264	62,500	340	1,500,000	1,595,300	(a)	587,068	224,512	21,247	.....	4,582,591
50	University of Wyoming	21,451	.....	.....	90,000	40,000	185,000	65,891	34,638	29,479	5,575	10,000	482,034
	Total	12,090,004	2,410,175	14,290,720	4,046,179	8,316,158	28,735,065	1,961,858	2,880,666	2,785,953	332,421	3,269,503	81,118,702
	Institutions for colored students.												
1	Agricultural and Mechanical College for Negroes (Alabama)	0	0	0	0	10,593	55,000	6,960	3,441	0	642	.....	76,636
2	Branch Normal College (Arkansas)	0	0	0	0	.....	b92,000	.....	.....	.....	.....	.....	92,000
3	State College for Colored Students (Delaware)	0	0	0	0	6,000	26,000	1,000	800	300	1,000	500	35,609
4	Florida State Normal and Industrial School	0	0	0	0	10,000	25,200	7,385	1,755	.....	829	.....	45,169
5	Georgia State Industrial College	0	0	0	0	8,600	32,433	3,144	200	400	415	.....	45,192
6	Kentucky Normal and Industrial Institute for Colored Persons	20,925	0	0	0	25,100	40,000	300	2,700	2,000	2,500	1,300	94,825
7	Southern University and Agricultural and Mechanical College (Louisiana)	0	0	0	0	40,000	47,761	3,644	4,415	3,990	1,100	7,551	108,461

8	Princess Anne Academy (Maryland)	0	0	0	0	3,200	12,800	.....	.....	.....	1,000	1,900	18,900
9	Alcorn Agricultural and Mechanical College (Mississippi)	113,575	96,296	0	0	35,000	155,000	1,200	.....	4,500	4,000	3,000	412,571
10	Lincoln Institute (Missouri)	0	0	0	0	8,000	125,000	1,000	6,000	2,500	.....	100	142,600
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	0	0	0	25,200	65,000	9,000	7,248	1,581	2,902	2,676	113,607
12	Colored Agricultural and Normal University (Oklahoma)	0	.....	0	0	7,000	56,100	2,200	9,969	2,150	1,135	3,000	81,554
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	95,900	0	0	0	40,000	85,000	3,600	7,150	1,700	2,200	2,300	237,850
14	Prairie View State Normal and Industrial College (Texas)	0	0	0	0	15,000	91,000	1,000	3,500	1,200	2,000	1,000	114,700
15	Hampton Normal and Agricultural Institute (Virginia)	172,156	0	1,428,758	0	57,000	650,000	.....	.....	8,500	15,862	170,000	2,502,276
16	West Virginia Colored Institute	0	0	0	0	11,500	93,100	2,949	13,200	3,800	1,705	.....	126,254
	Total	402,556	96,296	1,428,758	0	302,193	1,651,394	43,382	60,378	32,621	37,290	193,327	4,248,195
	Grand total	12,492,560	2,506,471	15,719,478	4,046,179	8,618,351	30,386,459	2,005,240	2,941,044	2,818,574	369,711	3,462,830	85,366,897

[a] Included under machinery. [b] Value of all equipment.

TABLE 7.—*Income of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

Institution.	From State or Territory.			From United States.								
	From endowment granted by State.	Appropriation or tax for current expenses.	Appropriation or tax for building or other special purposes.	Land grant of 1862.	Other land grants.	Act of Aug. 30, 1890.	From other endowment funds.	Tuition fees.	Incidental fees.	Miscellaneous.	Total.	United States appropriation for experiment stations.
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Alabama Polytechnic Institute	0	$29,600	$1,500	$20,280	0	$13,725	0	$1,180	$2,725	$5,179	$74,189	$15,000
2 University of Arizona	0	27,000	20,000	0	0	25,000	0	445	500	3,354	76,299	20,000
3 University of Arkansas	0	75,000	50,000	3,900	0	18,182	0	0	5,375	317	152,774	15,000
4 University of California	$44,925	342,833	132,584	43,806	$9,267	25,000	$96,115	3,375	38,170	314,116	1,050,191	15,000
5 Colorado Agricultural College	0	69,070	15,000	31,107	0	25,000	0	0	0	7,589	147,766	20,000
6 Connecticut Agricultural College	0	20,000	61,800	6,756	0	25,000	0	0	0	31,753	145,309	7,500
7 Delaware College	0	0	7,500	4,980	0	20,000	0	900	3,100	1,670	38,150	15,000
8 University of the State of Florida	0	12,263	0	7,710	2,981	12,500	0	0	965	853	37,272	20,000
9 Georgia State College of Agriculture and Mechanic Arts	.....	.....	.....	16,954	0	16,667	.....	.....	192	.....	33,813	0
10 University of Idaho	0	17,000	0	.....	18,000	25,000	0	0	0	0	60,000	15,000
11 University of Illinois	0	350,000	442,035	33,072	0	25,000	0	.....	210,990	83,266	1,144,363	15,000
12 Purdue University (Indiana)	0	153,829	42,628	17,000	0	25,000	0	9,281	49,429	6,176	303,343	15,000

TABLE 7.—*Income of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890*—Continued.

	Institution.	From State or Territory.			From United States.			From other endowment funds.	Tuition fees.	Incidental fees.	Miscellaneous.	Total.	United States appropriation for experiment Stations.
		From endowment granted by State.	Appropriation or tax for current expenses.	Appropriation or tax for building or other special purposes.	Land grant of 1862.	Other land grants.	Act of Aug. 30, 1890.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
13	Iowa State College of Agriculture and Mechanic Arts	0	$156,042	$293,106	$34,170	0	$25,000	0	$1,308	$30,639	$7,554	$547,819	$20,000
14	Kansas State Agricultural College	0	90,000	45,500	31,276	0	25,000	0	11,254	0	0	203,030	15,000
15	Agricultural and Mechanical College of Kentucky	0	68,452	0	8,645	0	21,375	0	4,013	3,317	2,092	107,894	15,000
16	Louisiana State University and Agricultural and Mechanical College	0	15,000	22,500	9,116	$5,440	13,159	0	1,380	2,234	7,967	76,796	15,000
17	University of Maine	0	32,000	0	5,915	0	25,000	$4,000	12,000	8,000	0	86,915	20,000
18	Maryland Agricultural College	0	9,000	20,000	5,817	0	25,000	0	22,856	2,651	11,552	96,876	20,000
19	Massachusetts Agricultural College	$3,313	40,250	51,650	7,300	0	16,667	0	398	1,434	5,816	126,828	15,000
20	Massachusetts Institute of Technology	.....	25,000	0	4,192	0	8,333	76,274	320,586	12,877	24,585	471,847	0
21	Michigan Agricultural College	0	47,000	93,767	70,287	0	25,000	0	865	5,273	46,408	288,600	15,000
22	University of Minnesota	0	251,874	555,100	23,966	33,462	25,000	.....	130,879	.....	27,273	1,047,554	21,750
23	Mississippi Agricultural and Mechanical College	0	65,946	27,875	5,915	8,473	12,339	0	680	3,612	41,337	166,177	20,000
24	University of Missouri	33,298	205,500	191,822	17,494	12,320	23,438	100	.....	17,688	55,117	556,777	15,000
25	Missouri School of Mines and Metallurgy												
26	Montana College of Agriculture and Mechanic Arts	0	18,000	0	7,000	0	25,000	0	2,113	800	4,925	57,838	15,000
27	University of Nebraska	0	197,500	153,470	30,000	10,000	25,000	1,000	9,878	8,518	33,105	468,471	20,000
28	Nevada State University	0	25,000	10,000	4,600	0	25,000	120	2,000	0	1,267	67,987	20,000
29	New Hampshire College of Agriculture and Mechanic Arts	0	13,000	30,500	4,800	0	25,000	3,252	3,012	1,636	17,369	98,569	20,000
30	Rutgers Scientific School (New Jersey)	0	40,300	24,000	5,800	0	25,000	19,202	.....	.....	12,771	127,073	20,000
31	New Mexico College of Agriculture and Mechanic Arts	0	13,152	0	0	1,498	25,000	0	1,467	0	5,504	46,621	15,000
32	Cornell University (New York)	0	75,000	.....	34,429	0	25,000	367,206	310,616	78,692	318,317	1,209,260	19,575
33	North Carolina College of Agriculture and Mechanic Arts	0	25,000	5,000	7,500	0	16,750	0	13,514	7,475	7,259	82,498	15,000
34	North Dakota Agricultural College	0	33,850	0	35,616	0	25,000	0	0	5,041	4,464	103,971	20,000
35	Ohio State University	.....	323,422	208,085	31,451	4,196	25,000	7,492	46,185	.....	45,204	690,985	0
36	Oklahoma Agricultural and Mechanical College	0	25,573	101,101	0	14,304	22,500	0	0	1,431	22,624	187,533	15,000
37	Oregon Agricultural College	0	0	25,000	12,293	0	25,000	0	0	1,271	4,459	68,023	15,000
38	Pennsylvania State College	5,383	85,960	39,018	25,638	0	25,000	0	855	20,890	49,176	251,920	20,000
39	Rhode Island College of Agriculture and Mechanic Arts	0	15,000	25,300	2,500	0	25,000	0	500	1,000	0	69,300	20,000
40	Clemson Agricultural College (South Carolina)	0	158,354	0	5,754	0	12,500	3,513	2,956	0	41,016	224,093	20,000
41	South Dakota Agricultural College	0	36,200	16,000	14,006	0	25,000	0	3,244	3,115	14,863	112,428	15,000
42	University of Tennessee	0	0	25,000	23,960	0	25,000	2,545	15,776	.....	10,858	103,139	20,000
43	Agricultural and Mechanical College of Texas	0	73,085	15,000	14,280	0	18,750	0	0	2,055	0	123,170	15,000
44	Agricultural College of Utah	0	65,000	5,250	6,961	0	25,000	0	3,240	1,400	23,715	130,566	16,613

45	University of Vermont and State Agricultural College	2,600	6,000	0	8,130	0	25,000	26,042	33,950	0	7,745	109,467	15,000
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	45,000	82,500	20,658	0	16,667	0	.....	36,826	.....	201,651	20,000
47	State College of Washington	0	75,000	2,500	5,000	0	25,000	0	110	3,546	16,681	127,837	15,000
48	West Virginia University	0	103,150	28,838	6,500	0	20,000	.....	17,270	.....	15,483	191,241	15,000
49	University of Wisconsin	0	572,914	200,000	12,829	13,678	25,000	3,454	20,391	57,667	137,418	1,043,351	15,000
50	University of Wyoming	0	21,286	302	5,239	0	25,000	400	738	40	30	53,035	20,000
	Total	89,519	4,149,405	3,071,181	734,602	133,619	1,083,552	610,715	1,009,215	630,574	1,478,227	12,990,609	785,438
	Institutions for colored students.												
1	Agricultural and Mechanical College for Negroes (Alabama)	0	4,000		0	0	11,275	0	0	350	0	15,625	0
2	Branch Normal College (Arkansas)	0	6,000	0	0	0	6,818	0	300	0	0	13,118	0
3	State College for Colored Students (Delaware)	0	0	3,000	0	0	5,000	0	0	0	6,102	14,102	0
4	Florida State Normal and Industrial School	0	3,500	5,500	0	0	12,500	0	0	500	0	22,000	0
5	Georgia State Industrial College	0	8,000	0	0	0	8,333	0	0	0	0	16,333	0
6	Kentucky Normal and Industrial Institute for Colored Persons	0	8,000	20,000	1,255	0	3,625	0	0	200	4,928	38,008	0
7	Southern University and Agricultural and Mechanical College (Louisiana)	0	10,000	0	0	0	11,841	0	0	0	256	22,097	0
8	Princess Anne Academy (Maryland)	0	0	0	0	0	(a)	0	393	311	709	1,413	0
9	Alcorn Agricultural and Mechanical College (Mississippi)	0	8,000	24,500	6,814	5,778	12,661	.....	.....	.....	.....	57,753	0
10	Lincoln Institute (Missouri)	0	27,200	0	0	0	1,562	.....	.....	.....	.....	28,762	0
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	7,500	3,750	0	0	8,250	0	166	0	0	19,666	0
12	Colored Agricultural and Normal University (Oklahoma)	0	28,972	0	0	0	2,500	0	0	0	0	31,472	0
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	0	6,300	.....	5,754	0	12,500	.....	.....	.....	.....	24,554	0
14	Prairie View State Normal and Industrial College (Texas)	0	17,500	0	0	0	6,250	0	.....	.....	24,500	48,250	0
15	Hampton Normal and Agricultural Institute (Virginia)	0	0	0	10,329	0	8,333	66,673	0	0	140,641	225,976	0
16	West Virginia Colored Institute	0	23,775	5,900	0	0	5,000	0	199	0	546	35,420	0
	Total	0	158,747	62,650	24,152	5,778	116,448	66,673	1,058	1,361	177,682	614,549	0
	Grand total	89,519	4,308,152	3,133,831	758,754	139,397	1,200,000	677,388	1,010,273	631,935	1,655,909	13,605,158	785,438

a $5,000 included under Maryland Agricultural College.

TABLE 8.—*Disbursement of the funds received under an act of Congress approved August 30, 1890, by colleges of agriculture and the mechanic arts for the year ended June 30, 1906.*

	Institution.	Balance on hand July 1, 1905.	Appropriation for year ending June 30, 1906.	Total amount available.	Disbursements.							Balance on hand July 1, 1906.
					For instruction in—						Total.	
					Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical science.	Economic science.		
	1	2	3	4	5	6	7	8	9	10	11	12
1	Alabama Polytechnic Institute	0	$13,725.00	$13,725.00	0	$7,600.00	0	$3,400.00	$2,725.00	0	$13,725.00	0
2	University of Arizona	$1,659.94	25,000.00	26,659.94	$1.80	6,424.83	$3,353.10	3,609.76	10,386.42	$2,884.03	26,659.94	0
3	University of Arkansas	0	18,181.82	18,181.82	1,500.00	6,000.00	3,600.00	2,000.00	3,400.00	1,681.82	18,181.82	0
4	University of California	0	25,000.00	25,000.00	5,499.90	9,605.37	0	0	9,894.73	0	25,000.00	0
5	Colorado Agricultural College	0	25,000.00	25,000.00	5,656.57	7,457.76	1,875.00	2,488.34	3,918.27	3,604.06	25,000.00	0
6	Connecticut Agricultural College	7.98	25,000.00	25,007.98	11,674.12	2,092.22	2,688.45	1,994.62	4,822.76	1,359.53	24,631.70	$376.28
7	Delaware College	61.77	20,000.00	20,061.77	1,382.36	7,226.74	3,540.94	2,300.00	4,843.20	138.43	19,431.67	630.10
8	University of the State of Florida	0	12,500.00	12,500.00	376.90	2,947.86	2,480.00	2,577.00	3,764.31	353.93	12,500.00	0
9	Georgia State College of Agriculture and Mechanic Arts	0	16,666.66	16,666.66	2,100.00	4,500.00	3,500.00	2,166.66	3,500.00	900.00	16,666.66	0
10	University of Idaho	2.22	25,000.00	25,002.22	1,033.12	6,714.34	3,991.65	4,504.15	5,290.61	3,443.35	24,977.22	25.00
11	University of Illinois	0	25,000.00	25,000.00	12,500.00	6,487.61	0	825.00	5,187.39	0	25,000.00	0
12	Purdue University (Indiana)	0	25,000.00	25,000.00	2,144.09	13,858.16	966.66	2,317.97	5,713.12	0	25,000.00	0
13	Iowa State College of Agriculture and Mechanic Arts	0	25,000.00	25,000.00	8,050.00	7,200.00	1,800.00	2,750.00	3,700.00	1,500.00	25,000.00	0
14	Kansas State Agricultural College	0	25,000.00	25,000.00	7,923.24	6,328.38	3,045.80	4,440.90	3,261.68	0	25,000.00	0
15	Agricultural and Mechanical College of Kentucky	.45	21,375.00	21,375.45	2,300.00	6,875.00	1,800.00	2,700.00	7,500.00	200.00	21,375.00	.45
16	Louisiana State University and Agricultural and Mechanical College	56.97	13,158.62	13,215.59	2,400.00	5,100.00	1,800.00	2,200.00	1,700.00	0	13,200.00	15.59
17	University of Maine	0	25,000.00	25,000.00	5,100.00	9,000.00	2,400.00	3,000.00	4,500.00	1,000.00	25,000.00	0
18	Maryland Agricultural College	20.03	25,000.00	25,020.03	5,399.87	6,492.29	5,494.06	2,280.44	4,853.37	500.00	25,020.03	0
19	Massachusetts Agricultural College	0	16,666.66	16,666.66	7,300.00	0	3,300.00	2,066.66	4,000.00	0	16,666.66	0
20	Massachusetts Institute of Technology	100.06	8,333.34	8,433.40	0	3,000.00	1,000.00	3,000.00	1,400.00	0	8,400.00	33.40
21	Michigan Agricultural College	0	25,000.00	25,000.00	5,530.00	7,100.00	3,555.00	1,550.00	6,070.00	1,195.00	25,000.00	0
22	University of Minnesota	0	25,000.00	25,000.00	5,000.00	7,250.00	1,900.00	2,400.00	6,050.00	2,400.00	25,000.00	0
23	Mississippi Agricultural and Mechanical College	0	12,339.20	12,339.20	2,831.65	3,517.67	2,090.00	2,483.28	1,416.60	0	12,339.20	0
24	University of Missouri	.67	23,437.50	23,438.17	5,904.17	10,594.98	337.50	750.00	5,851.05	0	23,437.70	.47
25	Missouri School of Mines and Metallurgy											
26	Montana College of Agriculture and Mechanic Arts	0	25,000.00	25,000.00	3,350.00	7,200.00	2,497.57	3,150.00	6,202.43	2,600.00	25,000.00	0
27	University of Nebraska	0	25,000.00	25,000.00	7,491.68	5,731.66	1,726.67	0	7,866.66	2,183.33	25,000.00	0
28	Nevada State University	22.59	25,000.00	25,022.59	21.80	6,516.61	1,346.62	4,369.33	9,957.44	2,790.16	25,001.96	20.63

29	New Hampshire College of Agriculture and Mechanic Arts	0	25,000.00	25,000.00	5,035.26	8,143.32	1,428.90	2,046.82	6,844.64	1,501.06	25,000.00	0
30	Rutgers Scientific School (New Jersey)	0	25,000.00	25,000.00	2,083.87	31.56	2,626.08	7,679.61	11,761.77	817.11	25,000.00	0
31	New Mexico College of Agriculture and Mechanic Arts	0	25,000.00	25,000.00	1,799.93	7,392.28	4,570.12	2,567.96	4,678.96	3,990.75	25,000.00	0
32	Cornell University (New York)	0	25,000.00	25,000.00	10,000.00	10,000.00	1,000.00	1,000.00	3,000.00	0	25,000.00	0
33	North Carolina College of Agriculture and Mechanic Arts	0	16,750.00	16,750.00	4,060.00	6,090.00	2,000.00	2,500.00	2,100.00	0	16,750.00	0
34	North Dakota Agricultural College	0	25,000.00	25,000.00	5,766.52	3,366.62	2,983.30	2,416.66	7,299.80	3,167.10	25,000.00	0
35	Ohio State University	24.95	25,000.00	25,024.95	3,780.00	6,820.00	1,890.00	2,820.00	8,410.00	1,300.00	25,020.00	4.95
36	Oklahoma Agricultural and Mechanical College	485.38	22,500.00	22,985.38	6,966.55	6,004.47	2,243.67	1,381.78	4,107.52	2,015.30	22,719.29	266.09
37	Oregon Agricultural College	[a] 25.00	25,000.00	25,025.00	1,440.00	6,260.85	3,960.00	3,910.00	6,394.15	3,060.00	25,025.00	0
38	Pennsylvania State College	41.57	25,000.00	25,041.57	690.79	7,719.08	3,090.00	6,579.92	6,861.02	0	24,940.81	100.76
39	Rhode Island College of Agriculture and Mechanic Arts	131.31	25,000.00	25,131.31	3,983.39	6,628.49	2,853.94	2,733.83	6,921.49	2,010.17	25,131.31	0
40	Clemson Agricultural College (South Carolina)	8.59	12,500.00	12,508.59	1,479.14	4,527.72	2,483.32	1,325.00	2,104.14	583.32	12,502.64	5.95
41	South Dakota Agricultural College	0	25,000.00	25,000.00	3,800.00	6,425.31	2,900.00	3,600.00	6,774.69	1,500.00	25,000.00	0
42	University of Tennessee	0	25,000.00	25,000.00	2,168.84	10,424.99	1,977.94	2,028.44	7,851.60	548.19	25,000.00	0
43	Agricultural and Mechanical College of Texas	0	18,750.00	18,750.00	1,700.40	9,388.14	1,910.00	2,693.13	2,283.33	775.00	18,750.00	0
44	Agricultural College of Utah	0	25,000.00	25,000.00	3,252.41	7,805.94	2,992.81	3,869.87	2,541.49	4,537.48	25,000.00	0
45	University of Vermont and State Agricultural College	0	25,000.00	25,000.00	2,500.00	7,400.00	2,500.00	3,250.00	7,850.00	1,500.00	25,000.00	0
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	16,666.67	16,666.67	2,016.67	5,916.67	1,300.00	2,050.00	4,833.33	550.00	16,666.67	0
47	State College of Washington	0	25,000.00	25,000.00	5,480.85	3,075.13	2,365.65	3,038.50	8,906.56	2,133.31	25,000.00	0
48	West Virginia University	3.31	20,000.00	20,003.31	0	13,000.00	2,900.00	0	4,090.00	0	19,990.00	13.31
49	University of Wisconsin	0	25,000.00	25,000.00	10,000.00	10,000.00	1,800.00	1,600.00	1,600.00	0	25,000.00	0
50	University of Wyoming	0	25,000.00	25,000.00	640.46	8,439.67	5,274.01	3,123.33	6,446.42	1,076.11	25,000.00	0
	Total	2,652.79	1,083,550.47	1,086,203.26	191,116.35	327,681.72	117,138.76	127,538.96	261,435.95	59,798.54	1,084,710.28	1,492.98
	Institutions for colored students.											
1	Agricultural and Mechanical College for Negroes (Alabama)	55.67	11,275.00	11,330.67	708.15	3,801.17	2,554.00	870.00	1,995.50	1,370.00	11,298.82	31.85
2	Branch Normal College (Arkansas)	40.34	6,818.18	6,858.52	0	4,238.52	1,940.00	480.00	0	200.00	6,858.52	0
3	State College for Colored Students (Delaware)	4.04	5,000.00	5,004.04	1,161.44	1,653.00	756.37	900.00	330.00	200.00	5,000.81	3.23
4	Florida State Normal and Industrial School	0	12,500.00	12,500.00	2,319.74	4,642.55	2,327.30	800.00	808.24	1,264.32	12,162.15	337.85
5	Georgia State Industrial College	0	8,333.34	8,333.34	600.00	3,833.34	2,100.00	800.00	1,000.00	0	8,333.34	0
6	Kentucky Normal and Industrial Institute for Colored Persons	1.71	3,625.00	3,626.71	600.00	1,000.00	450.00	450.00	500.00	626.00	3,626.00	.71
7	Southern University and Agricultural and Mechanical College (Louisiana)	0	11,841.38	11,841.38	1,437.50	2,100.00	4,715.00	2,105.00	1,080.00	403.88	11,841.38	0
8	Princess Anne Academy (Maryland)											
9	Alcorn Agricultural and Mechanical College (Mississippi)	0	12,660.80	12,660.80	1,693.00	2,800.00	1,571.80	2,396.00	2,200.00	2,000.00	12,660.80	0
10	Lincoln Institute (Missouri)	2.50	1,562.50	1,565.00	0	960.00	0	0	0	600.00	1,560.00	5.00

[a] Refunded on salary.

TABLE 8.—*Disbursement of the funds received under an act of Congress approved August 30, 1890, by colleges of agriculture and the mechanic arts for the year ended June 30, 1906*—Continued.

	Institution.	Balance on hand July 1, 1905.	Appropriation for year ending June 30, 1906.	Total amount available.	Disbursements.							Balance on hand July 1, 1906.
					For instruction in—						Total.	
					Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical science.	Economic science.		
	1	2	3	4	5	6	7	8	9	10	11	12
	Institutions for colored students—Continued.											
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	$8,250.00	$8,250.00	$2,429.50	$3,002.44	$2,029.33	$314.66	$129.91	0	$7,905.84	$344.16
12	Colored Agricultural and Normal University (Oklahoma)	$362.74	2,500.00	2,862.74	35.56	0	0	0	0	0	35.56	2,827.18
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	318.30	12,500.00	12,818.30	3,210.00	3,617.50	2,649.00	1,298.50	1,275.00	$375.00	12,425.00	393.30
14	Prairie View State Normal and Industrial College (Texas)	0	6,250.00	6,250.00	1,000.00	740.00	1,875.00	0	1,375.00	1,260.00	6,250.00	0
15	Hampton Normal and Agricultural Institute (Virginia)	0	8,333.33	8,333.33	3,033.33	2,200.00	700.00	1,350.00	0	1,050.00	8,333.33	0
16	West Virginia Colored Institute	12.83	5,000.00	5,012.83	1,028.03	2,985.66	0	0	5.88	821.50	4,841.07	171.76
	Total	798.13	116,449.53	117,247.66	19,256.25	37,574.18	23,667.80	11,764.16	10,699.53	10,170.70	113,132.62	4,115.04
	Grand total	3,450.92	1,200,000.00	1,203,450.92	210,372.60	365,255.90	140,806.56	139,303.12	272,135.48	69,969.24	1,197,842.90	5,608.02

TABLE 9.—*Value of additions during the year to equipment of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

	Institution.	Permanent endowment funds.	Buildings.	Library.	Apparatus.	Machinery.	Live stock.	Miscellaneous.	Total.
	1	2	3	4	5	6	7	8	9
1	Alabama Polytechnic Institute			$1,000	$2,743	$1,000			$5,343
2	University of Arizona	0	$5,800	1,500	4,081	1,844	$270	0	13,495
3	University of Arkansas	0	99,000	3,000	2,000	1,000	500	$500	106,000
4	University of California	$51,767	186,948	268,622	34,482				541,819
5	Colorado Agricultural College		9,402	3,450	2,500	1,275		2,000	18,627
6	Connecticut Agricultural College	60,000	65,825	304	642	274	137	15,136	142,318
7	Delaware College	0	15,000	900	650	400	0	700	17,650
8	University of the State of Florida							4,050	4,050
9	Georgia State College of Agriculture and Mechanic Arts			3,000	3,000		1,000	500	7,500
10	University of Idaho	53,490	40,000	4,200	2,790	2,800	432	2,025	105,737
11	University of Illinois	11,317	100,000	15,000	30,000	40,000	10,000	20,000	226,317
12	Purdue University (Indiana)	0	54,000	3,700	26,800	2,000	3,000	4,700	94,200
13	Iowa State College of Agriculture and Mechanic Arts		257,161	1,500	5,000				263,661
14	Kansas State Agricultural College	0	32,000	1,800	3,050	1,135	765	3,200	41,950
15	Agricultural and Mechanical College of Kentucky	0	779	1,068	3,172	868	225	1,374	7,486
16	Louisiana State University and Agricultural and Mechanical College	0	750	1,128	5,771	2,236	1,240	2,254	13,379
17	University of Maine	0	50,000	1,500	600	500	400	200	53,200
18	Maryland Agricultural College			500	1,500				2,000
19	Massachusetts Agricultural College		37,000	1,000	200		2,001		40,201
20	Massachusetts Institute of Technology								
21	Michigan Agricultural College	7,083	93,767	3,358	5,595	558			110,361
22	University of Minnesota		173,000	5,000		6,000	4,500		188,500
23	Mississippi Agricultural and Mechanical College		29,525	1,831	2,097	11,945	4,136	4,918	54,452
24	University of Missouri	}							
25	Missouri School of Mines and Metallurgy	}							
26	Montana College of Agriculture and Mechanic Arts	2,207	2,800	1,200	3,000	2,000	1,750		12,957
27	University of Nebraska	135,933	50,000	5,000	8,000	2,000	3,500	2,000	206,433
28	Nevada State University	0	6,982	1,055	756	1,552	525	4,990	15,860
29	New Hampshire College of Agriculture and Mechanic Arts	0	25,000	1,200	2,315	242	184	0	28,941
30	Rutgers Scientific School (New Jersey)	37,130	646	2,783	1,742	9	40	587	42,937
31	New Mexico College of Agriculture and Mechanic Arts	0	0	1,000	750	750	600		3,100
32	Cornell University (New York)	161,628	15,000	31,739				16,070	224,437
33	North Carolina College of Agriculture and Mechanic Arts	0	0	851	400	5,000	1,500		7,751
34	North Dakota Agricultural College		45,036	1,096	2,499	4,990	1,542	4,328	59,491
35	Ohio State University	66,205	45,000	15,000	10,000		5,000		141,205
36	Oklahoma Agricultural and Mechanical College		17,500	1,030	5,100	6,000	3,100	1,000	32,730
37	Oregon Agricultural College			697	355	447	442	6,000	7,941
38	Pennsylvania State College	0	15,473	800					16,273
39	Rhode Island College of Agriculture and Mechanic Arts	0	5,000	1,480	350				6,830
40	Clemson Agricultural College (South Carolina)	0	22,867	1,529	1,353	3,591			29,340
41	South Dakota Agricultural College	0	0	300	1,000	500	800	1,400	4,000

TABLE 9.—*Value of additions during the year to equipment of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890*—Continued.

	Institution.	Permanent endowment funds.	Buildings.	Library.	Apparatus.	Machinery.	Live stock.	Miscellaneous.	Total.
	1	2	3	4	5	6	7	8	9
42	University of Tennessee	0	$6,217	$2,042	$5,309	$3,548	$511	$342	$17,969
43	Agricultural and Mechanical College of Texas	0	5,000	.....	11,000	.....	400	.....	16,400
44	Agricultural College of Utah	.....	4,498	1,424	2,940	3,864	2,002	5,185	19,913
45	University of Vermont and State Agricultural College	$30,000	0	1,500	600	250	100	500	32,950
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	59,363	950	0	12,663	0	0	72,976
47	State College of Washington	0	5,000	800	7,000	.....	.....	780	13,580
48	West Virginia University	0	7,750	3,500	1,500	12,000	0	4,088	28,838
49	University of Wisconsin	.....	38,643	36,370	32,236	.....	462	5,999	113,710
50	University of Wyoming	.....	.....	1,622	1,651	1,416	2,250	.....	6,939
	Total	616,760	1,627,732	438,929	236,529	134,657	53,314	114,826	3,222,747
	Institutions for colored students.								
1	Agricultural and Mechanical College for Negroes (Alabama)	0	2,500	.....	.....	.....	265	.....	2,765
2	Branch Normal College (Arkansas)	.....	.....	.....	.....	.....	.....	.....	.....
3	State College for Colored Students (Delaware)	.....	5,000	.....	.....	.....	.....	815	5,815
4	Florida State Normal and Industrial School	0	1,600	.....	710	262	305	.....	2,877
5	Georgia State Industrial College	.....	2,288	.....	.....	.....	.....	.....	2,288
6	Kentucky Normal and Industrial Institute for Colored Persons	0	0	75	127	0	50	0	252
7	Southern University and Agricultural and Mechanical College (Louisiana)	0	0	10	0	0	0	0	10
8	Princess Anne Academy (Maryland)	.....	.....	.....	.....	204	5	45	254
9	Alcorn Agricultural and Mechanical College (Mississippi)	0	5,000	.....	.....	.....	2,000	.....	7,000
10	Lincoln Institute (Missouri)	.....	2,500	2,000	300	.....	.....	.....	4,800
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	7,500	50	.....	248	255	.....	8,053
12	Colored Agricultural and Normal University (Oklahoma)	.....	18,000	150	350	.....	450	.....	18,950
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	.....	.....	.....	101	192	.....	.....	293
14	Prairie View State Normal and Industrial College (Texas)	.....	.....	250	.....	500	.....	500	1,250
15	Hampton Normal and Agricultural Institute (Virginia)	98,325	57,000	1,300	.....	.....	.....	4,200	160,825
16	West Virginia Colored Institute	0	16,000	200	224	400	.....	150	16,974
	Total	98,325	117,388	4,035	1,812	1,806	3,330	5,710	232,406
	Grand total	715,085	1,745,120	442,964	238,341	136,463	56,644	120,536	3,455,153

CHAPTER XVII.

PROFESSIONAL SCHOOLS.

In the 150 schools of theology there were enrolled as students 7,716 men, an increase of 305 over the number in 1905. There were also 252 women taking special courses of study. The permanent productive funds of theological schools now aggregate $25,892,539, and this does not include several important schools which did not report this item. Theological schools received benefactions during the year of over $3,000,000.

The number of law students still continues to increase. In 1905–6 they numbered 15,411, an increase of 697 over the number in the previous year. In 1895 there were 8,950 students and in 1885 only 2,744. The course of study in law schools is constantly being lengthened, and it seems that three years will very generally be required. Sixty-four schools now require three years and only 2 schools have courses of one year.

The whole number of students in 1906 in the 152 medical schools of all classes—regular, homeopathic, eclectic, and physiomedical—was 24,924. This shows a loss of nearly 1,000 students from the number of the previous year, and in 1905 there was a loss of over 1,000 from the number in 1904. In other words, the whole number of medical students in 1904 was 26,949, and the whole number in 1906 was only 24,924, a loss during the two years of 2,025 students. It was in 1904 that for the first and only time a medical school in the United States ever enrolled over 1,000 students, namely, Rush Medical College, 1,033. In 1906 in the so-called regular schools of medicine there was a decrease of 910 students from the number of the previous year, of the homeopathic students a decrease of 46, but there was an increase of 45 in the number of eclectic and physiomedical students, although the whole number of the latter was only 739. The largest number of homeopathic students ever enrolled was in 1897, 2,038, nearly twice as many as in 1906. The whole number of medical students graduated in 1906 was 5,400, while the number in 1905 was 5,544.

In the 56 schools of dentistry in 1906 there were 6,876 students, 273 less than in 1905. In 1903 the number of dental students was 8,298, or 1,422 more than in 1906. In other words, the decrease in the number of dental students in three years was equal to one-fifth of the whole number of students in 1906. The principal falling off was in the school year 1903–4, when the attempt to establish a four-years' course in dentistry was made. The number of graduates in dentistry in 1906 was 1,624, nearly 1,000 less than in 1905, when there were 2,612. The small number of graduates in 1906, just three years after the trial of a four-years' course, was probably attributable to that effort.

In the 66 schools of pharmacy there were 5,145 students in 1906, or 201 more than in 1905. The number of graduates also increased from 1,518 to 1,663.

The number of veterinary students was 1,445, or 176 more than in the year before. The number graduated was 344.

Among the inquiries sent out to medical schools in 1906 was one not heretofore made, namely, as to the number of the graduating class who were given places as resident physicians in hospitals connected with the institution or otherwise. The table of statistics of medical schools (Table 11) gives the number of graduates who received such appointments.

Of the 103 graduates of the University of Pennsylvania medical department all but 12 were given hospital appointments; and of the graduates of Columbia University, Northwestern University, and Jefferson Medical College over one-half received appointments. In some of the schools with a smaller number of graduates, as the universities of Minnesota, California, Yale, and Cornell, the proportion receiving appointments was much greater. Among the more noticeable were these:

Graduates receiving hospital appointments.

Institution.	Graduates.	Hospital appointments.
University of Pennsylvania	103	91
Columbia University (New York)	152	107
Northwestern University (Chicago)	125	71
Jefferson Medical College	200	113
University of California	19	19
Yale University	25	22
University of Minnesota	45	33
Cornell University	59	37
Johns Hopkins University	264	84
University of Illinois, College of Physicians and Surgeons (Chicago)	210	58
Harvard University	260	69
Cleveland College of Physicians and Surgeons	22	17
Miami Medical College	24	18
Medical College of Ohio	33	22
Washington University (St. Louis)	55	29

New buildings of Harvard Medical School dedicated September 25–26, 1906.[a]—The formal dedicatory exercises were held at the new buildings on Longwood avenue, Boston, September 25, at 2 p. m. Grouped about President Eliot on the portico and terrace of the administration building were gathered an assemblage of eminent and distinguished scientists and notable persons, while the large gathering of alumni and lay persons on the lawn in front testified to the intense interest felt in this great event.

All these buildings are of white marble, and are designed in a simple, classic style, an adaptation from the Greek. The administration building, facing the open court, is raised on a high terrace, which gives a setting pleasing and majestic. The approach is by means of a broad flight of steps from the terrace to the front portico of the building, from which rise six ionic marble columns, each over 50 feet high. The interior of this building, on the ground floor, is treated with marble floors and wainscoting and columns, etc., in keeping with the general design of the exterior. The right wing of this floor is arranged for the administrative offices of the school, the faculty room, committee rooms, and others. The left wing contains rooms for students and alumni, a reading room, and a smoking room. Over the students' room is an amphitheater, with entrance so arranged that the students enter from the second floor to the upper tier of seats, while the lecturer, with his lecture material, is admitted from an intermediate floor below.

The Warren Museum occupies the entire upper portion of the building, and has a total floor area of over 22,000 square feet. The museum is equipped with dust-proof cases and has every modern museum appliance.

Dr. John Collins Warren spoke as follows:

It is my duty and privilege to announce to you on this occasion the completion of the great undertaking in which the faculty of medicine has been engaged during the past five years.

The first great step toward the foundation of a medical university has been accomplished. The laboratories for teaching and research are about to be opened on a scale far beyond what has been attempted before, and this great machine, with all its vast resources, is to be made an agent not only for the diffusion of learning, but for substantial aid and comfort to the suffering in the numerous hospitals by which it is soon to be surrounded.

[a] From Jour. A. M. A., October 6, 1906.

But these noble buildings speak not only for a new era in medical teaching and medical research, but also for the interest which has been aroused in its behalf by men and women of public spirit. How could a more appropriate and enduring monument to illustrious dead be raised than such as these?

This group of three buildings, with classic outline, a fitting memorial to a noble Junius, one whom we are proud to remember as a former citizen of Boston, is to-day dedicated to science by the princely liberality of a son—filius patre dignus—whose benefactions are a household word wherever science and the fine arts are held in high esteem.

TABLE 1.—*General summary of statistics of professional schools for the year 1905–6.*

Class.	Schools.	Instructors.	Students.	Increase (+) or decrease (−).	Graduated in 1906.	Per cent graduated.	Students having literary degree.[a]
Theology	150	1,103	[b] 7,968	+557	1,551	19	2,578
Law	98	1,274	[c] 15,411	+697	3,289	21	3,291
Medicine	152	5,837	24,924	−911	5,400	22	2,168
Dentistry	56	1,329	6,876	−273	1,624	24	132
Pharmacy	66	623	5,145	+201	1,663	32	67
Veterinary	12	204	1,445	+176	344	24	46

Class.	Value of grounds and buildings.	Endowment funds.[a]	Benefactions received during the year.[a]	Income.[a]	Volumes in libraries.
Theology	$13,841,642	$25,892,539	$3,271,480	.....	1,668,457
Law	2,529,731	1,308,681	5,456	$782,742	522,261
Medicine	14,414,127	1,815,045	454,590	1,591,058	199,567
Dentistry	1,770,681	.....	.....	359,009	20,955
Pharmacy	498,550	20,728	1,000	121,532	20,178
Veterinary	136,000	.....	.....	85,023	4,650

[a] So far as reported. [b] Includes 252 women taking special courses. [c] Includes 176 women.

TABLE 2.—*Comparative statistics of professional schools.*

Class.	1906.	1905.	1900.	1895.	1890.	1885.	1880.	1875.	1870.
Theology:									
Schools	150	156	154	149	145	152	142	123	80
Students	[a] 7,968	7,411	8,009	8,050	7,013	5,775	5,242	5,234	3,254
Graduates	1,551	1,518	1,773	1,598	1,372	790	719	782	.....
Law:									
Schools	98	96	96	72	54	49	48	43	28
Students	15,411	14,714	12,516	8,950	4,518	2,744	3,134	2,677	1,653
Graduates	3,289	3,435	3,241	2,717	1,424	744	1,089	823	.....
Medicine, all classes:									
Schools	152	148	151	151	129	113	90	80	.....
Students	24,924	25,825	25,213	21,354	15,484	11,059	11,929	8,580	6,194
Graduates	5,400	5,044	5,219	4,827	4,556	3,622	3,241	2,391	.....
Medicine, regular:									
Schools	123	120	121	113	93	88	72	65	.....
Students	23,102	24,012	22,752	18,660	13,521	9,441	9,876	7,518	5,670
Graduates	4,930	5,115	4,720	4,196	3,853	3,113	2,673	2,082	.....
Medicine, homeopathic:									
Schools	18	18	22	20	14	12	12	11	.....
Students	1,083	1,129	1,909	1,875	1,164	1,088	1,220	664	275
Graduates	275	279	413	463	380	342	380	168	.....
Dentistry:									
Schools	56	54	54	45	27	18	16	12	.....
Students	6,876	7,149	7,928	5,347	2,696	1,116	730	469	257
Graduates	1,624	2,612	2,029	1,297	943	458	266	151	.....
Pharmacy:									
Schools	66	67	53	39	20	21	14	14	.....
Students	5,145	4,944	4,042	3,859	2,871	1,746	1,347	922	512
Graduates	1,663	1,518	1,130	1,067	759	396	186	208	.....
Veterinary medicine:									
Schools	12	12	13	9	7	.....	.....	.....	.....
Students	1,445	1,269	362	474	463	.....	.....	.....	.....
Graduates	344	298	100	.....	.....	.....	.....	.....	.....

[a] Includes 252 women taking special courses.

TABLE 3.—*Distribution of professional schools and students.*

State.	Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Veterinary medicine.	
	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.
United States	150	7,968	98	15,411	152	24,924	56	6,876	66	5,145	12	1,445
North Atlantic Division	52	2,686	17	5,243	25	6,123	10	2,086	11	1,838	3	243
South Atlantic Division	20	914	21	2,295	23	3,713	10	971	12	667	1	49
South Central Division	14	872	14	886	30	5,313	8	653	14	468	....	....
North Central Division	57	3,290	38	6,244	60	8,801	23	2,690	23	1,916	7	1,128
Western Division	7	206	8	743	14	974	5	476	6	256	1	25
North Atlantic Division:												
Maine	2	62	1	87	1	82	....	....	1	17	....	....
New Hampshire	....	....	....	....	1	59	....	....	....	....	....	....
Vermont	....	....	....	....	1	109	....	....	....	....	....	....
Massachusetts	7	360	3	1,347	4	896	2	317	1	200	....	....
Rhode Island	....	....	....	....	....	....	....	....	....	....	....	....
Connecticut	3	161	1	486	1	138	....	....	....	....	....	....
New York	17	951	8	2,797	10	2,393	3	814	4	746	2	138
New Jersey	5	438	....	....	....	....	....	....	1	65	....	....
Pennsylvania	18	714	4	526	7	2,386	5	955	4	810	1	105
South Atlantic Division:												
Delaware	....	....	....	....	....	....	....	....	....	....	....	....
Maryland	5	374	3	314	8	1,579	3	367	1	71	....	....
District of Columbia	3	139	6	1,248	3	529	3	130	2	95	1	49
Virginia	4	172	3	310	3	570	2	63	2	70	....	....
West Virginia	....	....	1	107	1	32	....	....	....	....	....	....
North Carolina	2	29	4	180	3	336	....	....	2	68	....	....
South Carolina	3	34	1	29	1	97	....	....	1	59	....	....
Georgia	3	166	2	77	4	570	2	411	4	304	....	....
Florida	....	....	1	30	....	....	....	....	....	....	....	....
South Central Division:												
Kentucky	3	516	2	59	7	1,392	1	160	1	51	....	....
Tennessee	6	230	6	335	9	2,169	3	277	4	110	....	....
Alabama	3	103	1	39	2	247	1	47	2	60	....	....
Mississippi	....	....	2	78	1	20	....	....	....	....	....	....
Louisiana	....	....	1	83	2	512	1	114	3	101	....	....
Texas	2	23	1	246	6	765	2	55	3	106	....	....
Arkansas	....	....	1	46	1	176	....	....	....	....	....	....
Oklahoma	....	....	....	....	2	32	....	....	1	40	....	....
Indian Territory	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:												
Ohio	12	399	5	611	10	828	4	343	7	412	1	117
Indiana	1	51	4	567	4	403	1	136	2	188	1	94
Illinois	13	1,174	8	1,489	12	3,096	3	891	2	381	2	481
Michigan	5	200	2	1,148	6	775	2	210	2	195	1	91
Wisconsin	4	362	2	234	2	225	2	61	2	153	....	....
Minnesota	8	308	2	601	3	324	1	150	1	80	....	....
Iowa	5	213	2	318	5	637	3	281	2	71	1	50
Missouri	6	527	5	703	11	1,888	5	537	3	276	1	295
North Dakota	....	....	1	73	1	7	....	....	....	....	....	....
South Dakota	....	....	1	49	....	....	....	....	....	....	....	....
Nebraska	2	26	3	258	4	366	2	81	1	96	....	....
Kansas	1	30	3	193	2	252	....	....	1	64	....	....
Western Division:												
Montana	....	....	....	....	....	....	....	....	....	....	....	....
Wyoming	....	....	....	....	....	....	....	....	....	....	....	....
Colorado	....	....	2	120	3	197	1	58	....	....	....	....
New Mexico	....	....	....	....	....	....	....	....	....	....	....	....
Arizona	....	....	....	....	....	....	....	....	....	....	....	....
Utah	....	....	....	....	1	46	....	....	....	....	....	....
Nevada	....	....	....	....	....	....	....	....	....	....	....	....
Idaho	....	....	....	....	....	....	....	....	....	....	....	....
Washington	....	....	1	61	....	....	....	....	2	87	1	25
Oregon	1	45	2	87	2	132	1	140	1	47	....	....
California	6	161	3	475	8	599	3	278	3	122	....	....

REQUIREMENTS FOR THE PRACTICE OF MEDICINE.

The laws of the various States mention certain requirements in order to practice medicine, and in some States the medical examining boards are allowed to make additional regulations, particularly as to what medical schools shall be regarded as reputable and under what conditions the licenses of other States shall be recognized.

BRIEF SYNOPSIS.

Alabama.—An examination is required before the State board of medical examiners or an examination and a recognized diploma before one of the county boards (fee, $10). (Law as amended February 26, 1903.) Chairman of State board of medical examiners, Dr. W. H. Sanders, Montgomery, Ala.

Alaska.—No requirement except the payment of a license fee by itinerant physicians.

Arizona.—The requirements are (1) a medical diploma, (2) an examination, and (3) residence in Arizona. No provision for accepting licenses of other States. Fee, $10 in addition to $2 at time of making application. (Act approved March 19, 1903.) Secretary, Dr. Ancil Martin, Phoenix, Ariz.

Arkansas.—An examination only is required (fee, $10). No provision for recognition of certificates of other States. (Acts of February 17 and March 24, 1903.) Secretary, Dr. Fred. T. Murphy, Brinkley, Ark.

California.—An examination is required and the applicant must have graduated from a medical college having requirements equal to those prescribed by the Association of American Medical Colleges (fee, $25). (Act approved March 14, 1907.) Secretary, Dr. Charles L. Tisdale, Alameda, Cal.

Colorado.—All applicants for a license must pass an examination or must possess such educational qualifications as the State board of medical examiners may deem necessary: "*Provided, however,* That at no time shall said schedule for graduates after January 1, 1900, specify the attendance upon less than four full courses of instruction in four separate years in a reputable medical school." The board requires that all applicants exempted from examination shall be graduates of recognized medical colleges and shall have received, after examination, a license to practice in some other State or a foreign country. Each applicant must pay a fee of $25, two-fifths of which are returned if the license is not granted. (Act approved April 20, 1905.) Secretary, Dr. S. D. Van Meter, 1723 Tremont street, Denver, Colo.

Connecticut.—The requirements are high school education, an examination and a diploma of a legally incorporated college (fee, $15). Certificates issued by other State boards may be accepted. (General Statutes, revision of 1902, and acts of 1903 and 1907.) Secretary, Dr. C. A. Tuttle, New Haven, Conn.

Delaware.—An applicant for a license must have a competent common school education and a diploma from a medical college, must have studied medicine four years and taken three regular courses of lectures prior to graduation, and must pass an examination (fee, $10, which shall be returned in case of failure to pass the examination). The certificates of other States with equal standards may be accepted (fee in such cases being $50). (Acts of April 18, 1895, and March 16, 1899.) Secretary, Dr. P. W. Tomlinson, Wilmington, Del.

District of Columbia.—The requirements are an examination and a medical diploma after study of medicine three years if the diploma was granted prior to June 30, 1898, or four years if granted after that date (fee, $10). Certificates of other States may be accepted under certain conditions. (Act of June 3, 1896.) Secretary, Dr. George C. Ober, Washington, D. C.

Florida.—Examination and diploma of a recognized medical college (fee, $15). No provision for recognition of certificates of other States. (Acts of May 17, 1895, May 4, 1899, and May 15, 1905.) Secretary, Dr. J. D. Fernandez, Jacksonville, Fla.

Georgia.—Examination and graduation from a medical school requiring not less than three courses of six months each (fee, $10); but not more than two courses shall be required of anyone who graduated prior to April 1, 1895. Certificates of other States may be accepted. (Acts of December 12, 1894, and August 13, 1904.) Secretary, Dr. E. R. Anthony, Griffin, Ga.

Hawaii.—Licenses are granted after examination (fee, $10). No provision for the acceptance of certificates of other State examining boards. (Revised Laws, 1905.) Mr. L. E. Pinkham, Honolulu, Hawaii.

Idaho.—The requirements are a diploma from a college of medicine in good standing and an examination (fee, $25). (Act of March 3, 1899.) Secretary, Dr. Wm F. Howard, Pocatello, Idaho.

Illinois.—An examination and a diploma of a recognized medical college (fee for examination fixed by board, and $5 for a certificate if issued). Certificates of other States may be accepted. (Rev. Stat., 1899, as amended June 4, 1907.) Secretary, Dr. J. A. Egan, Springfield, Ill.

Indian Territory.—An examination is required (fee, $10), or a diploma of a recognized medical college (fee, $1), but no diploma issued after July 1, 1904, shall be approved unless issued by a medical college requiring for admission an examination in all the common branches and the higher mathematics, and requiring an attendance on four courses of at least six months each in separate calendar years. No provision for reciprocity of licensure. (Act of Congress approved April 23, 1904.) Secretary, for central district, Dr. J. B. Smith, Durant, Ind. T.

Indiana.—Diploma of a reputable medical college and an examination (fee, $25). Certificates of other States may be accepted. Secretary, Dr. W. T. Gott, Crawfordsville, Ind.

Iowa.—Examination and a diploma of a recognized medical college requiring attendance upon four courses of at least twenty-six weeks each (fee, $10). Certificates of other States may be accepted (fee, $25). (Annotated supplement to the Code, 1902, ch. 17; and amendment of March 30, 1906.) Secretary, Dr. Louis A. Thomas, Des Moines, Iowa.

Kansas.—Applicants who have studied medicine four periods of six months each are licensed after an examination (fee, $15), or they may, in the discretion of the board, be licensed on a diploma of a reputable medical college (fee, $10). Certificates of other States may be accepted. (Act of March 22, 1901.) Under date of March 20, 1903, the State board announced that, "No registration will be made on diplomas or certificates from other State boards." Secretary, Dr. F. P. Hatfield, Grenola, Kans.

Kentucky.—Diploma of a reputable medical college and an examination (fee, $10), but "all students who are matriculated in any medical or osteopathic college in this Commonwealth on or before February 1, 1904, and shall have graduated prior to September 1, 1907, and make application to the board prior to January, 1908, shall receive certificates without examination." Certificates of other States may be accepted. (Carroll's Statutes, 1903, ch. 85, art. 1, and amendment of 1904.) Secretary, Dr. J. N. McCormack, Bowling Green, Ky.

Louisiana.—The requirements are (1) "a fair primary education," (2) a diploma of a recognized medical college, and (3) an examination. The fee for examination is $10, one-half to be returned if no certificate is granted, and there is an additional fee of $1 for a certificate. No provision for recognizing licenses of other States. (Act approved July 4, 1894.) Secretary, Dr. F. A. Larue, 211 Camp street, New Orleans, La.

Maine.—The requirements are a diploma of a recognized medical college and an examination (fee, $10). Certificates of other States may be accepted. (Rev. Stat., 1903.) Secretary, Dr. Wm. J. Maybury, Saco, Me.

Maryland.—The requirements are (1) "a competent common school education," (2) a diploma from a medical college requiring a four years' course, or a diploma or license conferring full right to practice in some foreign country, and (3) an examination (fee, $20). Certificates of other States may be accepted. (Act approved April 11, 1902.) Secretary, Dr. J. M. Scott, Hagerstown, Md.

Massachusetts.—Applicants for license must pass an examination (fee, $20). No provision for recognizing certificates of other States. (Revised laws, January 1, 1902.) Secretary, Dr. E. B. Harvey, State House, Boston, Mass.

Michigan.—The applicant for a certificate shall (1) have "a diploma from a recognized and reputable high school, academy, college, or university having a classical course," or shall pass a preliminary examination; and (2) he shall be a graduate of a

recognized medical college having at least a four years' course of seven months each, and (3) he shall pass an examination. The fee is $25, except to graduates of an approved medical school in Michigan, who pay $10 only.[a] Certificates of other States may be accepted. (Act approved June 9, 1903.) Secretary, Dr. B. D. Harison, 205 Whitney Bldg., Detroit, Mich.

Minnesota.—The requirements are attendance at a recognized medical college during four full courses of twenty-six weeks each, no two courses in the same year, and an examination (fee, $10). Provision for recognition of other State licenses. (Acts of April 22, 1895, and April 18, 1905.) Secretary, Dr. W. S. Fullerton, St. Paul, Minn.

Mississippi.—An examination is required (fee, $10.25). (Ch. 104, Annotated Code of 1892.) Secretary, Dr. J. F. Hunter, Jackson, Miss.

Missouri.—High school education, reputable medical diploma, and an examination (fee, $15). Provision for recognizing the certificates of other States. But students matriculated prior to March 12, 1901, shall be granted a license on presentation of a diploma of any medical college of Missouri (fee, $15). (Law as amended April 4, 1907.) Secretary, Dr. J. A. B. Adcock, Warrensburg, Mo.

Montana.—The requirements are an examination (fee, $15), and a diploma of a recognized medical college, and if graduated since July 1, 1898, attendance upon four courses of at least six months each. Certificates of other States may be accepted. (Act of February 23, 1903.) Secretary, Dr. Wm. C. Riddell, Helena, Mont.

Nebraska.—An examination and diploma of a medical school in good standing, and which requires a preliminary examination for admission and attendance on four courses of six months each, but the requirement of four years shall not apply to those who graduated prior to August, 1898. Fee for a license to graduates of medical colleges in Nebraska, $10; to all others, $25. (Cobbey's Annotated Statutes, 1903, secs. 9416–9433.) Secretary, Dr. George H. Brash, Beatrice, Nebr.

Nevada.—Certificates are granted to graduates of recognized medical colleges; also to graduates of other medical colleges who pass a satisfactory examination. Fee for certificate, $25. Certificates of other States may be accepted. (Act of March 4, 1905.) Secretary, Dr. S. L. Lee, Carson City, Nev.

New Hampshire.—The requirements are a high school education, attendance on four courses of at least six months each in a registered medical school, graduation from a registered medical school or a license to practice in some foreign country, and an examination (fee, $10). Certificates of other States having equal standards may be accepted. (Act of 1897 as amended April 2, 1903.) Holders of diplomas of Dartmouth Medical College issued between the enactment of the medical law in March, 1897, and January 1, 1903, may receive a license on presentation of the diploma. Secretary, Dr. Henry C. Morrison, Concord, N. H.

New Jersey.—The requirements are (1) graduation from a high school having a course of four years, or an equivalent academic education; (2) graduation from a medical college recognized by the board, or a license to practice in some foreign country; (3) attendance upon four courses of at least seven months each prior to receiving the medical degree, and (4) an examination (fee, $25). Applicants examined and licensed by or who have been members of examining boards of other States may be licensed without examination upon payment of a fee of $50. (Acts of 1894 and 1903.) Secretary, Dr. John W. Bennett, Long Branch, N. J.

New Mexico.—A license is granted on the diploma of a recognized medical school to any applicant who passes a medical examination before the board or "who has been in the active practice of his profession for two years next preceding the time of making application for such license and who personally appears before the board at a regular meeting" (fee, $25). Certificates of other States may be accepted. (Act of March 16, 1907.) Secretary, Dr. D. B. Black, Las Vegas, N. Mex.

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[a] Students registered in approved medical colleges of Michigan on January 1, 1905, shall not be required to stand the examination.—Amendment of June, 1905.

New York.—The applicant must (1) have four years high school education; (2) have attended four courses of at least seven months each; (3) have graduated from a registered medical college or hold a license to practice in some foreign country, and (4) must pass an examination (fee, $25). Certificates of other States may be accepted. (Act of May 13, 1907.) Dr. Maurice J. Lewi, 1133 Broadway, New York, N. Y.

North Carolina.—An applicant for a license must (1) present a diploma of an approved medical college or a license to practice in some other State, and (2) pass an examination (fee, $10). Certificates of other States may be accepted. (Act of 1899 as amended.) Secretary, Dr. G. W. Pressly, Charlotte, N. C.

North Dakota.—Attendance on four courses of eight months each, diploma of a recognized medical college, and an examination (fee, $20). Certificates of other States may be accepted. Secretary, Dr. H. M. Wheeler, Grand Forks, N. Dak.

Ohio.—High school education, graduation from a recognized medical college or license to practice in some foreign country, and an examination (fee, $25). Certificates of other States may be accepted. (Act of March 19, 1906.) Secretary, Dr. George H. Matson, Columbus, Ohio.

Oklahoma.—Graduation from a reputable medical college and an examination (fee, $5). (Act of March 12, 1903.) Secretary, Dr. J. W. Baker, Enid, Okla.

Oregon.—An examination is required (fee, $10), but applicants who have been licensed in other States after examination may be excused from examination. (Act approved February 17, 1903.) Secretary, Dr. Byron E. Miller, Portland, Oreg.

Pennsylvania.—The requirements are (1) a competent common school education, (2) medical diploma (if granted after July 1, 1895, holder must have studied medicine four years and attended three courses of lectures) or license to practice in some foreign country, and (3) an examination (fee, $25). Certificates of other States with equal standards may be accepted (fee, $15). (Act of May 18, 1893.) Secretary, N. C. Schaeffer, Harrisburg, Pa.

Philippines.—Diploma of a recognized medical college and an examination (fee, $15). (Act of December 4, 1901.) Secretary, Dr. R. E. L. Newberne, Manila, P. I.

Porto Rico.—Diploma of a recognized medical college and an examination (fee, $25). Certificates granted by State boards after examination may be accepted. Secretary, Dr. Wm. F. Smith, San Juan, P. R.

Rhode Island.—A certificate may be granted "to any reputable physician" who passes a satisfactory examination (fee for the examination, $10, "and not more than $2 shall be charged for a certificate"). (Law as amended November, 1901.) Secretary, Dr. G. T. Swarts, Providence, R. I.

South Carolina.—An examination is required, and to be eligible for examination the applicant must have a preliminary education equivalent to the possession of a teacher's first-grade certificate and, unless graduated prior to March 4, 1905, must have attended four courses of at least twenty-six weeks each before graduation. Certificates of other States with equal standards may be accepted. Fee for examination, $10, one-half of which shall be returned if a certificate is not granted. (Act of March 4, 1905.) Secretary, Dr. W. M. Lester, Columbia, S. C.

South Dakota.—An applicant must present a diploma from a recognized medical college which requires attendance on four full courses of six months each and must pass an examination (fee, $20). Certificates of other States may be accepted. (Act approved March 5, 1903.) Secretary, Dr. H. E. McNutt, Aberdeen, S. Dak.

Tennessee.—An examination is required (fee, $10, and $5 additional for the certificate, if granted). Certificates of other States accepted. (Acts approved April 22, 1901 and April 15, 1907.) Secretary, Dr. T. J. Happell, Trenton, Tenn.

Texas.—An examination and a diploma of a reputable medical college are required (fee, $15). Certificates of other States with equal standards may be accepted. (Act of April 17, 1907.) Secretary, Dr. Garland B. Foscue, Waco, Tex.

Utah.—High school education or diploma of a recognized medical college, and an

examination are required (fee, $15). Certificates of other States may be accepted. (Act of March 14, 1907.) Secretary, Dr. R. W. Fisher, Salt Lake City, Utah.

Vermont.—High school education, diploma of a medical college recognized by the board, and an examination are required (fee, $15), but certificates of other States with equal requirements may be accepted without examination (fee, $20). (Act approved December 10, 1906). Secretary, Dr. W. Scott Nay, Underhill, Vt.

Virginia.—An examination and a medical diploma are required (fee, $10). The board may, in its discretion, accept a medical diploma and a certificate granted, after examination, by another State board. (Pollard's Annotated Code, 1904, sec. 1747.) Secretary, Dr. R. S. Martin, Stuart, Va.

Washington.—An applicant must pass an examination (fee, $25), and must have graduated from a medical college having at least a four years' course. Certificates of other States not accepted. (Act of February 18, 1901, amended in 1905.) Secretary, Dr. C. W. Sharples, Seattle, Wash.

West Virginia.—An applicant for a license must be a graduate of a recognized medical college and must pass an examination (fee, $10). Certificates of other States may be accepted. (Law as amended in 1907.) Secretary, Dr. Hugh A. Barbee, Point Pleasant, W. Va.

Wisconsin.—To secure a license the applicant must pass an examination and must be a graduate of a reputable medical college requiring at least four courses of seven months each in separate calendar years and "a preliminary education equivalent to that necessary for entrance to the junior class of an accredited high school, including a one year's course in Latin, and that shall after the year 1906 require for admission to such school a preliminary education equivalent to graduation from an accredited high school of this State." The examination fee shall not exceed $15, with $5 additional for a license issued. Any person licensed by another State board requiring an equal standard and holding a diploma from a reputable medical college may be licensed without examination on payment of a fee not exceeding $25. (Act approved May 22, 1903.) Secretary, Dr. J. V. Stevens, Jefferson, Wis.

Wyoming.—Every applicant for a certificate must be a graduate of a regularly chartered medical college recognized by the State board of health or the State board of medical examiners of the State in which it is located, and he shall pass an examination (fee, $25). Certificates of other States with equal standards may be accepted. (Act approved February 15, 1905.) Secretary, Dr. S. B. Miller, Laramie, Wyo.

REQUIREMENTS FOR THE PRACTICE OF DENTISTRY IN THE UNITED STATES.

Brief Synopsis.

Alabama.—An examination is required (fee, $10). Certificates of other States not accepted. (Act of March 4, 1901.) Secretary, Dr. T. P. Whitby, Selma, Ala.

Alaska.—No regulation.

Arizona.—An examination is required (fee, $25).

"Section 6. No person shall be eligible for examination by the Territorial board of examiners who shall not—

"First. Furnish satisfactory evidence of having graduated from a reputable dental college of the United States of America, which must be a member of the National Association of Dental College Faculties.

"Second. Or who shall have graduated from a high school or similar institution of learning in this Territory or some other State or Territory of the United States, requiring a four years' course of study, and who can furnish to the board of dental examiners an affidavit containing his or her name, the name of his or her preceptor, and the names of at least two reputable witnesses, certified to before a notary public,

showing that he or she has completed an apprenticeship of three years of twelve months each with a licensed practitioner of dentistry; or

"Third. Can furnish to said board of dental examiners a certificate from the State board of dental examiners, or similar body of some other State or Territory in the United States, showing that he or she has been a licensed practitioner of dentistry in that State or Territory for at least five (5) years." (Act of March 17, 1903.) President, Dr. J. Harvey Blain, Prescott, Ariz.

Arkansas.—To secure a license to practice dentistry the applicant must pass an examination (fee, $15), but if a diploma of a reputable dental college is presented to the board it may, in its discretion, excuse the applicant from an examination. No provision for recognizing licenses of other States. (Act of May 23, 1901, as amended May 6, 1905.) Secretary, Dr. A. T. McMillen, Little Rock, Ark.

California.—The applicant for a license must pass an examination (fee, $25). "No person shall be eligible for examination by the State board of dental examiners who shall not furnish satisfactory evidence of having graduated from a reputable dental college, which must have been indorsed by the board of dental examiners of California; or who shall not have graduated from a high school or similar institution of learning in this or some other State of the United States, requiring a three years' course of study, and who can not furnish to the board of dental examiners an affidavit containing his or her name, the name of his or her preceptor, and the names of at least two reputable witnesses, certified to in the State of California before a notary public, showing that he or she has completed an apprenticeship of four years of twelve months each with a licensed practitioner of dentistry in the State of California, or can not furnish to said board of examiners a certificate from the State board of dental examiners, or similar body of some other State in the United States, showing that he or she has been a licensed practitioner of dentistry in that State for at least five years." (Acts approved March 23, 1901, and March 20, 1903.) Secretary, Dr. C. A. Herrick, Jackson, Amador County, Cal.

Colorado.—The requirements are a diploma from some reputable dental college and an examination. (Fee, $10.) Certificates of other States not accepted. (Act of April 17, 1897.) Secretary, Dr. M. S. Fraser, 407 Mack Building, Denver, Colo.

Connecticut.—"Every applicant for a license must be examined" (fee, $25), and "no license shall issue to any person unless he shall have received a diploma or other sufficient certificate of graduation from some reputable dental college, or medical college, conferring a dental degree, having a department of dentistry, and recognized by the National Association of Dental Examiners, or unless he shall have spent five years under the instruction of a licensed or registered dentist, or unless he shall have had at least three years' continuous practice as a legally qualified dentist.

"The dental commissioners may, in their discretion, without examination, issue a license to any reputable dentist of good moral character, who shall have been in legal practice for five years or more in some other State or Territory, upon the certificate of the board of examiners, or a like board of the State or Territory in which such dentist was a practitioner, certifying to his competency, and that he is a reputable dentist of good moral character, and upon the payment of a fee of $25 to said commissioners." (Act approved June 15, 1905.) Recorder, G. M. Griswold, Hartford.

Delaware.—An examination is required (fee, $10; and $1 for a certificate, if granted). The by-laws of the board of examiners require the applicant to be a graduate of a recognized dental college. (Acts of March 31, 1885, and March 23, 1899.) Secretary, Dr. C. R. Jefferis, Wilmington, Del.

District of Columbia.—A certificate is granted to anyone who passes a satisfactory examination. Fee for examination, $10; and for a certificate, $1. The certificate of another dental board may be accepted after the holder has been engaged in the practice of dentistry for five years. (Acts of June 6, 1892, and February 5, 1904.) Secretary, Dr. Wm. B. Daley, 1340 New York ave. NW., Washington, D. C.

Florida.—A diploma of a reputable dental college and an examination are required (fee, $10). Certificates of other States may be accepted. (Rev. Stat., 1892, sec. 829.) Secretary, Dr. W. G. Mason, Tampa, Fla.

Georgia.—The requirements for a license are (1) an examination and (2) a diploma from a dental school having a curriculum equal to those of the majority of dental schools in the United States, or a license from some other State board (fee, $10). (Supplement to the code, 1901.) Secretary, Dr. D. D. Atkinson, Brunswick, Ga.

Hawaii.—A certificate is granted to any graduate of a reputable dental college who passes an examination (fee, $20). (Act approved April 25, 1903.) Secretary, Dr. M. E. Grossman, Honolulu, Hawaii.

Idaho.—An examination is required (fee, $25), and in addition the applicant must have a dental diploma or must have four years' experience in a dental office. Certificates of other States may be accepted. (Act of March 16, 1907.) Secretary, Dr. C. E. M. Loux, Pocatello, Idaho.

Illinois.—An examination is required of all applicants, and in addition the applicant must be a graduate of a recognized dental college or of a reputable medical school, or must have been engaged in the actual lawful practice of dentistry in some other State or country for five consecutive years immediately prior to the application, and must have the necessary qualifications prescribed by the board. The fee for the examination is $20, and for the license $5 additional. (Act of 1905.) Secretary, Dr. J. G. Reid, 1204 Trude Building, Chicago, Ill.

Indian Territory.—No information of any regulation in this Territory.

Indiana.—The requirements are (1) an examination (fee, $20) and (2) a diploma of a dental college recognized by the National Association of Dental Faculties, or affidavits "that the applicant has been an assistant in the dental office of a reputable licensed dentist or dentists of this State for a period of time not less than five years." Certificates of other States may be accepted. (Acts of 1899 and 1903.) Secretary, Dr. F. R. Henshaw, Middletown, Ind.

Iowa.—The requirements are a diploma from a recognized dental college and an examination (fee, $20). (Act of April 16, 1900.) Secretary, Dr. E. D. Brower, Lemars, Iowa.

Kansas.—An examination is required (fee, $25) or a diploma of a reputable dental college recognized by the board (fee, $25). "Residents of this State only shall be eligible for registration." Provision for recognizing certificates of other States. (Act approved March 9, 1907.) Secretary, Dr. F. O. Hetrick, Ottawa, Kans.

Kentucky.—An examination and a dental diploma are required (fee, $20). Certificates of other States not recognized. (Act approved March 17, 1904.) Secretary, Dr. C. R. Shacklette, Louisville, Ky.

Louisiana.—The applicant for a certificate to practice dentistry, according to the board's "Rules for conducting dental examinations," must be a graduate of a recognized dental school and must pass an examination (fee, $25). (Act 88 of 1900.) Secretary, Dr. L. A. Hubert, 137 Carondelet street, New Orleans, La.

Maine.—An examination is required for a license (fee, $20). No provision for recognition of certificates of other States. (Rev. Stat., 1903.) Secretary, Dr. D. W. Fellows, Portland, Me.

Maryland.—Any graduate of a dental school in the United States may be examined, and if found qualified shall be given a certificate; but any graduate of a regular dental school may be registered without examination in the discretion of the board. It is understood, however, that the board requires all applicants to be examined. A fee of $10 shall be paid by every applicant for examination and registration. (Act approved April 4, 1896.) Secretary, Dr. F. F. Drew, 701 North Howard street, Baltimore, Md.

Massachusetts.—An examination is required for a certificate (fee, $20). No provision for recognizing certificates of boards of other States. (Revised laws of Massachusetts, 1902, ch. 76.) Secretary, Dr. G. E. Mitchell, Haverhill, Mass.

Michigan.—A certificate is granted after examination (fee, $10), or to anyone holding a diploma from a reputable dental college having a course of instruction and practice equal to that of the college of dentistry of the University of Michigan (fee, $3). Certificates of other States may be accepted. Secretary, Dr. Albert L. Le Gro, Three Rivers, Mich.

Minnesota.—An examination and a diploma of an approved dental college (fee, $10). Provision for recognition of certificates of other State boards. (Laws of 1889, ch. 19 as amended April 8, 1907.) Secretary, Dr. George S. Todd, Lake City, Minn.

Mississippi.—A high school education and an examination are required (fee, $10). (Act of March 16, 1904.) Secretary, Dr. P. P. Walker, Brandon, Miss.

Missouri.—Any person who has been licensed by the dental board of another State, or who has received a diploma from a reputable dental school recognized by the State dental board and which has a course of instruction of not less than three terms of thirty weeks each in separate academic years, shall have the right to apply for examination (fee, $10), and if successful in the examination shall be licensed. (Act approved April 12, 1905.) Secretary, Dr. S. C. A. Rubey, Clinton, Mo.

Montana.—An examination is required (fee, $25). "To be eligible for such examination the applicant shall give satisfactory evidence of having practiced dentistry five years, or having been a bona fide student five years, under immediate supervision of a licensed dentist, or shall present a diploma from some reputable dental college." (Act approved February 25, 1901.) Secretary, Dr. D. J. Wait, Helena, Mont.

Nebraska.—"It shall be unlawful for any person to engage in the practice of dentistry in the State of Nebraska unless such person shall have obtained a license from the State board of health, countersigned by its dental secretaries" (five of them, appointed for five years each). The secretaries shall examine all applicants for licenses.

"SEC. 12. [Qualifications.] No person shall be eligible for examination for permanent license by said dental secretaries who shall not furnish satisfactory evidence of having graduated from a reputable dental college, the term 'reputable' to be understood as defined by section 13 of this act, which college shall have been indorsed and adjudged reputable by the State board of health, or who shall not have graduated from a high school or similar institution of learning in this or some other State of the United States requiring a four-year course of study, and furnished to the dental secretaries an affidavit containing his or her name, the name of his or her preceptor, and the names of at least two reputable witnesses, sworn to before a notary public in the State of Nebraska, showing that he or she has completed an apprenticeship of five years of twelve months each, with a licensed practitioner of dentistry in the State of Nebraska, or who shall not furnish to said dental secretaries a certificate from the State board of dental examiners, or similar body, of some other State of the United States, showing that he or she has been a licensed practitioner of dentistry in that State for at least five years just previous."

Section 13 defines a reputable dental college as one that in the opinion of the secretaries "fully meets the requirements of the National Association of Dental Examiners," and whose "standards as to entrance, course of instruction, and requirements for graduation are such that they would recommend it for recognition by the other dental colleges in the United States." Fee for a license, $25; but to graduates of Nebraska dental colleges the fee shall be $10. (Act approved February 28, 1905.) Secretary, Dr. C. F. Ladd, Lincoln, Nebr.

Nevada.—An examination is required (fee, $25, not returnable), and no one shall be eligible for examination unless he shall have graduated at a dental school recognized by the board, or shall have graduated at a high school having a three years' course of study, and have completed an apprenticeship of four years of twelve months each with a licensed dentist in the State of Nevada, or unless he has been a licensed dentist in another State for at least five years. (Act approved March 16, 1905). Secretary of board of examiners, Dr. C. A. Coffin, Reno, Nev.

New Hampshire.—An examination is required (fee, $10). (Public Statutes, 1901, ch. 134.) Secretary, Dr. A. J. Sawyer, Manchester, N. H.

New Jersey.—An examination is required (fee, $25). No person shall be examined by said board unless he has received a high school education and a diploma from a dental school recognized by the board, or shall present the written recommendation of at least five licensed dentists of this State of five years' standing, certifying that he is qualified for such examination, or shall hold a diploma or license to practice in some foreign country and granted by some authority recognized by the board. Certificates of other States with equal standards may be accepted. (Acts of March 17, 1898, and March 22, 1901.) Secretary, Dr. Charles A. Meeker, Newark, N. J.

New Mexico.—An examination and a diploma from a reputable dental college are required. Examination fee, $5. (Act of February 23, 1893, as amended March 21, 1907.) Secretary, Dr. C. N. Lord, Santa Fe, N. Mex.

New York.—An examination is required (fee, $25), the prerequisites being (1) an education equivalent to that of a four-year high school course, and (2) a diploma from a registered dental school or a license to practice in some foreign country. Certificates of other States with equal requirements may be accepted. (Dental law of March 28, 1901, as amended March 25, 1902.) Chief of examining division, board of regents, Charles F. Wheelock, Albany, N. Y.

North Carolina.—An examination is required (fee, $10). (Act of 1887, as amended March 3, 1891.) Secretary, Dr. R. H. Jones, Winston-Salem, N. C.

North Dakota.—A license is granted to anyone passing a satisfactory examination who has been practicing or studying dentistry under a licensed dentist for three years immediately preceding. While the board is authorized by law to grant a license to any graduate of a reputable dental college without examination, it requires an examination of all applicants. Fee for examination, $10; and a further sum of $5 for a certificate. (Revised Code of North Dakota, 1895.) Secretary, Dr. H. L. Starling, Fargo, N. Dak.

Ohio.—A dental diploma and an examination are required (fee, $20). Upon unanimous vote of the board, applicants holding a license from another State requiring a diploma and an examination may be excused from examination. (Acts of April 29 and May 10, 1902.) Secretary, Dr. H. C. Brown, 185 East State street, Columbus, Ohio.

Oklahoma.—An examination is required (fee, $25). Certificates of other boards of dental examiners may be accepted. (Rev. Stat., 1903.) Secretary, Dr. A. C. Hixon, Guthrie, Okla.

Oregon.—A diploma from some reputable dental college and an examination are required (fee, $10). "All dental colleges which are members of the National Association of Dental Faculties shall be deemed reputable and in good standing." (Act approved February 20, 1899.) Secretary, Dr. O. D. Ireland, 614 Dekum Building, Portland, Oreg.

Pennsylvania.—The requirements for a dental license are (1) a competent common school education, (2) a diploma of a recognized dental school and (3) an examination (fee, $25). Applicants who have been in actual lawful practice of dentistry for not less than ten years or who have been examined and licensed by other State examining boards having substantially the same standard of requirements may be licensed without an examination on payment of $25. (Act of May 7, 1907.) Secretary of Dental Council, N. C. Schaeffer, Harrisburg, Pa.

Philippine Islands.—The requirements are a dental diploma and an examination (fee, $10). (Law of January 10, 1903.) Secretary, Dr. W. G. Skidmore, Manila, P. I.

Porto Rico.—A diploma from a reputable dental college, or an examination (fee, $25). A certificate of any State having a satisfactory standard may be accepted. (Act of March 9, 1905.) Dr. Manuel V. de Valle, San Juan, Bayamon, P. R., member of dental examining board.

Rhode Island.—An examination is required (fee, $20). (Acts of 1897 and 1901.) Secretary, Dr. W. S. Kenyon, 301 Westminster street, Providence, R. I.

South Carolina.—An examination is required (fee, $15). (Code of South Carolina, 1902.) Secretary, Dr. B. Rutledge, Florence, S. C.

South Dakota.—An applicant for a license must (1) have pursued the study of dentistry for three years under a regular practicing dentist or must have practiced dentistry three years and (2) must pass an examination. A graduate of a reputable dental college may be licensed without examination, in the discretion of the board, according to the law, but the board requires all to pass an examination. The fee for the examination is $10 and for the license the further sum of $5. (Acts of March 7, 1901, and March 11, 1903.) Secretary, Dr. G. W. Collins, Vermilion, S. Dak.

Tennessee.—An examination and a diploma of a recognized dental school are required. Fee for each certificate issued, $10. (Act approved April 11, 1907.) Secretary, Dr. F. A. Shotwell, Rogersville, Tenn.

Texas.—A certificate is granted to anyone who passes a satisfactory examination (fee, $25). (Laws of 1905, ch. 97.) Secretary, Dr. C. C. Weaver, Hillsboro, Tex.

Utah.—An examination is required. To be eligible for examination the applicant must have studied dentistry three years under a licensed dentist, or practiced dentistry two years, or have a diploma from a reputable dental college recognized by the National Association of Dental Examiners. Fee for examination, $25, of which $20 shall be returned in case of failure to pass the examination. Certificates of other States may be accepted after the holder has been in legal practice for five years or more. (Acts approved March 12, 1903, and March 9, 1905.) Secretary, Dr. H. W. Davis, 513 McCormick Block, Salt Lake City, Utah.

Vermont.—An examination is required (fee, $25). "The board of dental examiners may, without examination, issue a license to practice to any dentist who shall have been in legal practice in some other State or Territory for a period of at least five years upon the certificate of the board of dental examiners or a like board of the State or Territory in which such dentist was a practitioner, certifying his competency and that he is of good moral character, and upon the payment of twenty-five dollars." (Act approved November 29, 1904.) Secretary, Dr. G. F. Cheney, St. Johnsbury, Vt.

Virginia.—Certificates are granted after examination (fee, $10). No provision for recognizing certificates of other State boards. (Acts of 1894 and 1898.) Secretary, Dr. R. H. Walker, Norfolk, Va.

Washington.—An applicant must be a graduate of a recognized dental college and must pass an examination (fee, $25). (Act of March 18, 1901.) Secretary, Dr. C. S. Irwin, Vancouver, Wash.

West Virginia.—An examination is required (fee, $25, and $2 for the certificate). Certificates of other States may be accepted. (Acts of February 20, 1897, and February 22, 1907.) Secretary, Dr. H. M. Van Voorhis, Morgantown, W. Va.

Wisconsin.—Licenses are granted after examination, but an applicant for examination must have graduated from a reputable dental college, or must have served as an apprentice to a reputable dentist for five years, or must have practiced dentistry for four years immediately preceding. The State board may, in its discretion, license without examination any graduate of a reputable dental college recognized by the board and which requires four full courses of lectures of at least seven months each, and which requires for admission thereto a preliminary education equivalent to that required for entrance to the junior class of an accredited high school. Fee for each license granted, on examination or not, $10. (Act approved May 21, 1903.) Secretary, Dr. J. J. Wright, 1218 Wells Building, Milwaukee, Wis.

Wyoming.—The requirements are an examination and "a diploma of graduation of some reputable dental college recognized by the National Association of Dental Faculties." Examination fee, $25, in no case to be refunded. Certificates of other States and Territories with equal standards may be accepted. (Act approved February 21, 1905.) Secretary, Peter Appe, jr., Cheyenne, Wyo.

TABLE 4.—*Summary of statistics of schools of theology for the year 1905–6.*

States.	Schools.	Professors.	Special and assistant instructors.	Men enrolled as students.	Women taking special courses.	Students having literary degree.[a]	Graduated in 1906.	Value of buildings and grounds.[a]	Endowment funds.[a]	Benefactions received.[a]	Volumes in libraries.
United States	150	800	303	7,716	252	2,578	1,551	$13,841,642	$25,892,539	$3,271,480	1,668,457
North Atlantic Division	52	313	134	2,638	48	1,278	595	8,019,157	16,239,631	2,689,313	1,009,881
South Atlantic Division	20	101	39	910	4	237	180	1,283,676	1,536,946	70,211	212,248
South Central Division	14	63	22	809	63	110	117	609,700	1,657,000	134,000	81,600
North Central Division	57	293	99	3,179	111	921	633	3,645,972	5,316,569	370,246	315,295
Western Division	7	30	9	180	26	32	26	283,137	1,142,363	7,710	49,433
North Atlantic Division:											
Maine	2	10	8	60	2	5	13	75,000	300,000	.....	25,000
Massachusetts	7	44	22	336	24	78	84	1,603,000	2,640,262	16,974	189,472
Connecticut	3	26	17	154	7	141	40	510,876	1,110,385	20,000	110,529
New York	17	109	45	938	13	517	189	3,562,631	4,325,285	618,511	280,830
New Jersey	5	23	16	438	0	173	115	1,479,650	4,403,196	1,813,455	189,270
Pennsylvania	18	96	26	712	2	364	154	1,388,000	3,460,503	210,373	214,800
South Atlantic Division:											
Maryland	5	50	23	374	0	101	91	492,000	310,000	15,809	117,000
District of Columbia	3	9	6	139	0	10	24	363,242	235,242	750	25,700
Virginia	4	17	4	172	0	75	35	226,434	418,704	47,222	22,748
North Carolina	2	5	1	29	0	13	4	5,000	.....	.....	.....
South Carolina	3	9	3	34	0	24	5	70,000	73,000	1,430	30,000
Georgia	3	11	2	162	4	14	21	127,000	500,000	5,000	17,000
South Central Division:											
Kentucky	3	22	3	460	56	24	67	520,000	1,376,000	90,000	41,000
Tennessee	6	25	12	223	7	77	37	50,000	143,000	10,000	23,000
Alabama	3	10	3	103	0	0	10	24,700	18,000	9,000	14,000
Texas	2	6	4	23	0	9	3	15,000	120,000	25,000	3,000
North Central Division:											
Ohio	12	58	26	393	6	146	94	487,800	1,025,971	187,700	107,600
Indiana	1	10	0	44	7	0	7	6,000	.....	400	500
Illinois	13	67	39	1,105	69	537	135	1,188,172	3,022,778	50,000	96,602
Michigan	5	26	3	198	2	16	27	238,000	115,800	6,000	24,100
Wisconsin	4	26	5	362	0	17	48	235,000	85,000	25,500	30,000
Minnesota	8	40	11	308	0	141	90	825,000	231,000	16,400	19,850
Iowa	5	21	6	188	25	37	15	50,000	43,050	600	8,943
Missouri	6	35	5	525	2	17	130	541,000	.....	18,146	18,700
Nebraska	2	7	2	26	0	0	16	75,000	75,000	62,500	5,500
Kansas	1	3	2	30	.....	10	11	.....	18,000	3,000	3,200
Western Division:											
Oregon	1	4	0	32	13	0	6	15,000	20,000	7,000	2,500
California	6	26	9	148	13	26	26	268,137	1,122,363	710	47,433

[a] So far as reported.

TABLE 5.—*Summary of statistics of schools of law for the year 1905–6.*

States.	Schools.	Professors.	Special and assistant instructors.	Students.				Value of buildings and grounds.[a]	Endowment funds.[a]	Income, excluding benefactions.[a]	Benefactions received.[a]	Volumes in libraries.
				Men.	Women.	Having literary degree.[a]	Graduated in 1906.					
United States	98	746	528	15,235	176	3,291	3,289	$2,529,731	$1,358,681	$782,742	$5,456	522,261
North Atlantic Division	17	136	134	5,167	76	1,841	1,114	1,416,000	533,681	467,342	1,291	272,870
South Atlantic Division	21	161	27	2,274	21	371	531	137,000	202,500	94,300	1,000	28,500
South Central Division	14	55	35	883	3	64	293	50,000	.....	13,300	.....	10,900
North Central Division	38	336	287	6,177	67	923	1,249	876,731	487,500	193,714	3,165	199,241
Western Division	8	58	45	734	9	92	102	50,000	135,000	14,086	.....	10,750
North Atlantic Division:												
Maine	1	2	6	87	0	17	18	.....	.....	.....	.....	3,000
Massachusetts	3	26	33	1,339	8	792	309	450,000	368,681	157,901	500	106,650
Connecticut	1	14	13	486	.....	.....	62	134,000	150,000	48,415	791	23,959
New York	8	65	73	2,733	64	855	622	322,000	15,000	216,912	.....	106,261
Pennsylvania	4	29	9	522	4	177	103	510,000	.....	44,114	.....	33,000
South Atlantic Division:												
Maryland	3	40	.....	309	5	3	41	.....	.....	1,568	.....	.....
District of Columbia	6	80	20	1,232	16	229	334	87,000	100,000	71,200	.....	10,500
Virginia	3	11	3	310	.....	86	75	50,000	102,500	11,850	1,000	12,500
West Virginia	1	3	.....	107	.....	7	30	.....	.....	.....	.....	2,300
North Carolina	4	11	3	180	.....	33	11	.....	.....	.....	.....	1,000
South Carolina	1	2	1	29	.....	8	11	.....	.....	7,682	.....	800
Georgia	2	11	.....	77	.....	.....	29	.....	.....	2,000	.....	.....
Florida	1	3	0	30	.....	5	10	.....	.....	.....	.....	1,400
South Central Division:												
Kentucky	2	7	4	59	0	3	25	50,000	.....	5,300	.....	800
Tennessee	6	31	16	333	2	8	90	.....	.....	6,500	.....	1,600
Alabama	1	2	0	39	0	8	23	.....	.....	.....	.....	2,000
Mississippi	2	4	2	78	0	5	34	.....	.....	1,500	.....	1,900
Louisiana	1	5	3	83	0	.....	39	.....	.....	.....	.....	.....
Texas	1	4	4	245	1	21	63	.....	.....	.....	.....	4,600
Arkansas	1	2	6	46	.....	19	19	.....	.....	.....	.....	.....
North Central Division:												
Ohio	5	52	16	607	4	130	150	118,731	330,000	31,193	3,165	12,500
Indiana	4	21	23	561	6	23	137	3,000	.....	12,240	.....	11,300
Illinois	8	95	92	1,471	18	309	269	460,000	.....	60,825	.....	58,300
Michigan	2	37	19	1,144	4	207	273	.....	.....	14,340	.....	36,441
Wisconsin	2	9	7	228	6	.....	.....	100,000	20,000	3,000	.....	14,000
Minnesota	2	21	14	594	7	82	120	55,000	.....	32,965	.....	17,500
Iowa	2	11	14	313	5	42	83	.....	.....	12,271	.....	12,000
Missouri	5	30	32	694	9	87	123	140,000	77,500	11,930	.....	18,000
North Dakota	1	2	7	73	0	10	20	.....	.....	7,650	.....	10,000
South Dakota	1	4	3	47	2	10	15	.....	.....	7,300	.....	2,000

Nebraska	3	36	19	255	2	20	42					5,000
Kansas	3	9	41	189	4	3	17					2,200
Western Division:												
Colorado	2	19	23	117	3	24	25	50,000	0	5,000		6,000
Washington	1	4	4	61	0	22	14					4,000
Oregon	2	10	4	86	1	20	22			4,830		
California	3	25	14	470	5	26	41		135,500	4,256		750

[a] So far as reported.

TABLE 6.—*Summary of statistics of schools of medicine for the year 1905–6.*

States.	Schools.	Professors.	Special and assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds. [a]	Income, excluding benefactions. [a]	Benefactions received.	Volumes in libraries.
				Men.	Women.	Having literary degree. [a]	Graduated in 1906.					
United States	152	3,121	2,716	23,903	1,021	2,168	5,400	$14,414,127	$1,815,045	$1,591,058	$454,590	199,567
North Atlantic Division	25	528	845	5,797	326	971	1,287	5,637 142	1,336,769	601,028	178,000	63,009
South Atlantic Division	23	340	390	3,652	61	390	757	1,692,000	5,000	153,775	45,000	10,000
South Central Division	30	403	311	5,265	48	254	972	1,868,000	30,000	214,986	5,940	19,385
North Central Division	60	1,577	978	8,314	487	481	2,179	4,306,985	379,574	501,456	169,650	83,973
Western Division	14	273	192	875	99	72	205	910,000	63,702	119,813	56,000	23,200
A.—BY CLASSES.												
Regular medical	123	2,429	2,348	22,326	776	2,064	4,930	12,199,127	1,742,045	1,445,415	419,090	146,590
Homœopathic	18	411	292	919	164	65	275	2,027,000	73,000	90,393	31,500	46,350
Eclectic and physiomedical	11	281	76	658	81	39	195	188,000		55,250	4,000	6,627
B.—BY STATES AND CLASSES.												
Regular.												
North Atlantic Division:												
Maine	1	16	16	82	0	26	17	16,000	133,000	14,193		4,753
New Hampshire	1	18	2	59		21	10					2,000
Vermont	1	28	14	169		11	47	140,000		30,454		
Massachusetts	3	78	182	736	60	268	162	500,000				
Connecticut	1	42	24	138		17	25		160,000			
New York	7	152	380	2,106	46	599	424	1,873,588	345,177	178,709	118,000	17,079
Pennsylvania	6	108	129	2,049	152	184	476	1,497,554	650,592	340,749	60,000	8,050
South Atlantic Division:												
Maryland	7	107	201	1,519	42	279	367	950,000		63,500		1,000
District of Columbia	3	62	44	518	11	25	103	985,000		10,238		2,500

[a] So far as reported.

TABLE 6.—*Summary of statistics of schools of medicine for the year 1905–6*—Continued.

States.	Schools.	Professors.	Special and assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds. [a]	Income, excluding benefactions. [a]	Benefactions received.	Volumes in libraries.
				Men.	Women.	Having literary degree. [a]	Graduated in 1906.					
B.—BY STATES AND CLASSES—cont'd.												
Regular—Continued.												
South Atlantic Division—Continued.												
Virginia	3	48	64	570	.....	43	86	$125,000	.....	$41,537	.....	2,500
West Virginia	1	5	4	32	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	3	44	17	336	.....	24	68	37,000	$5,000	8,000	.....	.....
South Carolina	1	10	10	95	2	.....	6	.....	.....	.....	.....	.....
Georgia	3	43	23	513	.....	15	107	255,000	.....	27,000	$45,000	$3,000
South Central Division:												
Kentucky	6	97	82	1,373	1	64	331	622,000	.....	46,325	.....	3,500
Tennessee	9	104	95	2,148	21	103	334	510,000	.....	93,741	.....	4,100
Alabama	2	27	18	247	.....	8	37	35,000	.....	.....	.....	.....
Mississippi	1	6	2	20	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	2	22	20	511	1	42	110	30,000	30,000	3,520	.....	4,750
Texas	6	97	61	747	18	28	128	664,000	.....	70,700	2,440	6,685
Arkansas	1	13	13	175	1	5	26	.....	.....	.....	.....	.....
Oklahoma	2	20	11	29	3	0	0	.....	.....	.....	.....	350
North Central Division:												
Ohio	7	158	82	624	24	86	172	641,000	254,574	87,072	10,650	7,347
Indiana	2	53	44	349	11	3	122	100,000	.....	.....	.....	547
Illinois	8	274	240	2,518	142	204	632	1,358,485	67,000	109,506	2,000	31,992
Michigan	4	97	65	622	33	8	200	252,500	8,000	33,076	.....	6,200
Wisconsin	2	56	43	218	7	16	30	200,000	.....	17,000	.....	1,500
Minnesota	2	67	40	302	9	64	72	420,000	.....	65,000	150,000	.....
Iowa	4	69	38	532	58	7	136	81,000	25,000	.....	.....	337
Missouri	7	196	138	1,649	33	28	393	810,000	.....	60,132	.....	18,200
North Dakota	1	12	3	7	0	0	0	.....	.....	.....	.....	.....
Nebraska	3	73	38	287	8	19	46	116,000	.....	32,050	.....	.....
Kansas	2	46	52	243	9	.....	75	.....	.....	.....	.....	.....
Western Division:												
Colorado	2	59	34	159	15	15	42	.....	.....	18,744	.....	3,000
Utah	1	7	16	46	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	2	30	15	120	12	4	30	25,000	.....	15,489	.....	2,500
California	6	115	91	478	57	48	116	855,000	63,762	78,680	31,000	14,760
Homeopathic.												
Massachusetts	1	22	21	75	25	2	23	200,000	48,000	12,400	.....	5,000
New York	2	55	44	110	26	24	36	480,000	.....	11,793	.....	7,000

Pennsylvania	1	22	20	185	.....	.....	52	1,080,000	.....	.....	.....	15,000
Maryland	1	10	24	13	5	0	5	15,000	0	.....	0	.....
Kentucky	1	17	9	15	3	4	6	7,000	.....	700	3,500	.....
Ohio	2	49	24	53	10	.....	17	95,000	25,000	.....	.....	1,500
Illinois	2	67	53	180	50	14	75	45,000	.....	25,000	1,000	11,000
Michigan	2	39	27	101	19	9	33	50,000	.....	28,000	2,000	3,000
Minnesota	1	19	14	12	1	.....	.....	.....	.....	.....	.....	.....
Iowa	1	9	10	46	1	.....	8	.....	.....	.....	.....	.....
Missouri	2	57	20	97	9	7	11	25,000	0	5,600	0	850
Colorado	1	26	6	13	10	1	5	30,000	0	1,700	0	.....
California	1	19	20	19	5	4	4	.....	.....	5,200	25,000	3,000
Eclectic and physiomedical.												
New York	1	17	16	88	17	19	15	50,000	0	12,730	0	4,127
Georgia	1	11	3	56	1	4	15	25,000	0	3,500	0	1,000
Ohio	1	17	6	111	6	9	35	60,000	.....	9,000	.....	500
Indiana	2	56	14	40	3	.....	12	.....	.....	.....	.....	1,000
Illinois	2	80	10	175	31	4	57	30,000	.....	17,000	4,000	.....
Missouri	2	57	9	86	14	.....	38	23,000	.....	8,020	.....	.....
Nebraska	1	26	8	62	9	3	15	0	0	5,000	0	0
California	1	17	10	40	.....	.....	8	.....	.....	.....	.....	.....

[a] So far as reported.

TABLE 7.—*Summary of statistics of schools of dentistry for 1905–6.*

States.	Schools.	Professors.	Special and assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds. [a]	Income, excluding benefactions. [a]	Benefactions received.	Volumes in libraries.
				Men.	Women.	Having literary degree. [a]	Graduated in 1906.					
United States	56	676	653	6,788	88	132	1,624	$1,770,681		$359,009		20,955
North Atlantic Division	10	106	216	2,040	46	13	451	622,681		116,319		1,771
South Atlantic Division	10	102	88	969	2	5	240	30,000		22,270		800
South Central Division	8	92	57	653		58	129	163,000		38,650		750
North Central Division	23	304	241	2,657	33	46	678	795,000		116,970		17,334
Western Division	5	72	51	469	7	10	126	160,000		64,800		300
North Atlantic Division:												
Massachusetts	2	29	82	307	10	2	78	300,000				700
New York	3	23	44	791	23	3	116	172,681		88,319		1,071
Pennsylvania	5	54	90	942	13	8	257	150,000		28,000		
South Atlantic Division:												
Maryland	3	29	27	366	1	4	123					300
District of Columbia	3	33	23	129	1		27			3,122		500
Virginia	2	23	29	63	0	1	13			2,648		
Georgia	2	17	9	411			77	30,000		16,500		
South Central Division:												
Kentucky	1	15	12	160		2	45	115,000	0	24,600	0	300
Tennessee	3	32	13	277		44	50	8,000		3,750		450
Alabama	1	12	5	47	0	5	4	15,000		4,000		
Louisiana	1	10	10	114			24	25,000	0			
Texas	2	23	17	55		7	6			6,300		
North Central Division:												
Ohio	4	33	19	337	6	3	70	85,000		13,200		1,000
Indiana	1	11	7	133	3		22	0	0	14,000		500
Illinois	3	58	39	884	7	15	316	300,000				3,734
Michigan	2	25	26	205	5	5	47	25,000	0	33,555		2,000
Wisconsin	2	27	31	60	1		11			6,000		1,000
Minnesota	1	12	18	150		3	41	200,000		26,000		500
Iowa	3	33	36	278	3		36	30,000				300
Missouri	5	73	45	532	5	20	127	155,000		17,915		8,300
Nebraska	2	32	20	78	3		8			6,300		
Western Division:												
Colorado	1	20	5	58	0	3	13		0	12,000		
Oregon	1	12	9	138	2	5	33			26,800		
California	3	40	37	273	5	2	80	160,000	0	26,000		300

[a] So far as reported.

TABLE 8.—*Summary of statistics of schools of pharmacy for 1905–6.*

States.	Schools.	Professors.	Special and assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds. [a]	Income, excluding benefactions. [a]	Benefactions received.	Volumes in libraries.
				Men.	Women.	Having literary degree. [a]	Graduated in 1906.					
United States	66	361	262	4,943	202	67	1,663	$498,550	$20,728	$121,532	$1,000	30,178
North Atlantic Division	11	65	54	1,781	57	2	677	301,550	20,728	70,072	.....	13,533
South Atlantic Division	12	56	40	636	31	9	201	40,000	.....	7,370	.....	2,500
South Central Division	14	63	49	451	17	11	124	10,000	.....	2,100	.....	6,285
North Central Division	23	145	103	1,840	76	43	606	97,000	.....	40,490	1,000	7,860
Western Division	6	32	16	235	21	2	55	50,000	.....	1,500	.....	.....
North Atlantic Division:												
Maine	1	5	3	17	.....	0	2	.....	.....	.....	.....	.....
Massachusetts	1	4	6	193	7	1	33	72,500	19,610	.....	.....	5,794
New York	4	22	22	719	27	.....	426	163,500	1,118	44,902	.....	4,739
New Jersey	1	5	5	64	1	.....	13	.....	.....	5,672	.....	.....
Pennsylvania	4	29	18	788	22	1	203	65,550	.....	19,498	.....	2,000
South Atlantic Division:												
Maryland	1	4	6	69	2	.....	19	.....	.....	.....	.....	.....
District of Columbia	2	10	9	83	12	3	20	20,000	.....	5,000	.....	2,500
Virginia	2	11	6	69	1	.....	16	.....	.....	1,595	.....	.....
North Carolina	2	8	6	68	.....	.....	15	.....	.....	.....	.....	.....
South Carolina	1	3	2	59	.....	.....	29	.....	.....	.....	.....	.....
Georgia	4	20	11	288	16	6	102	20,000	.....	975	.....	.....
South Central Division:												
Kentucky	1	5	3	50	1	.....	12	.....	.....	.....	.....	.....
Tennessee	4	17	15	103	7	4	31	.....	.....	.....	.....	.....
Alabama	2	15	13	59	1	.....	10	10,000	.....	.....	.....	.....
Louisiana	3	12	8	97	4	6	36	.....	.....	.....	.....	.....
Texas	3	12	9	105	1	1	23	.....	.....	.....	.....	6,285
Oklahoma	1	2	1	37	3	0	12	.....	.....	2,100	.....	.....
North Central Division:												
Ohio	7	44	17	401	11	4	159	52,000	.....	12,090	.....	1,000
Indiana	2	9	5	178	10	25	33	.....	.....	.....	.....	.....
Illinois	2	7	14	374	7	.....	153	.....	.....	13,500	.....	3,500
Michigan	2	10	12	193	2	2	23	.....	.....	.....	1,000	1,200
Wisconsin	2	14	9	146	7	1	14	.....	.....	6,900	.....	500
Minnesota	1	10	9	75	5	3	19	.....	.....	.....	.....	.....
Iowa	2	17	12	65	6	0	33	.....	.....	.....	.....	400
Missouri	3	24	6	267	9	8	102	45,000	.....	.....	.....	1,200
Nebraska	1	3	3	85	11	0	56	.....	.....	8,000	.....	.....
Kansas	1	7	16	56	8	0	14	.....	.....	.....	.....	.....
Western Division:												
Washington	2	18	4	777	10	0	20	.....	.....	.....	.....	.....
Oregon	1	.....	.....	44	3	.....	.....	.....	.....	.....	.....	.....
California	3	14	12	114	8	2	35	50,000	.....	1,500	.....	.....

[a] So far as reported.

TABLE 9.—*Statistics of theological*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala	St. Bernard Abbey (R. C.)	1892	Bernard Menges, O. S. B.
2	Talladega, Ala	Talladega College, Theological Department (Cong.).	1872	George W. Andrews, D. D.
3	Tuscaloosa, Ala	Stillman Institute (Presb.)	1876	James G. Snedecor, LL. D.
4	Berkeley, Cal	Berkeley Bible Seminary (Disc.)	1896	Hiram Van Kirk, Ph. D.
5	do	Pacific Theological Seminary (Cong.).	1869	John Knox McLean, D. D.
6	do	Pacific Unitarian School for the Ministry.	1905	Earl M. Wilbur, A. M.
7	Menlo Park, Cal	St. Patrick's Seminary (R. C.)		H. O. Ayrinhac
8	San Anselmo, Cal	San Francisco Theological Seminary (Presb.).	1871	Warren H. Landon, D. D.
9	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	1893	William Ford Nichols, D. D.
10	Hartford, Conn	Hartford Theological Seminary (Cong.).	1834	Wm. Douglas MacKenzie, D. D.
11	Middletown, Conn	Berkeley Divinity School (P. E.)*	1854	Samuel Hart, D. D.
12	New Haven, Conn	Yale Divinity School (undenom.)	1822	Edward L. Curtis, acting.
13	Washington, D. C	The Catholic University of America	1889	E. T. Shanahan, Ph. D., S. T. D.
14	do	Howard University, Theological Department (nonsect.)	1871	Isaac Clark
15	do	King Theological Hall (P. E.)	1890	William V. Tunnell
16	Atlanta, Ga	Atlanta Baptist College	1867	George Sale, A. M.
17	do	Atlanta Theological Seminary (Cong.).	1901	E. Lyman Hood, M. A., Ph. D.
18	South Atlanta, Ga	Gammon Theological Seminary (M. E.).*	1883	L. G. Adkinson, A. M., D. D.
19	Bourbonnais, Ill	St. Viateur's Seminary (R. C.)	1870	M. J. Marsile
20	Chicago, Ill	Chicago Lutheran Theological Seminary.	1891	Revere Franklin Weidner, D. D., LL. D.
21	do	Chicago Theological Seminary (Cong.).	1858	Joseph Henry George, Ph. D., D. D.
22	do	McCormick Theological Seminary (Presb.).	1833	James G. K. McClure, D. D., LL. D.
23	do	Western Theological Seminary (P. E.).	1885	William C. DeWitt, S. T. D.
24	do	The Divinity School of the University of Chicago (Bapt.).	1866	Eri B. Hulbert, D. D., LL. D., and Shailer Mathews, A. M., D. D.
25	Eureka, Ill	Eureka College, Bible Department (Disc.).		R. E. Hieronymus, A. M.
26	Evanston, Ill	Garrett Biblical Institute (M. E.)	1854	Charles J. Little, Ph. D., LL. D.
27	do	Norwegian Danish Theological Seminary (M. E.).	1885	Nels E. Simonsen, D. D.
28	Galesburg, Ill	Ryder Divinity School of Lombard University (Univ.).	1881	Lewis B. Fisher
29	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	1877	Thomas Bowman, D. D.
30	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	1860	Gustav Andreen, Ph. D.
31	Springfield, Ill	Concordia Seminary (Ev. Luth.)	1846	Reinhold Pieper
32	Upland, Ind	Reade Theological Seminary of Taylor University (M. E.).	1894	Albert R. Archibald, S. T. D.
33	Des Moines, Iowa	Drake University, College of the Bible (Chris.).	1881	Alfred Martin Haggard, A. M.
34	do	Grand View College (Luth.)	1895	Benedict Nordentoft
35	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	1852	W. O. Ruston, D. D.
36	do	Wartburg Seminary (Ev. Luth.)	1854	M. Fritschel
37	Mount Pleasant, Iowa	German College, Theological School (M. E.).	1873	Edwin S. Havighorst, A. M., D. D.
38	Atchison, Kans	Western Theological Seminary (Ev. Luth.).	1893	Frank D. Altman, A. M., D. D.
39	Lexington, Ky	College of the Bible (Chris. or Disc.)	1878	John William McGarvey, LL. D.
40	Louisville, Ky	Presbyterian Theological Seminary of Kentucky.	1893	Francis R. Beattie, D. D., LL. D.
41	do	Southern Baptist Theological Seminary.	1859	Edgar Y. Mullins, D. D., LL. D.
42	Bangor, Me	Bangor Theological Seminary (Cong.)	1816	David Nelson Beach, D. D.

*Statistics of 1905.

schools for the year 1905–6.

Number of professors.	Assistant instructors.	Men enrolled as students.	Women taking courses.	Students having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	
5	2	20	.....	0	4	.....	a 40	.....	.....	.....	6,000	1
2	.....	21	0	0	4	3	32	$4,700	$13,000	.....	2,000	2
3	1	62	0	0	2	3	36	20,000	5,000	$9,000	6,000	3
2	1	42	6	6	1	3	34	20,000	100,000	.....	.....	4
6	3	43	5	.....	8	3	34	50,000	450,000	.....	10,000	5
1	2	10	2	2	0	3	36	10,000	0	710	3,590	6
6	1	22	0	.....	.....	4	42	.....	.....	.....	.....	7
7	1	19	0	13	8	3	32	188,137	572,363	.....	17,348	8
4	1	12	0	5	4	3	a 35	.....	.....	.....	a 5,000	9
14	8	46	7	46	14	3	30	.....	.....	.....	85,529	10
4	2	22	0	15	8	3	35	85,876	413,385	.....	25,000	11
8	7	86	0	79	18	3	32	425,000	697,000	30,000	.....	12
3	5	35	.....	9	7	2	35	338,242	180,242	.....	20,000	13
5	1	92	0	1	16	3	35	.....	55,801	750	a 2,000	14
1	.....	12	0	0	1	3	37	25,000	.....	.....	3,500	15
4	0	45	.....	2	2	3	24	12,000	.....	.....	.....	16
3	2	32	4	7	5	3	32	15,000	.....	5,000	5,000	17
4	0	85	0	5	14	3	30	100,000	500,000	.....	12,000	18
4	4	20	0	12	2	3	38	.....	.....	.....	.....	19
4	5	59	1	41	15	3	25	175,000	20,000	.....	9,000	20
10	8	104	11	40	27	3	30	200,000	495,329	14,000	25,000	21
8	1	97	0	92	31	3	32	503,207	1,384,667	.....	32,000	22
4	.....	11	0	7	0	3	40	100,000	.....	3,000	8,000	23
16	16	324	37	223	29	3	36	70,465	234,032	.....	.....	24
2	2	40	2	0	.....	.....	38	.....	.....	.....	.....	25
7	1	199	14	57	36	3	31	.....	800,000	32,000	19,652	26
1	2	16	0	1	3	4	32	14,000	13,600	.....	.....	27
.....	.....	4	3	0	1	4	37	.....	.....	.....	.....	28
2	.....	37	1	8	13	2	40	0	72,000	.....	2,000	29
4	0	59	0	56	17	3	28	(b)	.....	.....	.....	30
5	.....	134	.....	.....	21	3	40	125,000	3,150	1,000	1,250	31
10	.....	44	7	0	7	3	36	6,000	.....	400	500	32
5	1	102	20	5	3	.....	40	.....	.....	.....	1,000	33
3	3	14	0	0	2	3	35	.....	.....	.....	.....	34
5	1	8	0	5	2	3	32	.....	.....	.....	.....	35
4	1	40	0	19	6	3	38	30,000	13,190	0	7,000	36
4	.....	24	5	8	2	3	38	20,000	29,860	600	1,943	37
3	2	30	.....	10	11	3	33	.....	18,000	3,000	a 3,200	38
6	0	164	8	.....	20	4	40	50,000	160,000	23,000	a 2,500	39
6	1	43	0	24	9	3	30	170,000	616,000	48,000	17,500	40
8	2	253	48	.....	38	3	35	300,000	600,000	19,000	21,000	41
6	6	38	1	2	8	3	33	75,000	300,000	.....	25,000	42

a Approximately. b Not separate.

TABLE 9.—*Statistics of theological*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
43	Lewiston, Me.	Cobb Divinity School (Free Bapt.)	1840	James A. Howe, D. D.
44	Baltimore, Md.	St. Mary's Seminary (R. C.)	1791	E. Dyer.
45	Emmitsburg, Md.	Mount St. Marys Ecclesiastical Seminary (R. C.).		D. J. Flynn, A. M., LL. D.
46	Ilchester, Md.	Redemptorist College (R. C.)	1867	Edward M. Weigel.
47	Westminster, Md.	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh Latimer Elderdice, A. M., D. D.
48	Woodstock, Md.	Woodstock College (R. C.)	1869	William P. Brett, S. J.
49	Andover, Mass.	Andover Theological Seminary (Cong.).	1808	Charles Orrin Day, D. D.
50	Boston, Mass.	Boston University, School of Theology (M. E.).	1841	William F. Warren, S. T. D., LL. D.
51	Cambridge, Mass.	Episcopal Theological School	1867	George Hodges, D. D., D. C. L.
52	do	Harvard University, Divinity School (nonsect.).	1819	Francis G. Peabody, D. D.
53	do	New Church Theological School (Ch. of N. Jeru.).	1866	James Reed, A. M.
54	Newton Center, Mass.	Newton Theological Institution (Bapt.).	1825	Nathan E. Wood, D. D.
55	Tufts College, Mass.	Crane Theological School of Tufts College (Univ.).	1869	Frederick William Hamilton, D. D., LL. D.
56	Adrian, Mich.	Adrian College, School of Theology (Meth. Prot.).	1859	B. W. Anthony.
57	Grand Rapids, Mich.	Theological School (Chris. Ref. Ch.)	1876	William Heyns.
58	Hillsdale, Mich.	Hillsdale College, Theological School (Free Bapt.).		Joseph W. Mauck, LL. D.
59	Holland, Mich.	Western Theological Seminary (Ref. Ch. in Amer.).	1866	John W. Beardslee, D. D.
60	Saginaw, Mich.	Evangelical Lutheran Theological Seminary.		F. Beer.
61	Collegeville, Minn.	St. John's University, Ecclesiastical Seminary (R. C.).	1857	Peter Engel, Ph. D.
62	Faribault, Minn.	Seabury Divinity School (P. E.)	1858	George H. Davis, D. D.
63	Minneapolis, Minn.	Augsburg Seminary (Ev. Luth.)	1869	Georg Sverdrup.
64	Red Wing, Minn.	Red Wing Seminary (Ev. Luth.)	1879	M. G. Hanson.
65	St. Paul, Minn.	Luther Seminary (Ev. Luth.)	1885	H. Ernst, D. D.
66	do	St. Paul Seminary (R. C.)	1894	Patrick R. Heffron.
67	do	Seminary of the United Norwegian Lutheran Church.	1890	Marcus O. Bockman, A. M.
68	St. Paul Park, Minn.	St. Paul College, Theological School (M. E.).	1889	H. E. Young.
69	De Soto, Mo.	Mount St. Clement's College (R. C.)	1900	Joseph Billet.
70	St. Louis, Mo.	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper, D. D.
71	do	Eden College (Ger. Ev. Synod of N. A.).	1850	William Becker.
72	do	Kenrick Theological Seminary (R. C.).	1894	Wiliam H. Musson.
73	do	St. Louis University, School of Divinity (R. C.).	1899	James J. Sullivan.
74	Warrenton, Mo.	Central Wesleyan Theological Seminary (M. E.).	1864	Geo. B. Addicks, A. M., D. D.
75	Blair, Nebr.	Trinity Seminary (Ev. Luth.)	1885	J. P. Jensen.
76	Omaha, Nebr.	Presbyterian Theological Seminary	1891	Matthew B. Lowrie, D. D.
77	Bloomfield, N. J.	German Theological School of Newark (Presb.).*	1869	Henry J. Weber, Ph. D.
78	Madison, N. J.	Drew Theological Seminary (M. E.)	1867	Henry A. Buttz, D. D., LL. D.
79	New Brunswick, N. J.	Theological Seminary of the Reformed Dutch Church in America.	1784	J. Preston Searle, D. D.
80	Princeton, N. J.	Theological Seminary of the Presbyterian Church.	1812	Francis Landey Patton, D. D., LL. D.
81	South Orange, N. J.	Seton Hall College (R. C.)	1856	John A. Stafford, S. T. L.
82	Alfred, N. Y.	Alfred Theological Seminary (7th Day Bapt.).	1871	Arthur Elwin Main, A. M., D. D.
83	Allegany, N. Y.	St. Bonaventure's Seminary (R. C.)	1859	Joseph F. Butler, O. F. M.
84	Auburn, N. Y.	Auburn Theological Seminary (Presb.).	1819	George Black Stewart, D. D., LL. D.
85	Brooklyn, N. Y.	St. John's Seminary (R. C.)	1891	Patrick McHale, C. M.

* Statistics of 1905.

schools for the year 1905–6—Continued.

Number of professors.	Assistant instructors.	Men enrolled as students.	Women taking courses.	Students having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	
4	2	22	1	3	5	3	36	.....	.....	.....	.....	43
17	.....	291	.....	.....	48	.....	40	*$300,000	*$300,000	*$4,000	*35,000	44
6	6	52	0	30	3	4	40	25,000	.....	.....	11,000	45
7	0	32	0	0	10	4	44	[a] 150,000	0	.....	[a] 18,000	46
6	14	26	.....	8	10	3	30	17,000	10,000	11,899	3,000	47
14	3	63	.....	63	20	4	42	.....	.....	.....	[a] 50,000	48
5	3	16	0	13	6	3	37	.....	800,000	.....	55,000	49
8	11	161	19	111	39	3	32	145,000	32,262	.....	7,000	50
6	3	35	0	28	12	3	35	500,000	500,000	6,000	15,000	51
8	3	42	0	37	6	3	38	.....	.....	.....	34,000	52
4	2	11	0	4	1	3	36	90,000	196,000	974	[a] 2,500	53
8	.....	56	5	55	14	3	36	218,000	872,000	10,000	26,563	54
5	.....	15	.....	4	6	4	36	50,000	240,000	.....	54,000	55
14	0	78	.....	0	12	3	36	175,000	20,000	6,000	5,000	56
4	0	76	.....	.....	6	3	36	35,000	5,800	.....	3,500	57
3	.....	15	2	0	4	3	38	[b]	[b]	.....	.....	58
3	1	18	0	16	5	3	32	18,000	90,000	.....	15,000	59
2	2	11	0	0	0	3	40	10,000	.....	.....	600	60
8	2	32	0	.....	4	4	40	[b]	.....	.....	.....	61
6	2	22	0	2	2	3	34	100,000	400,000	.....	9,000	62
3	0	18	0	7	5	3	30	100,000	0	6,000	6,000	63
3	.....	15	.....	.....	2	3	35	.....	.....	0	450	64
2	2	22	0	0	7	3	40	25,000	10,000	10,000	[a] 600	65
14	3	125	.....	100	43	4	35	500,000	400,000	.....	.....	66
3	3	68	0	32	27	3	33	100,000	121,000	400	3,800	67
1	.....	6	0	0	0	2	36	.....	.....	.....	.....	68
5	0	54	0	0	6	4	45	75,000	0	.....	3,000	69
7	0	154	0	.....	42	3	40	200,000	0	.....	[a] 8,000	70
3	2	67	0	0	23	3	40	175,000	.....	8,146	4,700	71
10	.....	169	.....	.....	30	3	42	.....	.....	0	.....	72
6	3	98	0	15	26	4	37	91,000	0	10,000	3,000	73
4	0	43	2	2	3	3	40	[b]	25,000	.....	.....	74
2	1	4	0	1	2	3	35	.....	.....	2,500	500	75
5	1	22	0	15	4	3	32	75,000	75,000	60,000	5,000	76
3	3	11	0	0	3	3	37	36,000	90,000	31,000	9,000	77
6	2	176	0	121	42	3	35	560,000	544,000	10,000	83,500	78
6	3	29	0	22	9	3	33	350,000	525,000	9,000	47,000	79
9	7	192	0	.....	52	3	34	533,650	3,201,196	1,663,455	75,167	80
4	1	30	.....	30	9	4	[a] 40	.....	43,000	.....	[a] 40,000	81
3	4	7	2	5	0	4	30	2,000	[a] 37,312	1,561	[b]	82
6	.....	41	0	14	15	4	40	40,000	0	.....	5,000	83
8	3	59	0	51	19	3	32	390,000	728,978	20,636	30,318	84
6	0	63	0	60	7	4	41	160,000	0	0	3,558	85

[a] Approximately. [b] Not separate.

TABLE 9.—*Statistics of theological*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
86	Buffalo, N. Y.	German Martin Luther Seminary	1854	
87	Canton, N. Y.	St. Lawrence University, Theological Department (Univ.).	1857	Almon Gunnison, D. D., LL. D.
88	Hamilton, N. Y.	Theological Seminary of Colgate University (Bapt.).	1819	Sylvester Burnham, D. D.
89	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth)	1797	Alfred Hiller, D. D., chairman.
90	New York, N. Y.	Amity Theological School (interdenom.)	1896	Leighton Williams, D. D.
91	do	General Theological Seminary of the Protestant Episcopal Church.	1817	Wilford L. Robbins, D. D., LL. D.
92	do	Jewish Theological Seminary*	1886	Solomon Schechter, Lit. D.
93	do	Union Theological Seminary (undenom.).	1836	Charles Cuthbert Hall, D. D.
94	Niagara University, N. Y.	Niagara University, Seminary of Our Lady of Angels (R. C.).	1858	William F. Likly, C. M.
95	Rochester, N. Y.	Rochester Theological Seminary (Bapt.).	1850	Augustus Hopkins Strong, D. D., LL. D.
96	do	St. Bernard's Seminary (R. C.)	1893	James J. Hartley, prorector.
97	Stanfordville, N. Y.	Christian Biblical Institute (Chris.).	1867	John B. Weston, D. D.
98	Yonkers, N. Y.	St. Joseph's Seminary (R. C.)	1896	James F. Driscoll, D. D.
99	Ayden, N. C.	Free Will Baptist Theological Seminary.	1898	Thomas Ewing Peden, D. D.
100	Charlotte, N. C.	Biddle University, School of Theology (Presb.).	1867	D. J. Sanders, D. D.
101	Carthagena, Ohio	St. Charles Borromeo Theological Seminary (R. C.).	1865	Paulinus Trost
102	Cincinnati, Ohio	Hebrew Union College	1875	Kaufmann Kohler, Ph. D.
103	do	Lane Theological Seminary (Presb.)	1832	William McKibbin, D. D., LL. D.
104	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.).		N. A. Moes, D. D.
105	Columbus, Ohio	Evangelical Lutheran Seminary	1830	F. W. Stellhorn, D. D.
106	Dayton, Ohio	Union Biblical Seminary (U. Breth)	1871	George A. Funkhouser, D. D.
107	Gambier, Ohio	Kenyon College, Divinity School (P. E.).	1826	Hosea Williams Jones, D. D.
108	Oberlin, Ohio	Oberlin Theological Seminary (Cong.)	1835	Edward I. Bosworth, D. D.
109	Springfield, Ohio	Wittenberg Theological Seminary (Ev. Luth.).	1844	Charles G. Heckert, A. M., D. D.
110	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch. in U. S.).	1850	David Van Horne, D. D., LL. D.
111	Wilberforce, Ohio	Payne Theological Seminary of Wilberforce University (A. M. E.).	1892	George F. Woodson, D. D.
112	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	William G. Moorehead, D. D., LL. D.
113	Eugene, Oreg.	Eugene Divinity School (Chris. or Disc.).	1895	Eugene C. Sanderson, D. D.
114	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, DD., LL. D.
115	do	Reformed Presbyterian Theological Seminary.	1856	David B. Willson, D. D., senior professor.
116	do	Western Theological Seminary (Presb.).	1827	David Gregg, D. D., LL. D.
117	Beatty, Pa.	St. Vincent Seminary (R. C.)	1846	Leander Schnerr, O. S. B.
118	Bethlehem, Pa.	Moravian Theological Seminary	1807	Augustus Schultze, D. D.
119	Chester, Pa.	Crozer Theological Seminary (Bapt.)	1868	Henry G. Weston, D. D., LL. D.
120	Gettysburg, Pa.	Theological Seminary of the General Synod of the Ev. Luth. Church.	1826	J. A. Singmaster, D. D.
121	Lancaster, Pa.	Theological Seminary of the Reformed Church in United States.	1825	Frederick A. Gast, D. D.
122	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1871	John B. Rendall, D. D.
123	Meadville, Pa.	Meadville Theological School (Unit.)	1844	Franklin Chester Southworth, A. M.
124	Overbrook, Pa.	St. Charles Borromeo Seminary (R. C.)	1832	P. J. Garvey, D. D.
125	Philadelphia, Pa.	Divinity School of the Protestant Episcopal Church.	1861	No report

*Statistics of 1905.

schools for the year 1905–6—Continued.

Number of professors.	Assistant instructors.	Men enrolled as students.	Women taking courses.	Students having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	
2	1	8	0	0	0	.....	40	$10,000	0	$2,352	2,203	86
3	2	12	1	0	4	3, 4	40	65,000	$183,007	0	a 6,000	87
8	3	48	0	30	7	3	37	(b)	.....	.....	.....	88
1	3	6	0	2	2	3	38	.....	6,984	625	6,086	89
6	0	18	8	0	0	2	34	0	0	.....	.....	90
7	6	124	0	91	21	3	36	a 1,800,000	1,551,539	2,375	39,127	91
4	6	38	0	.....	2	4	34	.....	.....	.....	17,500	92
13	8	155	2	129	30	3	33	.....	.....	.....	a 86,000	93
9	0	46	.....	15	9	4	40	a 60,000	0	.....	6,000	94
11	0	142	0	74	32	3	a 36	146,631	1,636,560	557,422	33,673	95
12	1	90	0	.....	17	4	37	350,000	95,000	.....	10,768	96
3	6	11	0	0	1	3	32	20,000	73,705	651	2,597	97
7	2	70	0	46	23	4	a 38	1,121,000	12,300	32,889	a 32,000	98
1	1	12	0	0	0	3	40	5,000	.....	.....	.....	99
4	.....	17	.....	13	4	3	36	.....	.....	.....	.....	100
3	2	21	0	17	6	4	36	12,000	0	0	a 8,000	101
10	3	31	0	6	8	5	37	10,000	.....	.....	16,000	102
4	10	25	.....	11	4	3	33	151,000	350,000	3,700	23,000	103
4	0	42	0	.....	6	.....	a 40	.....	0	0	a 10,000	104
4	.....	35	.....	.....	15	3	40	125,000	.....	20,000	6,000	105
5	0	50	5	13	15	3	35	44,800	50,000	39,000	5,000	106
4	1	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
8	.....	55	1	41	18	3	32	75,000	254,971	.....	30,000	108
5	1	24	0	22	7	3	37	25,000	125,000	125,000	.....	109
4	6	17	0	14	3	3	28	0	80,000	.....	.....	110
3	2	46	0	.....	2	3	36	10,000	.....	.....	2,000	111
4	1	26	.....	22	10	3	32	35,000	166,000	.....	a 7,000	112
4	.....	32	13	.....	6	3	34	15,000	20,000	7,000	2,500	113
4	2	57	0	53	15	3	32	150,000	366,500	0	16,500	114
2	1	12	0	12	1	3	32	25,000	90,926	3,323	a 3,000	115
6	3	67	0	62	11	3	32	250,000	700,089	14,000	32,000	116
4	.....	50	0	a 15	11	3	40	.....	0	.....	a 5,000	117
5	2	47	.....	14	8	2	40	65,000	115,000	4,200	7,500	118
8	2	84	0	25	13	3	34	75,000	454,000	3,100	16,000	119
5	0	31	0	31	5	3	35	200,000	212,000	0	18,000	120
5	3	44	0	38	17	3	33	200,000	180,000	47,000	12,000	121
9	.....	48	0	26	12	3	30	54,000	371,000	20,500	18,000	122
5	3	20	2	2	6	3	36	109,000	715,988	17,250	29,000	123
12	.....	60	.....	.....	.....	4	38	.....	.....	.....	.....	124
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125

a Approximately. b Not separate.

TABLE 9.—*Statistics of theological*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
126	Philadelphia, Pa	Lutheran Theological Seminary	1864	Henry Eyster Jacobs, D.D., LL. D.
127	do	St. Vincent's Seminary (R. C.)	1868	James McGill, V. C. M.
128	do	Temple College Theological School (nonsect.).	1884	Russell H. Conwell, D. D., LL. D.
129	do	Ursinus School of Theology (Ref. Ch. in U. S.).	1871	James I. Good, D. D.
130	Selinsgrove, Pa	Susquehanna University, School of Theology (Ev. Luth.).*	1858	John B. Focht, D. D.
131	Villanova, Pa	House of Study of St. Thomas of Villanova (R. C).	1848	Francis E. Tourscher, O.S.N.
132	Columbia, S. C	Presbyterian Theological Seminary	1828	W. M. McPheeters, D. D.
133	Due West, S. C	Erskine Theological Seminary (A. R. Presb.).	1837	F. Y. Pressly, D. D., LL. D.
134	Mount Pleasant, S. C.	Theological Seminary of the United Synod (Ev. Luth.).	1828	A. G. Voigt, D. D.
135	Chattanooga, Tenn	Grant University, School of Theology (M. E.).	1887	William S. Bovard
136	Clarksville, Tenn	Southwestern Presbyterian University, Divinity School.*	1885	N. M. Woods, D. D., LL. D.
137	Lebanon, Tenn	Cumberland University, Theological Seminary (Presb.).	1853	W. P. Bone, chairman of faculty.
138	Nashville, Tenn	Fisk University, Theological Department (Cong.).		G. W. Henderson, D. D
139	do	Vanderbilt University, Biblical Department (M. E.).	1875	Wilbur F. Tillett, D. D
140	do	Walden University, School of Theology (M. E.).	1880	John A. Kumler, A. M., D. D.
141	Austin, Tex	Austin Presbyterian Theological Seminary.	1902	Samuel A. King, D. D., LL. D.
142	Tehuacana, Tex	Westminster College, Theological Department (Meth. Prot.).	1896	H. H. Price
143	Petersburg, Va	Bishop Payne Divinity School (P. E)*.		C. Braxton Bryon
144	Richmond, Va	Union Theological Seminary in Virginia (Presb.).	1812	Walter W. Moore, D. D., LL. D.
145	do	Virginia Union University, Theological Department (Bapt.).	1899	George Rice Hovey
146	Theological Seminary, Va.	Theological Seminary of the Protestant Episcopal Church.	1823	Angus Crawford, M. A., D. D.
147	Nashotah, Wis	Nashotah House (P. E.)	1842	Wm. Walter Webb, D. D
148	Plymouth, Wis	Mission House of the Reformed Church in the United States.	1860	H. A. Muehlmeier, D. D.
149	St. Francis, Wis	Provincial Seminary of St. Francis of Sales (R. C.).	1856	Joseph Rainer
150	Wauwatosa, Wis	Evangelical Lutheran Theological Seminary.	1865	Adolf Hoenecke

* Statistics of 1905.

schools for the year 1905–6—Continued.

Number of professors.	Assistant instructors.	Men enrolled as students.	Women taking courses.	Students having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	
4	2	77	0	59	24	3	32	$250,000	$210,000	$101,000	a 26,500	126
7	.....	20	.....	.....	3	4	40	.....	0	.....	12,800	127
8	0	43	0	.....	8	5	40	10,000	10,000	.....	1,500	128
4	7	27	0	9	10	3	30	.....	.....	.....	3,000	129
3	0	17	0	17	7	3	34	.....	35,000	.....	7,400	130
4	1	8	0	1	3	4	a 40	(b)	.....	.....	a 6,600	131
4	1	16	0	7	0	3	32	60,000	.....	1,130	a 22,000	132
3	.....	10	0	10	2	2	42	.....	43,000	300	a 5,000	133
2	2	8	0	7	3	3	29	10,000	30,000	0	3,000	134
3	4	34	.....	3	8	3	32	.....	20,000	.....	a 3,000	135
4	0	14	0	6	4	2	39	.....	33,000	.....	3,000	136
6	2	54	4	17	15	3	30	50,000	90,000	.....	10,000	137
3	2	14	2	.....	.....	3	.....	.....	.....	.....	.....	138
8	4	82	0	51	10	3	a 38	(b)	(b)	.....	3,600	139
1	0	25	1	0	0	3	38	(b)	.....	10,000	4,000	140
4	1	13	.....	9	3	3	34	15,000	120,000	25,000	3,000	141
2	3	10	0	0	0	.....	34	(b)	(b)	.....	.....	142
3	1	14	0	0	5	3	38	13,050	17,359	7,722	1,000	143
5	1	63	0	51	18	3	33	213,384	316,345	37,500	20,460	144
4	.....	47	0	0	0	3	32	(b)	85,000	2,000	6,000	145
5	2	48	.....	24	12	3	35	.....	.....	.....	.....	146
4	3	39	0	4	6	3	32	125,000	85,000	a 25,000	12,000	147
3	1	13	0	13	8	3	40	.....	.....	.....	.....	148
16	.....	280	0	.....	24	3	45	50,000	0	500	12,500	149
3	1	30	.....	.....	10	3	40	60,000	.....	.....	a 5,500	150

a Approximately. b Not separate.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	University, Ala	University of Alabama, Law Department.	1879	William S. Thorington
2	Little Rock, Ark	University of Arkansas, Law Department.	1889	John H. Carmichael
3	Los Angeles, Cal	University of Southern California, College of Law.	.....	Frank M. Porter
4	San Francisco, Cal	University of California, Hastings College of the Law.	1878	Edward R. Taylor
5	Stanford University, Cal.	Leland Stanford Junior University, Department of Law.	1894	Nathan Abbott
6	Boulder, Colo	University of Colorado, Colorado School of Law.	1892	Moses Hallett, LL. D
7	Denver, Colo	Denver University, Law School	1892	Lucius W. Hoyt, A. M
8	New Haven, Conn	Yale University, Law Department	1824	Henry Wade Rogers, LL.D.
9	Washington, D. C	Catholic University of America, School of Law.	1895	William C. Robinson, LL. D.
10	do	Georgetown University, School of Law.	1870	Harry M. Clabaugh, LL. D.
11	do	George Washington University, Department of Law and Jurisprudence.	1865	William R. Vance, Ph. D
12	do	Howard University, Law School	1867	Benjamin F. Leighton, LL. D.
13	do	National University, Law School	1879	Charles F. Carusi
14	do	Washington College of Law	1896	Ellen Spencer Mussey
15	De Land, Fla	John B. Stetson University, College of Law.	1900	Albert J. Farrah
16	Athens, Ga	University of Georgia, Law Department.	1859	Sylvanus Morris, A. M
17	Macon, Ga	Mercer University, Law School	1875	Emory Speer, LL. D
18	Bloomington, Ill	Illinois Wesleyan University, Law Department.	1874	Owen T. Reeves, LL. D
19	Chicago, Ill	Chicago-Kent College of Law	1888	Edmund W. Burke, A. M
20	do	Chicago Law School	1896	Horatio L. Wait, LL. D
21	do	Illinois College of Law	1897	Albert H. Putney, D. C. L.
22	do	John Marshall Law School	1899	Arba N. Waterman
23	do	Northwestern University Law School	1859	John Henry Wigmore, A. M.
24	do	University of Chicago, Law School	1902	James Parker Hall
25	Urbana, Ill	University of Illinois, College of Law.	1897	Oliver A. Harker, A. M
26	Bloomington, Ind	Indiana University, School of Law	1842	George L. Reinhard, LL. D.
27	Indianapolis, Ind	Indiana Law School, University of Indianapolis.	1894	James A. Robbach, A. M
28	Notre Dame, Ind	Notre Dame University, Law Department.	1869	William Hoynes, LL. D
29	Valparaiso, Ind	Valparaiso University, Law School	1879	Mark L. De Motte, A. M., LL. D.
30	Des Moines, Iowa	Drake University, College of Law	1876	Chester C. Cole, LL. D
31	Iowa City, Iowa	State University of Iowa, College of Law.	1868	Charles Nobb Gregory, LL. D.
32	Lawrence, Kans	University of Kansas, School of Law.	1878	James Woods Green, A. M.
33	Lindsborg, Kans	Bethany College, Law School	.....	Carl Edwin Anderson
34	Topeka, Kans	Washburn College, School of Law	1903	Ernest Bancroft Conant
35	Danville, Ky	Central University of Kentucky, College of Law.	1894	Archibald Hall Throckmorton.
36	Louisville, Ky	University of Louisville, Law Department.	1846	W. O. Harris
37	New Orleans, La	Tulane University of Louisiana, Law Department.	1847	Harry H. Hall
38	Bangor, Me	University of Maine, School of Law	1898	William Emanuel Walz, M. A.
39	Baltimore, Md	Baltimore Law School	1900	Robert H. Smith, acting
40	do	Baltimore University, School of Law.	1889	A. Leo Knott LL. D.
41	do	University of Maryland, School of Law.	1814	John Prentiss Poe, A. M., LL. D.
42	Boston, Mass	Boston University, Law School	1872	Melville M. Bigelow, Ph. D., LL. D.
43	do	Evening Law School of Boston Y. M. C. A.	1898	Frank Palmer Speare
44	Cambridge, Mass	Harvard University, Law School	1817	James Barr Ames, LL. D

[a] Approximately.

law for the year 1905–6.

Number of professors.	Special and assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
		Men.	Women.	With literary degree.	Graduated in 1906.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
2	0	39	0	8	23	2	36	$75	.....	.....	.....	.....	.....	.....	a 2,000	1
2	6	46	....	19	19	2	36	50	.....	.....	.....	.....	.....	.....	.....	2
18	10	88	3	7	8	3	36	60	.....	.....	$4,256	.....	$4,256	.....	a 750	3
2	4	74	2	....	18	3	.....	.....	.....	$135,000	.....	.....	.....	.....	.....	4
5	0	368	....	19	15	3	33	0	(b)	(b)	.....	.....	.....	.....	.....	5
9	18	57	2	....	12	3	36	.....	.....	.....	.....	.....	.....	.....	.....	6
10	5	60	1	24	13	3	39	100	$50,000	0	5,000	0	5,000	0	6,000	7
14	13	486	.....	....	62	3	36	150	134,000	150,000	33,736	0	48,415	$791	23,959	8
1	3	19	0	....	9	3	32	75	(b)	100,000	.....	.....	.....	.....	a 2,000	9
20	3	342	....	65	90	3	32	100	75,000	.....	28,000	.....	28,000	.....	2,000	10
17	5	527	....	123	114	3	32	100	.....	0	a42,000	.....	42,000	0	4,500	11
7	....	111	1	7	22	3	32	25	12,000	.....	1,817	.....	.....	.....	.....	12
22	....	215	0	34	94	2	32	100	.....	.....	.....	0	.....	.....	a 2,000	13
13	9	18	15	....	5	3	18	50	0	0	a 1,200	0	a 1,200	.....	0	14
3	0	30	0	5	10	2	33	73	.....	.....	1,700	0	.....	.....	1,400	15
6	....	41	0	....	....	2	39	75	.....	.....	.....	.....	.....	.....	.....	16
5	0	33	....	....	29	1	34	60	(b)	0	2,000	0	2,000	0	.....	17
8	0	60	0	a20	16	3	36	60	0	0	3,700	0	3,700	0	.....	18
16	8	235	4	15	41	3	38	75	.....	.....	18,025	.....	18,025	.....	2,500	19
20	30	147	1	9	22	3	38	75	.....	.....	6,500	0	.....	0	4,000	20
13	25	275	3	40	40	3	36	75	20,000	.....	10,000	.....	10,000	.....	1,200	21
12	9	161	4	....	33	3	40	75	.....	.....	.....	.....	.....	.....	a 1,600	22
13	13	237	2	60	50	3	36	105	(b)	.....	21,198	.....	.....	.....	16,000	23
7	6	201	3	153	33	3	36	150	380,000	(b)	.....	.....	.....	.....	27,000	24
6	1	155	1	12	34	3	36	50	60,000	.....	7,000	$20,000	27,000	.....	6,000	25
6	12	239	4	....	19	3	40	0	.....	0	.....	.....	(b)	.....	a 6,000	26
6	7	93	....	14	36	2	30	75	.....	.....	6,000	.....	6,000	.....	1,000	27
4	3	60	....	9	21	3	40	.....	.....	(b)	.....	.....	.....	.....	3,700	28
5	1	169	2	....	61	2	40	48	3,000	0	6,240	.....	6,240	.....	600	29
6	10	110	4	....	26	3	37	.....	.....	.....	.....	.....	.....	.....	.....	30
5	4	203	1	42	57	3	36	50	.....	.....	.....	.....	a12,271	.....	a12,000	31
4	12	136	3	.....	.....	3	36	25	.....	.....	.....	.....	.....	.....	.....	32
1	1	7	1	3	0	3	36	35	0	0	275	0	.....	.....	600	33
4	23	46	.....	.....	17	3	36	50	.....	(b)	1,963	0	.....	0	1,600	34
4	4	24	0	3	8	2	38	75	(b)	0	1,500	0	2,700	0	800	35
3	....	35	.....	.....	17	2	28	75	50,000	.....	2,600	.....	2,600	.....	.....	36
5	3	83	0	....	39	2	24	90	.....	.....	.....	.....	.....	.....	.....	37
2	6	87	0	17	18	3	32	70	0	0	(b)	.....	.....	.....	a 3,000	38
16	0	28	5	3	6	3	24	50	0	0	1,568	0	1,568	0	804	39
11	0	32	0	....	6	3	36	50	.....	.....	.....	.....	.....	.....	.....	40
13	....	249	.....	.....	29	3	36	70	.....	.....	16,500	.....	.....	.....	.....	41
4	23	325	8	90	87	3	33	150	250,000	.....	.....	.....	.....	.....	11,000	42
13	6	287	....	15	36	4	32	50	.....	0	11,494	.....	11,494	.....	650	43
9	4	727	0	687	186	3	39	150	200,000	368,681	110,900	0	146,407	500	a95,000	44

b Not separate.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
45	Ann Arbor, Mich	University of Michigan, Department of Law.	1859	Harry B. Hutchins
46	Detroit, Mich	Detroit College of Law	1891	Philip T. Van Zile
47	Minneapolis, Minn	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D
48	St. Paul, Minn	St. Paul College of Law	1900	George L. Bunn
49	Jackson, Miss	Millsaps College, Law School	1896	Edward Mayes, LL. D
50	University, Miss	University of Mississippi, Law School.	1854	G. D. Shands, LL. D
51	Columbia, Mo	University of Missouri, Law Department.	1872	John D. Lawson, LL. D
52	Kansas City, Mo	Kansas City School of Law	1895	William P. Borland
53	St. Louis, Mo	Benton College of Law	1895	George L. Corlis
54	do	Metropolitan College of Law	1899	William H. Peabody
55	do	St. Louis Law School, Washington University.	1867	William S. Curtis, LL. D
56	Lincoln, Nebr	University of Nebraska, College of Law.	1891	Roscoe Pound, Ph. D
57	Omaha, Nebr	Creighton College of Law	1904	T. J. Mahoney
58	do	Omaha School of Law	1897	H. A. Whipple, secretary
59	Albany, N. Y	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D
60	Brooklyn, N. Y	Brooklyn Law School, St. Lawrence University.	1901	Wm. Payson Richardson, LL. D.
61	Buffalo, N. Y	Buffalo Law School, University of Buffalo.	1887	Carlos C. Alden, J. D
62	Ithaca, N. Y	Cornell University, College of Law	1887	Ernest W. Huffcut
63	New York, N. Y	Columbia University, School of Law	1858	George Washington Kirchwey.
64	do	New York Law School	.....	George Chase, LL. B
65	do	New York University, Law School	1835	Clarence D. Ashley, LL.D
66	Syracuse, N. Y	Syracuse University, College of Law	1895	James B. Brooks, A. M., D. C. L.
67	Chapel Hill, N. C	University of North Carolina, Law Department.	1846	James Cameron McRae, LL. D.
68	Durham, N. C	Trinity College, School of Law	1904	Samuel F. Mordecai
69	Raleigh, N. C	Shaw University, School of Law	1888	Edward A. Johnson
70	Wake Forest, N. C	Wake Forest College, School of Law	1895	N. Y. Gulley, M. A
71	Grand Forks, N. Dak	University of North Dakota, College of Law.	1899	Andrew Alexander Bruce
72	Cincinnati, Ohio	Cincinnati Law School, University of Cincinnati.	1833	William P. Rogers
73	do	Night Law School of the McDonald Institute of Y. M. C. A.	1893	Robert M. Ochiltree
74	Cleveland, Ohio	Cleveland Law School of Baldwin University.	1896	Charles S. Bentley, A. M
75	do	Franklin T. Backus Law School of Western Reserve University.	1892	Evan Henry Hopkins
76	Columbus, Ohio	Ohio State University, College of Law	1891	Joseph H. Outhwaite
77	Portland, Oreg	University of Oregon, Law Department.	1884	C. U. Gantenbein
78	Salem, Oreg	Willamette University, College of Law.	.....	John W. Reynolds
79	Carlisle, Pa	Dickinson School of Law	1834	William Trickett, LL. D
80	Philadelphia, Pa	Philadelphia Law School of Temple College.	1895	William Alexander Brown
81	do	University of Pennsylvania, Department of Law.	1790	William Draper Lewis, Ph. D.
82	Pittsburg, Pa	Pittsburg Law School, Western University of Pennsylvania.	1895	John D. Shafer
83	Columbia, S. C	South Carolina College, Law School	1883	Joseph D. Pope, A. M., LL. D.
84	Vermilion, S. Dak	University of South Dakota, College of Law.	1901	Thomas Sterling, A. M
85	Chattanooga, Tenn	Grant University, Law Department	1899	Charles R. Evans
86	Knoxville, Tenn	University of Tennessee, Law Department.	1889	Henry H. Ingersoll, LL. D
87	Lebanon, Tenn	Cumberland University, Law School.	1847	Nathan Green, LL. D
88	Nashville, Tenn	Vanderbilt University, Law Department.	1875	Horace H. Lurton, D. C. L

[a] Approximately.

law for the year 1905–6—Continued.

Number of professors.	Special and assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
		Men.	Women.	With literary degree.	Graduated in 1906.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
14	17	953	3	183	239	3	36	$55	.....	.....	.....	.....	.....	.....	21,500	45
23	2	191	1	24	34	3	36	75	.....	.....	$12,941	.....	$14,240	.....	14,941	46
5	14	496	4	49	99	3	36	60	$55,000	.....	26,465	0	26,465	0	17,000	47
16	....	98	3	a33	21	3	40	60	.....	.....	6,500	.....	6,500	.....	a 500	48
2	....	20	....	5	16	2	36	50	.....	.....	1,000	.....	1,500	.....	.....	49
2	2	58	0	....	18	2	a28	50	.....	.....	(b)	.....	.....	.....	1,900	50
5	10	217	2	a25	40	3	40	10	40,000	.....	2,000	$15,000	.....	.....	11,000	51
13	8	194	2	38	39	3	38	60	.....	.....	7,800	.....	.....	.....	.....	52
15	....	140	3	....	29	3	36	90	.....	.....	10,000	.....	.....	.....	1,000	53
2	4	52	.....	.....	4	2	36	45	.....	.....	2,455	.....	.....	.....	.....	54
4	10	91	2	24	11	3	36	100	103,000	$77,500	7,967	.....	11,930	.....	18,000	55
5	1	191	2	20	34	3	36	45	(b)	(b)	.....	.....	.....	.....	5,000	56
20	4	33	0	....	6	3	36	a 55	.....	.....	.....	.....	.....	.....	.....	57
11	14	32	0	0	2	3	32	20	0	0	.....	.....	.....	.....	.....	58
7	7	129	1	....	60	2	a35	100	22,000	10,000	12,850	.....	13,473	.....	3,115	59
12	6	270	5	40	85	2	35	100	.....	.....	20,000	.....	20,000	.....	1,785	60
10	19	73	2	12	20	2	35	100	.....	.....	a 6,200	.....	6,330	.....	4,500	61
7	4	219	2	11	61	3	35	100	100,000	(b)	(b)	.....	.....	.....	36,000	62
11	3	286	....	269	80	3	32	150	.....	.....	.....	.....	.....	.....	30,000	63
3	14	957	0	272	156	2	37	100	.....	.....	96,993	.....	104,024	.....	9,467	64
11	2	630	52	227	131	2,3	31	100	150,000	5,000	63,532	.....	63,777	.....	19,200	65
4	18	169	2	24	29	3	36	100	50,000	0	9,308	.....	9,308	.....	2,194	66
3	2	72	....	....	....	2	a38	a 47	.....	.....	.....	.....	.....	.....	.....	67
5	....	16	....	6	....	3	40	60	.....	100,000	563	.....	6,563	.....	.....	68
1	1	6	....	0	0	3	32	18	.....	.....	.....	.....	.....	.....	.....	69
2	....	86	0	27	11	3	40	75	(b)	(b)	.....	.....	.....	.....	1,000	70
2	7	73	0	10	20	2	36	50	.....	0	3,650	4,000	7,650	0	10,000	71
9	3	76	....	25	26	3	35	100	60,000	380,000	6,650	.....	19,650	.....	8,000	72
12	3	120	0	14	30	3	36	35	0	0	4,543	.....	4,543	$650	a 1,000	73
12	3	120	3	20	26	3	36	50	.....	.....	7,000	.....	7,000	.....	.....	74
9	6	130	....	46	30	3	38	100	58,731	10,000	10,842	0	.....	2,515	.....	75
10	1	161	1	25	38	3	38	60	.....	.....	.....	.....	.....	.....	3,500	76
5	4	76	1	19	20	2	34	75	.....	.....	4,230	600	4,830	.....	.....	77
5	....	10	....	1	2	2	32	55	.....	.....	.....	.....	.....	.....	.....	78
5	....	70	1	....	8	3	34	95	.....	4,800	.....	.....	.....	.....	.....	79
6	1	40	....	0	11	4	38	75	10,000	.....	2,143	.....	.....	.....	.....	80
12	3	321	3	114	59	3	36	160	500,000	.....	43,895	.....	44,114	.....	33,000	81
6	5	91	....	63	25	3	34	100	.....	0	8,000	.....	8,000	.....	.....	82
2	1	29	....	8	11	2	a34	40	(b)	.....	1,682	6,000	7,682	.....	800	83
4	3	47	2	10	15	3	36	50	(b)	0	a 1,800	a 5,500	a 7,300	0	a 2,000	84
12	....	104	....	4	40	2	36	50	.....	.....	.....	.....	.....	.....	.....	85
2	3	62	0	8	19	2	37	60	.....	.....	.....	.....	.....	.....	a 600	86
3	....	89	2	....	66	1	40	100	.....	.....	6,500	.....	6,500	.....	1,000	87
8	2	56	0	....	....	2	40	100	.....	.....	.....	.....	.....	.....	.....	88

b Not separated.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
89	Nashville, Tenn	Walden University, Law Department.	1880	W. H. Hodgkins
90	Sewanee, Tenn	University of the South, Law Department.	1893	Albert Thomas McNeal
91	Austin, Tex	University of Texas, Law Department.	1883	Clarence H. Miller
92	Charlottesville, Va	University of Virginia, Law Department.	1826	William Minor Lile, LL. D.
93	Lexington, Va	Washington and Lee University, School of Law.	1868	Martin Parks Burks, LL. D.
94	Richmond, Va	Richmond College, School of Law	1870	A. J. Montague, LL. D
95	Seattle, Wash	University of Washington, Law School.	1899	John T. Condon
96	Morgantown, W. Va.	West Virginia University, Law School.	1878	Charles Edgar Hogg
97	Madison, Wis	University of Wisconsin, College of Law.	1868	Harry S. Richards, LL. D.
98	Milwaukee, Wis	Milwaukee Law School	.....	Robert W. McVety, treasurer.

TABLE 11.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Number of professors.	Special and assistant instructors.
	1	2	3	4	5	6
1	Birmingham, Ala	Birmingham Medical College	1894	B. L. Wyman, A. M., LL. D.	19	9
2	Mobile, Ala	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum	8	9
3	Little Rock, Ark	University of Arkansas, Medical Department.	1879	Edwin Bentley	13	13
4	Los Angeles, Cal	College of Physicians and Surgeons.	.....	Charles W. Bryson	25	6
5	.....do	University of Southern California, College of Medicine.	1885	Walter Lindley, LL. D	22	13
6	Oakland, Cal	Oakland College of Medicine and Surgery.	1902	Joseph L. Milton	15	6
7	San Francisco, Cal	College of Physicians and Surgeons.	1896	D. A. Hodghead, A. M	23	18
8	.....do	Cooper Medical College	1858	Henry Gibbons, jr., A. M.	16	24
9	.....do	University of California, Medical Department.	1862	Arnold A. D'Ancona	14	24
10	Boulder, Colo	Colorado School of Medicine, University of Colorado.	1883	Luman M. Giffin	23	11
11	Denver, Colo	Denver and Gross College of Medicine, University of Denver.	1881	Sherman G. Bonney	36	23
12	New Haven, Conn	Yale University, Medical Department.	1813	Herbert E. Smith	12	24
13	Washington, D. C	Georgetown University, School of Medicine.	1850	George M. Kober	19	20
14	.....do	George Washington University, Department of Medicine.	1825	Wm. F. R. Phillips	23	16
15	.....do	Howard University, Medical Department.	1867	Robert Reyburn, A. M	20	8

* In 1904–5.

a Approximately.

law for the year 1905–6—Continued.

Number of professors.	Special and assistant instructors.	Students. Men.	Students. Women.	Students. With literary degree.	Students. Graduated in 1906.	Years in the course.	Weeks in year.	Tuition fee.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
4	5	4	0	....	....	2	36	....	.....	.....	.....	.....	.....	.....	.....	89
2	6	18	0	....	5	2	40	$100	.....	.....	.....	.....	.....	.....	.....	90
4	4	245	1	21	63	3	36	0	(b)	(b)	(b)	.....	.....	.....	a 4,000	91
3	....	201	....	72	49	2	40	140	(b)	(b)	$25,000	.....	.....	.....	a 5,000	92
4	....	75	0	6	17	2	38	105	$50,000	$75,000	6,000	0	$8,600	0	7,000	93
4	3	34	....	8	9	2	38	a 65	(b)	27,500	1,850	.....	3,250	$1,000	500	94
4	4	61	0	22	14	2	36	40	.....	.....	.....	.....	.....	.....	4,000	95
3	....	107	....	7	30	4	36	0	.....	.....	.....	.....	.....	.....	a 2,300	96
5	3	151	3	....	43	3	36	50	100,000	20,000	7,478	$23,306	.....	.....	14,000	97
4	4	77	3	....	....	3	36	50	0	0	a 3,000	.....	a 3,000	0	.....	98

of medicine for the year 1905–6.

Students. Men.	Students. Women.	Students. With literary degree	Students. Graduated in 1906.	Students. Given places in hospitals.	Years in course.	Weeks in year.	Fees each year.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from permanent productive funds.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
74	....	....	8	8	4	26	$75	$35,000	.....	.....	.....	.....	.....	.....	.....	1
173	....	8	29	4	4	28	100	.....	.....	.....	.....	.....	.....	.....	.....	2
175	1	5	26	0	4	28	a 65	.....	.....	.....	.....	.....	.....	.....	.....	3
28	3	0	3	1	4	36	100	.....	.....	$4,500	.....	.....	.....	.....	.....	4
117	16	....	29	12	4	30	115	100,000	0	14,000	0	0	$14,000	$30,000	1,000	5
8	2	2	4	3	4	36	100	20,000	.....	.....	.....	.....	.....	.....	700	6
131	14	11	30	4	4	33	100	.....	0	14,000	0	0	15,000	0	0	7
117	19	8	31	16	4	34	160	485,000	$63,702	19,000	$2,600	0	21,600	1,000	8,000	8
77	9	27	19	19	4	36	181	250,000	0	12,743	0	0	28,080	0	5,000	9
66	6	15	16	5	4	36	52	.....	.....	3,744	.....	$15,000	18,744	.....	3,000	10
93	9	....	26	....	4	30	122	.....	.....	.....	.....	.....	.....	.....	.....	11
138	....	17	25	22	4	36	155	.....	*160,000	.....	.....	.....	.....	.....	.....	12
92	....	....	20	11	4	32	100	* 35,000	.....	10,238	.....	.....	10,238	.....	a 900	13
280	....	....	54	....	4	34	150	.....	.....	.....	.....	.....	.....	.....	* 1,600	14
146	11	25	29	2	4	32	87	250,000	0	11,735	.....	.....	.....	.....	.....	15

b Not separate.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Number of professors.	Special and assistant instructors.
	1	2	3	4	5	6
16	Atlanta, Ga.	Atlanta College of Physicians and Surgeons.	1856	W. S. Elkins	17	10
17	do	Atlanta School of Medicine	.....	George H. Noble	13	7
18	Augusta, Ga.	Medical College of Georgia, University of Georgia.	1830	Joseph Eve Allen	13	6
19	Chicago, Ill.	American College of Medicine and Surgery.	1900	Henry Stevens Tucker, A. M.	40	20
20	do	American Medical Missionary College.	1895	John H. Kellogg	21	6
21	do	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine, LL. D.	45	35
22	do	Dearborn Medical College	.....	James H. Stowell	36	4
23	do	Illinois Medical College	1894	B. Brindley Eads	32	11
24	do	Jenner Medical College	1893	Frank Linden	40	20
25	do	Northwestern University, Medical School.	1859	Nathan Smith Davis, A. M.	37	37
26	do	Rush Medical College, University of Chicago.	1843	Frank Billings, M. S.	23	107
27	Bloomington, Ind.	Indiana University, School of Medicine.[c]	.....	William L. Bryan	9	7
28	Indianapolis, Ind.	Indiana Medical College, Purdue University.	1869	Henry Jameson, LL.D	44	37
29	Des Moines, Iowa.	Drake University, College of Medicine.	1881	D. S. Fairchild, sr.	18	17
30	Iowa City, Iowa.	State University of Iowa, College of Medicine.	1868	James R. Guthrie	12	9
31	Keokuk, Iowa.	Keokuk Medical College, College of Physicians and Surgeons.	1845	George F. Jenkins	21	7
32	Sioux City, Iowa.	Sioux City College of Medicine.	1890	Hial A. Wheeler	18	5
33	Kansas City, Kans.	University of Kansas, School of Medicine.	1899	George H. Hoxie	20	40
34	Topeka, Kans.	Kansas Medical College, Washburn University.	1889	William S. Lindsay	26	12
35	Louisville, Ky.	Hospital College of Medicine, Central University of Kentucky.	1873	P. Richard Taylor	26	8
36	do	Kentucky School of Medicine	1850	Wm. H. Wathen, A. M., LL.D.	13	20
37	do	Kentucky University, Medical Department.	1899	Thomas C. Evans	20	25
38	do	Louisville Medical College	1869	C. W. Kelly	12	4
39	do	Louisville National Medical College.	.....	E. S. Porter, acting	14	2
40	do	University of Louisville, Medical Department.	1837	J. M. Bodine, LL.D	12	23
41	New Orleans, La.	New Orleans University, Flint Medical College.	1889	A. D. Bush	10	4
42	do	Tulane University of Louisiana, Medical Department.	1834	Stanford Emerson Chaillé, A. M., LL.D.	12	16
43	Brunswick, Me.	Medical School of Maine at Bowdoin College.	1820	Alfred Mitchell, A. M.	16	16
44	Baltimore, Md.	Baltimore Medical College	1881	David Streett, A. M.	18	30
45	do	Baltimore University, School of Medicine.	1883	Theodore Cook, jr.	12	15
46	do	College of Physicians and Surgeons.	1872	Charles F. Bevan	16	20
47	do	Johns Hopkins Medical School	1893	William H. Howell, Ph. D., LL. D.	12	80
48	do	Maryland Medical College	1898	J. B. Schwatka	19	23
49	do	University of Maryland, School of Medicine.	1807	R. Dorsey Coale	12	24
50	do	Woman's Medical College	1882	S. Griffith Davis	18	9
51	Boston, Mass.	College of Physicians and Surgeons.	1880	Charles H. Cobb	24	9
52	do	Harvard Medical School	1782	William L. Richardson	30	112
53	do	Tufts College Medical School	1893	Harold Williams, LL. D.	24	61

* In 1904–5.

[a] Approximately.

medicine for the year 1905–6—Continued.

Students.																
Men.	Women.	With literary degree.	Graduated in 1906.	Given places in hospitals.	Years in course.	Weeks in year.	Fees each year.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from permanent productive funds.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
180	0	....	56	....	4	25	$90	$100,000	0	$17,000	0	0	$71,000	$45,000	0	16
220	0	15	21	3	4	30	....	75,000	.....	.....	.....	.....	.....	.....	.....	17
113	....	....	30	....	4	28	100	80,000	.....	10,000	.....	.....	10,000	.....	c3,000	18
172	13	....	23	5	4	30	100	50,000	.....	15,000	.....	.....	15,000	.....	10,000	19
53	27	5	22	10	4	36	105	145,000	$5,000	8,400	$300	0	11,700	2,000	900	20
522	43	90	210	58	4	36	157	500,000	.....	80,000	.....	.....	.....	.....	.....	21
2)4	14	....	35	....	4	37	115	.....	.....	.....	.....	.....	.....	.....	.....	22
b187	5	....	b 48	....	4	26	125	100,000	0	.....	.....	.....	.....	.....	1,500	23
192	10	18	39	6	4	40	120	8,000	.....	24,240	.....	.....	.....	.....	1,000	24
581	....	91	125	71	4	32	200	205,485	62,000	79,675	.....	.....	82,806	.....	4,592	25
697	30	....	*130	....	4	32	180	*350,000	.....	.....	.....	.....	.....	.....	*14,000	26
21	0	3	....	....	....	36	40	.....	.....	.....	.....	.....	.....	.....	.....	27
328	11	....	122	20	4	32	100	100,000	.....	.....	.....	.....	.....	.....	547	28
75	7	....	9	2	4	36	100	30,000	25,000	5,245	211	0	.....	.....	337	29
256	35	....	63	....	4	....	....	.....	.....	.....	.....	.....	.....	.....	.....	30
163	7	7	50	....	4	32	64	51,000	0	9,700	0	0	.....	0	.....	31
38	9	0	14	3	4	36	90	.....	0	.....	.....	.....	.....	.....	.....	32
157	5	....	57	....	4	36	a 80	.....	.....	.....	.....	.....	.....	.....	.....	33
86	4	....	18	2	4	30	70	.....	.....	.....	.....	.....	.....	.....	.....	34
338	....	29	94	5	4	30	80	50,000	.....	25,600	.....	.....	25,600	.....	.....	35
274	....	....	* 47	....	4	30	75	*200,000	.....	.....	.....	.....	.....	.....	.....	36
287	....	25	83	10	4	30	75	60,000	.....	.....	.....	.....	.....	.....	.....	37
b216	....	....	b 54	....	4	30	75	150,000	.....	20,725	0	0	20,725	0	.....	38
45	1	10	6	....	4	30	45	12,000	0	.....	.....	.....	.....	.....	.....	39
213	....	....	47	6	4	30	75	150,000	0	.....	.....	.....	.....	0	3,500	40
53	1	2	8	0	4	28	50	30,000	30,000	2,120	1,400	0	3,520	.....	1,000	41
458	....	40	102	....	4	28	140	.....	.....	.....	.....	.....	.....	.....	a 3,750	42
82	0	26	17	13	4	33	100	16,000	133,000	9,400	4,793	.....	14,193	.....	4,753	43
441	0	....	97	12	4	33	100	300,000	0	33,000	0	$4,000	37,000	0	0	44
b 18	....	....	b 7	....	4	32	75	15,000	.....	6,000	.....	.....	6,000	.....	.....	45
343	....	....	65	....	4	32	110	*175,000	0	.....	.....	.....	.....	.....	.....	46
254	10	264	84	....	4	33	200	.....	.....	.....	.....	.....	.....	.....	.....	47
124	0	15	29	4	4	32	75	60,000	0	9,000	0	4,000	13,000	0	0	48
b339	0	....	b 83	....	4	32	125	375,000	.....	.....	.....	.....	.....	.....	.....	49
0	32	0	2	2	4	30	110	25,000	.....	3,000	.....	2,500	7,500	.....	1,000	50
b122	12	....	b 20	....	4	35	100	.....	.....	.....	.....	.....	.....	.....	.....	51
287	....	260	69	....	4	40	200	.....	.....	.....	.....	.....	.....	.....	.....	52
327	48	8	73	a 20	4	34	155	300,000	.....	.....	.....	.....	.....	.....	.....	53

b From Jour. A. M. A. c Only first two years given.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean	Number of professors.	Special and assistant instructors.
	1	2	3	4	5	6
54	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan, Sc. D., LL. D.	13	20
55	Detroit, Mich.	Detroit College of Medicine	1868	Theo. A. McGraw	20	30
56	do	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman, M. Sc.	37	11
57	Grand Rapids, Mich.	Grand Rapids Medical College	1897	G. L. McBride	27	4
58	Minneapolis, Minn.	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	George C. Barton	29	9
59	do	University of Minnesota, College of Medicine and Surgery.	1887	F. F. Wesbrook, M. A., C. M.	38	31
60	Oxford, Miss.	University of Mississippi, Medical Department.	.....	W. S. Leathers, acting	6	2
61	Columbia, Mo.	University of Missouri, Medical Department.	1873	A. W McAlester, A. M., LL. D.	12	5
62	Kansas City, Mo.	University Medical College	1881	Samuel C. James	30	19
63	St. Joseph, Mo.	Ensworth Central Medical College.	1872	Jacob Geiger	28	13
64	St. Louis, Mo.	Barnes Medical College	1892	C. H. Hughes	37	25
65	do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	22	24
66	do	St. Louis University, Medical Department.	1903	Young H. Bond, LL. D.	33	15
67	do	Washington University, Medical Department.	1842	Robert Luedeking	34	[a] 37
68	Lincoln, Nebr	Nebraska College of Medicine	.....	J. F. Stevens, A. M.	23	5
69	Omaha, Nebr.	John A. Creighton Medical College.	1892	DeWitt C. Bryant, A. M.	29	17
70	do	University of Nebraska, College of Medicine.	1880	Henry B. Ward, Ph. D	21	16
71	Hanover, N. H.	Dartmouth Medical College	1798	William Thayer Smith, LL. D.	18	2
72	Albany, N. Y.	Albany Medical College, Union University.	1838	Willis G. Tucker, registrar.	14	23
73	Brooklyn, N. Y.	Long Island College Hospital	1859	John D. Rushmore	20	50
74	Buffalo, N. Y.	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	7	40
75	New York, N. Y.	College of Physicians and Surgeons, Columbia University.	1767	Samuel W. Lambert	28	106
76	do	Cornell University, Medical College.	1898	William M. Polk, LL. D.	45	102
77	do	University and Bellevue Hospital Medical College.	1841	.....	24	28
78	Syracuse, N. Y.	Syracuse University, College of Medicine.	1872	Gaylord P. Clark, A. M.	14	31
79	Davidson, N. C.	North Carolina Medical College	1893	J. P. Munroe	16	5
80	Raleigh, N. C.	Shaw University, Leonard Medical School.	1882	James McKee	9	2
81	do	University of North Carolina, Medical Department.	1891	I. H. Manning and H. A. Royster.	19	10
82	University, N. Dak.	University of North Dakota, Medical College.	.....	M. A. Brannon	12	3
83	Cincinnati, Ohio	Medical College of Ohio, University of Cincinnati.	1819	F. Forchheimer	25	18
84	do	Miami Medical College	1852	John C. Oliver	22	8
85	Cleveland, Ohio	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1863	R. E. Skeel	28	11
86	do	Western Reserve University, Medical Department.	1843	Benjamin L. Millikin, A. M.	22	5
87	Columbus, Ohio	Ohio Medical University, College of Medicine.	1891	George M. Waters, A. M.	23	10
88	do	Starling Medical College	1847	Charles S. Hamilton	21	15
89	Toledo, Ohio	Toledo Medical College	1880	William A. Dickey, A. M.	17	15
90	Norman, Okla.	University of Oklahoma, School of Medicine.	1900	R. P. Stoops	5	6
91	Oklahoma City, Okla.	Epworth University, College of Medicine.	1905	A. K. West	15	5

*In 1904–5. [a] Approximately. [b] From Jour. A. M. A.

medicine for the year 1905–6—Continued.

Students.																
Men.	Women.	With literary degree.	Graduated in 1905.	Given places in hospitals.	Years in course.	Weeks in year.	Fees each year.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Income from permanent productive funds.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
343	23	....	84	....	4	37	[a]$80	.....	.....	.....	.....	.....	.....	.....	.....	54
173	0	....	82	16	4	32	110	$150,000	0	$19,435	.....	.....	$22,371	0	1,200	55
70	3	8	22	....	4	32	85	100,000	$8,000	6,205	.....	.....	6,205	0	5,000	56
[b]36	4	....	[b]12	....	4	28	80	2,500	.....	4,500	.....	0	4,500	.....	.....	57
116	4	....	27	13	4	32	85	40,000	0	10,000	0	0	10,000	0	.....	58
180	5	64	45	33	4	3	100	380,000	.....	18,249	.....	.....	55,000	$150,000	.....	59
20	....	....	....	....	[c]2	....	....	.....	.....	.....	.....	.....	.....	.....	.....	60
95	4	7	8	2	4	34	30	100,000	.....	2,618	.....	$7,614	[a]17,232	.....	2,200	61
240	0	....	54	10	4	32	100	.....	.....	.....	.....	.....	.....	.....	.....	62
149	....	6	35	2	4	28	70	90,000	.....	10,000	$600	0	10,900	.....	.....	63
356	29	....	72	....	4	32	85	275,000	.....	32,000	.....	.....	32,000	.....	.....	64
278	....	....	53	....	4	26	75	45,000	.....	10,000	.....	.....	.....	.....	6,000	65
293	0	....	116	....	4	30	100	.....	.....	.....	.....	.....	.....	.....	.....	66
238	....	15	55	29	4	35	120	300,000	(d)	28,000	.....	.....	.....	.....	10,000	67
12	0	1	0	....	4	32	75	16,000	0	.....	.....	.....	.....	.....	0	68
109	3	....	39	11	4	32	90	100,000	0	16,000	.....	.....	16,000	.....	.....	69
106	5	18	7	....	4	36	100	.....	.....	8,400	.....	7,650	16,050	.....	.....	70
59	....	[a]21	10	5	4	34	114	(d)	(d)	6,500	.....	.....	.....	.....	2,000	71
165	0	26	32	....	4	32	130	100,000	18,000	19,458	772	.....	23,389	.....	.....	72
321	0	30	58	....	4	30	200	.....	.....	55,684	.....	.....	55,684	.....	.....	73
212	12	28	44	18	4	34	160	218,588	0	29,980	.....	.....	31,121	0	7,638	74
437	....	229	152	107	4	32	250	.....	.....	.....	.....	.....	.....	.....	.....	75
345	24	73	59	37	4	30	185	1,045,000	128,177	44,280	6,640	.....	45,806	118,000	3,000	76
481	0	....	56	....	4	32	180	*425,000	*149,000	.....	.....	.....	.....	.....	.....	77
145	10	13	23	16	4	30	150	85,000	50,000	20,709	2,000	0	22,709	.....	6,441	78
92	....	10	24	4	4	30	85	15,000	0	8,000	0	0	8,000	0	0	79
148	0	....	33	2	4	28	30	22,000	5,000	.....	.....	.....	.....	.....	.....	80
96	0	14	11	....	4	32	[a]82	.....	.....	.....	.....	.....	.....	.....	.....	81
7	0	0	0	0	4	32	50	.....	.....	.....	.....	.....	.....	.....	.....	82
133	4	18	33	22	4	32	125	100,000	.....	[a]17,000	.....	.....	[a]17,000	500	1,547	83
76	3	12	24	18	4	33	135	20,000	.....	10,455	.....	.....	10,455	.....	.....	84
80	8	14	22	17	4	32	100	75,000	.....	9,000	.....	.....	9,000	.....	300	85
82	....	42	12	11	4	32	125	311,000	254,574	9,000	16,617	0	25,617	10,150	.....	86
143	7	....	42	5	4	32	100	85,000	0	16,000	0	0	16,000	0	.....	87
88	0	....	30	11	4	30	100	50,000	0	9,000	0	0	9,000	0	5,500	88
22	2	....	9	....	4	32	75	.....	.....	.....	.....	.....	.....	.....	.....	89
15	1	0	0	0	....	36	31	.....	.....	.....	.....	.....	.....	.....	350	90
14	2	0	0	0	4	30	70	.....	0	.....	.....	.....	.....	.....	.....	91

[c] Only first two years given. [d] Not separate.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Number of professors.	Special and assistant instructors.
	1	2	3	4	5	6
92	Portland, Oreg.	University of Oregon, Medical Department.	1887	S. E. Josephi	14	12
93	Salem, Oreg.	Willamette University, Medical Department.	1865	W. H. Byrd	10	3
94	Philadelphia, Pa.	Jefferson Medical College	1825	James W. Holland	28	53
95	do	Medico-Chirurgical College	1881	Seneca Egbert, A. M.	10	12
96	do	Temple College, Department of Medicine.	1901	I. Newton Snively, A. M.	10	14
97	do	University of Pennsylvania, Department of Medicine.	1765	Charles H. Frazier	22	25
98	do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall	10	13
99	Pittsburg, Pa.	Western Pennsylvania Medical College, Western University of Pennsylvania.	1886	J. Chris Lange	22	12
100	Charleston, S. C.	Medical College of the State of South Carolina.	1823	Francis L. Parker	10	10
101	Chattanooga, Tenn.	Chattanooga Medical College, Grant University.	1889	J. R. Rathmell, A. M.	10	13
102	Knoxville, Tenn.	Knoxville Medical College[a]	1900	H. M. Green	0	6
103	do	Tennessee Medical College	1888	Charles P. McNabb	14	10
104	Memphis, Tenn.	Memphis Hospital Medical College.	1880	W. B. Rogers	10	22
105	Nashville, Tenn.	University of Nashville, Medical Department.	1850	William G. Ewing	10	11
106	do	University of Tennessee, Medical Department.	1876	Paul F. Eve	14	9
107	do	Vanderbilt University, Medical Department.	1874	William L. Dudley	11	12
108	do	Walden University, Meharry Medical College.	1876	G. W. Hubbard	12	9
109	Sewanee, Tenn.	University of the South, Medical Department.	1892	J. S. Cain	17	3
110	Dallas, Tex.	Baylor University, College of Medicine.	1900	Edward H. Cary	19	10
111	do	College of Physicians and Surgeons.	.....	Arthur C. Bell, A. M.	25	5
112	do	Southwestern University, Medical College.	.....	Jno. O. McReynolds, M. S., LL. D.	17	15
113	Fort Worth, Tex.	Fort Worth University, Medical Department.	1894	Frank Gray	14	10
114	Galveston, Tex.	University of Texas, Medical Department.	1891	William S. Carter	11	17
115	Texarkana, Tex.	Gate City Medical College	1899	J. W. Decker	11	4
116	Salt Lake City, Utah.	University of Utah, Department of Medicine.	.....	.....	7	16
117	Burlington, Vt.	University of Vermont, College of Medicine.	1823	Henry Crain Tinkham	28	11
118	Charlottesville, Va.	University of Virginia, Medical Department.	1825	R. H. Whitehead	11	8
119	Richmond, Va.	Medical College of Virginia	1838	Christopher Tompkins	18	15
120	do	University College of Medicine	1893	Landon B. Edwards	19	41
121	Morgantown, W. Va.	West Virginia University, College of Medicine.	.....	J. N. Simpson	5	4
122	Milwaukee, Wis.	Milwaukee Medical College	1894	Wm. H. Earles	31	12
123	do	Wisconsin College of Physicians and Surgeons.	1893	A. H. Levings	25	31
		Homeopathic.				
124	San Francisco, Cal.	Hahnemann Medical College of the Pacific.	1883	James W. Ward	19	20
125	Denver, Colo.	Denver Homeopathic College	1894	Joseph B. Kinley	26	6
126	Chicago, Ill.	Hahnemann Medical College	1890	Howard R. Chislett	37	26
127	do	Hering Medical College	1892	H. C. Allen	30	27
128	Iowa City, Iowa.	State University of Iowa, College of Homeopathic Medicine.	1877	George Royal	9	10

*In 1904–5. [a] Approximately. [b] Not separate.

medicine for the year 1905–6—Continued.

Students.																
Men.	Women.	With literary degree.	Graduated in 1906.	Given places in hospitals.	Years in course.	Weeks in year.	Fees each year.	Value of grounds and buildings.	Permanent, productive funds.	Income from tuition and other fees.	Income from permanent productive funds.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
70	12	1	16	6	4	30	$125	.....	.....	$9,489	.....	$1,000	$10,489	.....	[a]2,500	92
50	....	5	14	3	4	28	100	$25,000	0	5,000	.....	.....	5,000	.....	.....	93
617	0	....	200	113	4	32	185	650,000	$319,000	105,000	.....	50,000	196,320	$60,000	4,250	94
467	.....	.....	87	....	4	34	150	.....	.....	.....	.....	.....	.....	.....	.....	95
91	10	3	14	6	5	36	125	.....	.....	8,679	.....	.....	8,679	.....	.....	96
577	....	163	103	91	4	35	211	522,894	53,109	104,612	$2,118	.....	106,730	.....	.....	97
....	135	18	25	....	4	30	140	174,660	278,483	15,635	11,315	.....	28,320	.....	1,300	98
297	7	....	47	....	4	35	150	*150,000	.....	.....	.....	.....	.....	.....	*2,500	99
95	2	....	6	4	4	26	100	.....	.....	.....	.....	.....	.....	.....	.....	100
231	2	....	33	....	4	28	65	*200,000	0	.....	.....	.....	.....	.....	.....	101
45	.....	.....	4	....	4	28	40	.....	.....	.....	.....	.....	.....	.....	.....	102
81	3	....	*13	....	4	30	60	70,000	0	.....	.....	.....	.....	.....	0	103
492	....	27	82	6	4	27	[a]83	100,000	.....	38,130	.....	.....	38,130	.....	[a]3,200	104
440	0	....	42	....	4	26	65	50,000	.....	30,000	.....	.....	30,000	.....	0	105
180	0	23	29	2	4	29	75	40,000	0	11,000	0	0	11,000	*0	.....	106
234	.....	.....	36	....	4	30	105	.....	.....	.....	.....	.....	.....	.....	.....	107
305	16	33	68	....	4	26	50	50,000	.....	13,401	1,250	.....	14,611	.....	900	108
140	0	14	27	7	4	31	[a]75	(b)	.....	.....	.....	.....	.....	.....	.....	109
68	1	3	8	4	4	27	80	300,000	.....	5,000	0	0	6,100	0	.....	110
90	5	1	21	....	4	27	75	.....	.....	.....	.....	.....	.....	.....	.....	111
56	4	4	4	....	4	28	85	50,000	.....	4,000	0	0	.....	.....	0	112
190	2	....	24	3	4	32	82	20,000	0	15,000	0	0	.....	0	0	113
187	6	20	31	11	4	32	25	284,000	.....	7,600	.....	49,000	56,600	2,440	6,285	114
[d]156	.....	.....	[d]40	....	4	30	65	.....	.....	8,000	.....	.....	8,000	.....	400	115
46	.....	.....	.....	.....	[c]2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	116
169	....	11	47	14	4	28	121	140,000	0	30,454	.....	.....	30,454	.....	.....	117
122	0	1	21	0	4	37	[a]87	(b)	.....	15,500	.....	.....	15,500	.....	(b)	118
242	....	29	45	9	4	32	85	125,000	0	12,895	0	5,000	26,037	0	2,500	119
206	0	13	20	10	4	33	100	.....	.....	.....	.....	.....	.....	.....	.....	120
32	.....	.....	.....	.....	[c]2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121
134	5	10	15	0	4	32	125	200,000	0	17,000	0	0	17,000	.....	500	122
84	2	6	15	....	4	32	115	.....	.....	.....	.....	.....	.....	.....	1,000	123
19	5	4	4	3	4	34	110	.....	.....	4,000	1,200	0	5,200	25,000	3,000	124
13	10	1	5	1	4	38	85	30,000	0	1,700	0	0	1,700	0	.....	125
148	30	9	58	19	4	30	108	.....	.....	17,000	.....	.....	17,000	.....	10,500	126
32	20	5	17	0	4	36	100	45,000	0	[a]7,000	0	0	8,000	1,000	[a]500	127
46	1	....	8	....	4	36	50	.....	.....	.....	.....	.....	.....	.....	.....	128

[c] Only first two years given.

[d] From Jour. A. M. A.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Number of professors.	Special and assistant instructors
	1	2	3	4	5	6
		Homeopathic—Continued.				
129	Louisville, Ky	Southwestern Homeopathic Medical College.	1892	A. Leight Monroe	17	9
130	Baltimore, Md	Southern Homeopathic Medical College.	1891	Eldridge C. Price	10	24
131	Boston, Mass	Boston University, School of Medicine.	1873	John P. Sutherland	22	21
132	Ann Arbor, Mich	University of Michigan, Homeopathic Medical College.	1875	Wilbert B. Hinsdale, A.M.	20	15
133	Detroit, Mich	Detroit Homeopathic College	1899	D. A. McLachlan	19	12
134	Minneapolis, Minn	University of Minnesota, College of Homeopathic Medicine and Surgery.	1888	Eugene L. Mann	19	14
135	Kansas City, Mo	Hahnemann Medical College, Kansas City University.	1888	Frank Elliott	35	10
136	St. Louis, Mo	Homeopathic Medical College of Missouri.	1857	L. C. McElwee	22	10
137	New York, N. Y	New York Homeopathic Medical College.	1860	William Harvey King, LL. D.	38	21
138	do	New York Medical College and Hospital for Women.	1863	M. Belle Brown	17	23
139	Cincinnati, Ohio	Pulte Medical College	1872	Charles E. Walton, A. M.	20	11
140	Cleveland, Ohio	Cleveland Homeopathic Medical College.	1849	Gaius J. Jones	29	13
141	Philadelphia, Pa	Hahnemann Medical College and Hospital.	1848	Herbert L. Northrop	22	20
		Eclectic, Physiomedical, etc.				
142	San Francisco, Cal	California Medical College*	1878	D. MacLean	17	10
143	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.	1839	Elzie B. Thomas	11	3
144	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark, A. M.	40	6
145	do	College of Medicine and Surgery (physiomedical).	1896	H. A. Hadley	40	4
146	Indianapolis, Ind	Eclectic Medical College of Indiana.	1900	Frank M. Wright	24	10
147	do	Physiomedical College of Indiana.	1873	Cyrus N. Harold	32	4
148	Kansas City, Mo	Eclectic Medical University	1898	Theodore Doyle	30	0
149	St. Louis, Mo	American Medical College (eclectic).	1873	P. C. Clayberg	21	9
150	Lincoln, Nebr	Lincoln Medical College (eclectic), Cotner University.	1889	Frank L. Wilmeth	23	8
151	New York, N. Y	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, A. M.	17	16
152	Cincinnati, Ohio	Eclectic Medical Institute	1845	Rolla L. Thomas	17	6

*In 1904–5. a Approximately.

medicine for the year 1905–6—Continued.

Students.																
Men.	Women.	With literary degree.	Graduated in 1906.	Given places in hospitals.	Years in course.	Weeks in year.	Fees each year.	Value of grounds and buildings.	Permanent productive funds	Income from tuition and other fees.	Income from permanent productive funds.	Income from State or municipal appropriations.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
15	3	4	6	1	4	30	$50	$7,000	.....	$700	.....	.....	$700	$3,500	.....	129
13	5	0	5	2	4	27	100	15,000	0	1,800	0	0	.....	0	.....	130
75	25	2	23	10	4	32	127	200,000	$48,000	10,563	.....	0	12,400	.....	5,000	131
74	12	7	18	10	4	33	[a] 82	.....	.....	7,052	.....	$6,000	28,000	.....	3,000	132
27	7	2	15	3	4	31	87	50,000	0	3,000	0	0	.....	2,000	.....	133
12	1	....	....	....	4	36	....	.....	.....	.....	.....	.....	.....	.....	.....	134
60	4	1	7	0	4	26	80	0	0	3,200	0	0	3,200	0	500	135
37	5	6	4	0	4	30	75	25,000	0	2,400	0	0	2,400	0	350	136
110	....	23	30	18	4	37	125	350,000	.....	11,276	.....	.....	11,793	.....	6,500	137
0	26	1	6	3	4	26	150	*130,000	0	2,916	0	0	.....	.....	[a] 500	138
[b] 10	3	....	[b] 3	....	4	28	75	20,000	25,000	[a] 1,200	.....	.....	.....	.....	.....	139
43	7	....	14	5	4	32	110	75,000	.....	5,300	$975	.....	.....	.....	1,500	140
185	....	....	52	....	4	32	150	*1,080,000	.....	.....	.....	.....	.....	.....	15,000	141
40	....	....	8	....	4	32	100	.....	.....	.....	.....	.....	.....	.....	.....	142
56	1	4	15	0	4	26	80	25,000	0	[a] 3,500	.....	.....	[a] 3,500	0	1,000	143
145	21	....	52	10	4	30	110	.....	.....	17,000	0	0	17,000	4,000	.....	144
30	10	4	5	0	4	32	120	30,000	.....	.....	.....	.....	.....	.....	.....	145
20	....	0	6	1	4	28	75	0	0	2,000	.....	.....	.....	0	0	146
20	3	....	6	....	4	34	90	.....	.....	.....	.....	.....	.....	.....	[a] 1,000	147
39	7	....	16	0	4	30	70	5,000	.....	3,220	.....	.....	3,220	0	.....	148
47	7	....	22	....	4	28	90	18,000	.....	4,800	.....	.....	4,800	.....	.....	149
62	9	3	15	1	4	30	....	0	0	5,000	.....	.....	5,000	0	0	150
88	17	19	15	0	4	32	155	50,000	0	11,555	0	0	12,730	0	4,127	151
111	6	9	35	6	4	31	85	60,000	.....	9,000	.....	.....	9,000	.....	500	152

[b] From Jour. A. M. A.

TABLE 12.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Birmingham, Ala	Birmingham Dental College	1893	B. G. Copeland
2	Los Angeles, Cal	University of Southern California, College of Dentistry.	1897	Lewis E. Ford
3	San Francisco, Cal	College of Physicians and Surgeons, Dental Department.	1896	D. A. Hodghead, A. M.
4	do	University of California, College of Dentistry.	1882	James G. Sharp
5	Denver, Colo	Colorado College of Dental Surgery, University of Denver.	1880	Wm. T. Chambers
6	Washington, D. C	Georgetown University, Dental Department.	1901	Wm. N. Cogan
7	do	George Washington University, Dental Department.	1886	J. Hall Lewis
8	do	Howard University, Dental College	1884	Robert Reyburn, A. M.
9	Atlanta, Ga	Atlanta Dental College	1893	William Crenshaw
10	do	Southern Dental College	1857	S. W. Foster
11	Chicago, Ill	Chicago College of Dental Surgery*	1882	Truman W. Brophy, LL. D.
12	do	Northwestern University Dental School.	1888	Greene V. Black, LL. D.
13	do	University of Illinois, School of Dentistry.	1902	B. J. Cigrand, M. S.
14	Indianapolis, Ind	Indiana Dental College, University of Indianapolis.	1879	George Edwin Hunt
15	Des Moines, Iowa	Des Moines College of Dental Surgery, Drake University.	1898	William Alva Harod
16	Iowa City, Iowa	State University of Iowa, College of Dentistry.	1882	William S. Hosford
17	Keokuk, Iowa	Keokuk Dental College	1897	B. C. Hinkley
18	Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky.	1887	Wm. Edward Grant
19	New Orleans, La	New Orleans College of Dentistry	1899	Andrew G. Friedrichs
20	Baltimore, Md	Baltimore College of Dental Surgery.	1839	M. W. Foster
21	do	Baltimore Medical College, Dental Department.*	1895	J. W. Smith
22	do	University of Maryland, Dental Department.	1882	Ferdinand J. S. Gorgas, A. M.
23	Boston, Mass	Harvard University, Dental School	1867	Eugene H. Smith
24	do	Tufts College, Dental School	1869	Harold Williams, LL. D.
25	Ann Arbor, Mich	University of Michigan, College of Dental Surgery.	1875	C. C. Darling, acting
26	Detroit, Mich	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw, M. A.
27	Minneapolis, Minn	University of Minnesota, College of Dentistry.	1888	Alfred Owre
28	Kansas City, Mo	Kansas City Dental College	1881	J. D. Patterson
29	do	Western Dental College	1890	Drury J. McMillen
30	St. Louis, Mo	Barnes Dental College	1903	George H. Owen
31	do	St. Louis Dental College	1894	Milton C. Marshall
32	do	Washington University, Dental Department.	1866	John H. Kennerly
33	Lincoln, Nebr	Lincoln Dental College	1899	W. Clyde Davis
34	Omaha, Nebr	Creighton University, Dental College.	1905	M. J. Ryan
35	Buffalo, N. Y	University of Buffalo, Dental Department.	1892	George B. Snow
36	New York, N. Y	College of Dental and Oral Surgery of New York.		William Carr
37	do	New York College of Dentistry	1866	Faneuil D. Weisse
38	Cincinnati, Ohio	Cincinnati College of Dental Surgery, Ohio University.	1893	G. S. Junkerman, A. M.
39	do	Ohio College of Dental Surgery, University of Cincinnati.	1845	H. A. Smith, A. M.
40	Cleveland, Ohio	Western Reserve University, College of Dentistry.	1893	Henry L. Ambler, M. S.
41	Columbus, Ohio	Ohio Medical University, College of Dentistry.	1890	Louis P. Bethel
42	Portland, Oreg	North Pacific Dental College	1893	Herbert C. Miller
43	Philadelphia, Pa	Medico-Chirurgical College, Department of Dentistry.	1897	I. N. Broomell
44	do	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Litch
45	do	Philadelphia Dental College	1863	Leo Greenbaum
46	do	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk Sc. D.

*In 1904–5.

of dentistry for the year 1905–6.

Number of professors.	Special and assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fees.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees from students.	Total income, excluding benefactions.	Benefactions received.	Volumes in libraries.	
		Men.	Women.	Having literary degree.	Graduated in 1906.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
12	5	47	0	5	4	3	26	.....	$15,000	.....	$4,000	$4,000	.....	.....	1
13	11	89	0	2	27	3	32	$125	0	0	11,000	15,000	0	300	2
20	12	113	2	0	29	3	33	100	60,000	0	10,000	11,000	0	0	3
7	14	71	3	....	24	....	.....	.....	*100,000	0	.....	.....	.....	.....	4
20	5	58	0	3	13	3	30	115	.....	0	6,000	12,000	.....	.....	5
10	10	23	0	....	6	3	32	100	.....	.....	.....	.....	.....	.....	6
11	5	70	....	....	12	3	32	152	.....	.....	.....	.....	.....	500	7
12	8	36	1	0	9	3	32	85	.....	.....	2,924	3,122	0	.....	8
9	3	236	0	....	48	3	a30	150	.....	.....	a 20,000	.....	.....	.....	9
8	6	175	....	....	29	3	30	105	30,000	.....	15,000	16,500	.....	.....	10
23	25	350	....	....	169	3	32	155	200,000	.....	.....	.....	.....	1,100	11
11	6	394	4	11	104	3	32	156	.....	.....	.....	.....	.....	2,634	12
24	8	140	3	4	43	3	32	155	100,000	.....	.....	.....	.....	.....	13
11	7	133	3	....	22	3	30	100	0	0	14,000	14,000	0	a 500	14
9	8	46	0	....	8	3	....	.....	.....	.....	.....	.....	.....	.....	15
10	10	177	2	....	20	3	36	50	*30,000	.....	.....	.....	.....	*300	16
14	18	55	1	....	8	3	32	100	.....	.....	6,500	.....	.....	.....	17
15	12	160	....	2	45	3	30	140	115,000	0	19,600	24,600	0	a 300	18
10	10	114	.....	.....	24	3	30	150	*25,000	0	.....	.....	.....	.....	19
8	8	139	....	4	45	3	31	100	.....	.....	.....	.....	0	300	20
11	4	68	0	....	36	3	30	100	.....	.....	.....	.....	.....	.....	21
10	15	159	1	....	42	3	32	150	.....	.....	.....	.....	.....	.....	22
13	36	86	.....	.....	34	3	36	a170	.....	.....	.....	.....	.....	*700	23
16	46	221	10	2	44	3	34	155	300,000	.....	.....	.....	.....	.....	24
11	7	126	5	5	26	3	36	65	25,000	0	a 9,000	24,000	.....	2,000	25
14	19	79	0	0	21	3	34	90	.....	0	7,395	9,555	0	.....	26
12	18	150	....	3	41	3	38	106	*200,000	.....	13,000	26,000	.....	500	27
11	5	79	0	....	24	3	30	150	.....	.....	.....	.....	.....	.....	28
16	10	179	1	....	40	3	30	150	*75,000	.....	.....	.....	.....	500	29
19	5	46	1	....	7	3	32	105	.....	.....	5,000	.....	.....	0	30
15	15	113	3	....	29	3	30	104	20,000	.....	12,580	17,915	.....	.....	31
12	10	115	0	20	27	3	32	150	*60,000	.....	.....	.....	.....	8,000	32
12	11	32	....	0	7	3	30	110	.....	.....	3,300	6,300	.....	.....	33
20	9	46	3	....	1	3	32	100	.....	.....	.....	.....	.....	.....	34
11	12	118	0	0	33	3	32	160	52,681	0	17,113	23,851	.....	1,071	35
7	15	125	23	....	29	3	32	150	.....	.....	.....	.....	.....	.....	36
5	17	548	0	3	54	3	35	200	120,000	.....	54,774	64,468	0	.....	37
8	2	35	1	....	8	3	30	100	.....	.....	.....	.....	.....	.....	38
7	4	145	5	3	29	3	30	110	.....	.....	.....	.....	.....	1,00	39
7	7	69	....	....	13	3	30	150	0	0	7,010	.....	.....	.....	40
11	6	88	0	....	20	3	34	100	*85,000	.....	9,000	13,200	0	.....	41
12	9	138	2	5	33	3	32	145	.....	.....	20,300	26,800	.....	.....	42
14	19	68	0	....	15	3	30	115	.....	* 0	10,000	12,000	0	0	43
7	22	166	7	....	54	3	30	150	.....	.....	.....	.....	.....	.....	44
9	5	253	3	8	48	3	30	115	150,000	0	.....	.....	0	.....	45
13	37	330	....	....	111	3	37	150	.....	.....	.....	.....	.....	.....	46

a Approximately.

TABLE 12.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
47	Pittsburg, Pa	Pittsburg Dental College, Western University of Pennsylvania.	1896	H. Edmund Friesell
48	Nashville, Tenn	University of Tennessee, Dental Department.	1877	Joseph T. Meadors
49	do	Vanderbilt University, Department of Dentistry.	1879	Joseph P. Gray
50	do	Walden University, Meharry Dental College.	1886	G. W. Hubbard
51	Dallas, Tex	State Dental College	1905	David E. Morrow
52	Houston, Tex	Texas Dental College	1905	O. F. Gambati
53	Richmond, Va	University College of Medicine, Department of Dentistry.	1893	L. M. Cowardin
54	do	Virginia School of Dentistry, Medical College of Virginia.	1897	Christopher Tompkins
55	Milwaukee, Wis	Milwaukee Medical College, Dental Department.	1894	Henry L. Banzhaf
56	do	Wisconsin College of Physicians and Surgeons, Department of Dentistry.	1899	Charles L. Babcock

TABLE 13.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Auburn, Ala	Alabama Polytechnic Institute, Pharmacy Department.	1895	Walter H. Blome
2	Mobile, Ala	Medical College of Alabama, School of Pharmacy.	.....	George A. Ketchum
3	Los Angeles, Cal	University of Southern California, College of Pharmacy.	1905	Walter T. Taylor
4	San Francisco, Cal	College of Physicians and Surgeons, Department of Pharmacy.	1898	D. A. Hodghead, A. M.
5	do	University of California, California College of Pharmacy.	1873	W. M. Searby
6	Washington, D. C	George Washington University, National College of Pharmacy.	1872	Henry E. Kalusowski
7	do	Howard University, College of Pharmacy.	1867	Robert Reyburn, A. M.
8	Athens, Ga	University of Georgia, School of Pharmacy.	1905	Samuel C. Benedict
9	Atlanta, Ga	Atlanta College of Pharmacy	1891	George F. Payne
10	do	Southern College of Pharmacy	.....	Hansell Crenshaw
11	Macon, Ga	Mercer University, School of Pharmacy.	1903	James F. Sellers, M. A.
12	Chicago, Ill	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg
13	do	University of Illinois, School of Pharmacy.	1859	Frederick M. Goodman
14	La Fayette, Ind	Purdue University, School of Pharmacy.	1886	Arthur L. Green
15	Valparaiso, Ind	Valparaiso University, School of Pharmacy.*	1893	J. Newton Roe
16	Iowa City, Iowa	State University of Iowa, College of Pharmacy.	1885	Wilber J. Teeters

* In 1904-5. a Approximately.

dentistry for the year 1905–6—Continued.

Number of professors.	Special and assistant instructors.	Students. Men.	Students. Women.	Students. Having literary degree.	Students. Graduated in 1906.	Years in the course.	Weeks in year.	Tuition fees.	Value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees from students.	Total income, excluding benefactions.	Benefactions received.	Volumes in libraries.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
11	7	125	3	....	29	3	32	[a]$110	.....	.....	$16,000	$16,000	0	.....	47
12	5	32	0	....	.....	3	[a]32	155	.....	.....	.....	.....	.....	.....	48
12	5	157	....	42	36	3	32	120	$8,000	.....	21,640	.....	0	450	49
8	3	88	....	2	14	4	26	40	.....	.....	3,222	3,750	.....	.....	50
15	7	41	....	6	5	3	32	125	.....	.....	4,100	4,100	.....	.....	51
8	10	14	....	1	1	3	30	110	.....	.....	1,600	2,200	.....	.....	52
12	23	44	0	....	8	3	31	150	.....	.....	.....	.....	.....	.....	53
11	6	19	0	1	5	3	32	100	.....	.....	1,670	2,648	0	0	54
13	5	43	1	0	9	3	32	125	.....	0	6,000	6,000	0	500	55
14	26	12	0	....	2	3	32	115	.....	.....	.....	.....	.....	500	56

of pharmacy for the year 1905–6.

Number of professors.	Assistant instructors.	Students. Men.	Students. Women.	Students. Having literary degree.	Students. Graduated in 1906.	Years in course.	Weeks in year.	Years of practice required.	Tuition fees (average).	Value of grounds and buildings.	Endowment funds.	Income from tuition and other fees.	Total income (exluding benefactions).	Benefactions received.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
12	12	37	1	0	.....	3	36	0	$20	$10,000	0	.....	.....	0	.....	1
3	1	22	....	....	10	2	26	....	55	.....	.....	.....	.....	.....	.....	2
4	4	21	2	....	.....	2	26	4	.....	.....	.....	$1,800	.....	.....	.....	3
7	5	17	1	2	6	2	33	3	85	.....	0	1,500	$1,500	0	0	4
3	3	76	5	....	29	2,3	32	0	100	50,000	.....	.....	.....	.....	.....	5
5	4	63	9	2	19	3	30	4	77	20,000	.....	5,000	5,000	.....	[a]2,500	6
5	5	20	3	1	1	3	32	4	75	.....	0	1,389	.....	.....	(b)	7
5	2	16	0	....	.....	2	36	....	90	.....	0	975	975	0	.....	8
4	3	147	6	3	61	2	26	....	70	.....	.....	.....	.....	.....	.....	9
7	3	90	10	....	28	2	24	....	70	.....	.....	7,000	.....	.....	.....	10
4	3	35	....	3	13	2	30	0	70	20,000	.....	2,450	.....	.....	.....	11
3	10	204	4	....	*110	2,3	36	....	65	.....	.....	.....	.....	.....	[a]1,000	12
4	4	170	3	0	43	2	30	4	85	.....	0	13,500	13,500	.....	2,500	13
3	2	97	4	....	33	2	34	....	50	(b)	.....	.....	.....	.....	.....	14
6	3	81	6	25	.....	....	25	....	35	.....	.....	.....	.....	.....	.....	15
8	8	46	4	0	21	2	36	0	50	.....	.....	[a]2,500	.....	.....	400	16

[b] Not separate.

TABLE 13.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
17	Keokuk, Iowa	Keokuk College of Pharmacy	1900	Geo. F. Jenkins, A. M.
18	Lawrence, Kans.	University of Kansas, School of Pharmacy.	1885	Lucius Elmer Sayre
19	Louisville, Ky.	Louisville College of Pharmacy	1871	Gordon L. Curry
20	New Orleans, La.	New Orleans College of Pharmacy	1900	Philip Asher
21	do	New Orleans University, School of Pharmacy.	1900	A. D. Bush
22	do	Tulane University of Louisiana, School of Pharmacy.	1838	Stanford E. Chaillé, A. M., LL. D.
23	Orono, Me.	University of Maine, School of Pharmacy.	1895	George Emory Fellows
24	Baltimore, Md.	Maryland College of Pharmacy, University of Maryland.*	1841	Charles Caspari, jr.
25	Boston, Mass.	Massachusetts College of Pharmacy.	1867	Julian W. Baird, A. M.
26	Ann Arbor, Mich.	University of Michigan, School of Pharmacy.	1868	J. O. Schlotterbeck
27	Big Rapids, Mich.	Ferris Institute		W. N. Ferris
28	Minneapolis, Minn.	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling, LL. M.
29	Kansas City, Mo.	Kansas City College of Pharmacy	1885	James M. Love
30	St. Louis, Mo.	Barnes University, Pharmaceutical Department.	1903	Cassius M. Riley
31	do	St. Louis College of Pharmacy	1865	Henry M. Whelpley
32	Omaha, Nebr.	Creighton College of Pharmacy, Creighton University.	1901	Edmund Thorp
33	Newark, N. J.	New Jersey College of Pharmacy	1891	Philemon E. Hommell
34	Albany, N. Y.	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker
35	Brooklyn, N. Y.	Brooklyn College of Pharmacy	1891	Wm. C. Anderson
36	Buffalo, N. Y.	Buffalo College of Pharmacy, University of Buffalo.	1886	Willis G. Gregory
37	New York, N. Y.	College of Pharmacy of City of New York, Columbia University.	1829	Henry H. Rusby
38	Chapel Hill, N. C	University of North Carolina, Department of Pharmacy.	1898	Edward V. Howell
39	Raleigh, N. C.	Shaw University, School of Pharmacy.	1891	Charles B. Crowell
40	Ada, Ohio	Ohio Northern University, College of Pharmacy.*	1893	C. D. Mohler
41	Cincinnati, Ohio	Cincinnati College of Pharmacy, Ohio University.	1850	Julius H. Eichberg
42	Cleveland, Ohio	Cleveland School of Pharmacy	1882	Joseph Feil
43	Columbus, Ohio	Ohio Medical University, College of Pharmacy.	1891	George H. Matson
44	do	Ohio State University, College of Pharmacy.	1885	George B. Kauffman
45	Scio, Ohio	Scio College of Pharmacy*	1889	J. H. Beal
46	Toledo, Ohio	Toledo College of Pharmacy		W. McK. Reed
47	Norman, Okla.	University of Oklahoma, School of Pharmacy.	1894	Homer C. Washburn
48	Corvallis, Oreg.	Oregon Agricultural College, School of Pharmacy.	1889	
49	Philadelphia, Pa.	Medico-Chirurgical College, Department of Pharmacy.	1898	I. V. S. Stanislaus
50	do	Philadelphia College of Pharmacy	1821	Joseph P. Remington, F. C. S.
51	do	Philadelphia School of Pharmacy of Temple College.	1901	I. Newton Snively, A. M.
52	Pittsburg, Pa.	Pittsburg College of Pharmacy, Western University of Pennsylvania.	1878	Julius A. Koch
53	Charleston, S. C.	Medical College of the State of South Carolina, School of Pharmacy.	1896	Francis L. Parker
54	Knoxville, Tenn.	University of Tennessee, School of Pharmacy.	1898	
55	Nashville, Tenn.	Vanderbilt University, Department of Pharmacy.	1879	John T. McGill

* In 1904–5. a Approximately.

pharmacy for the year 1905–6—Continued.

Number of professors.	Assistant instructors.	Students.				Years in course.	Weeks in year.	Years of practice required.	Tuition fees (average).	Value of grounds and buildings.	Endowment funds.	Income from tuition and other fees.	Total income (excluding benefactions).	Benefactions received.	Volumes in library.	
		Men.	Women.	Having literary degree.	Graduated in 1906.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
9	4	19	2	0	12	2	32	....	.....	.....	0	[a] $800	.....	0	0	17
7	16	56	8	0	14	2–4	39	0	$55	.....	.....	2,000	.....	.....	.....	18
5	3	50	1	....	12	2	28	....	80	.....	.....	.....	.....	.....	.....	19
5	1	53	1	0	16	2	27	4	85	.....	.....	4,050	.....	.....	.....	20
4	2	10	1	0	3	2	28	1	40	.....	0	440	.....	.....	0	21
3	5	34	2	6	17	2	29	2	75	.....	.....	.....	.....	.....	(b)	22
5	3	17	....	0	2	2,4	36	0	.....	.....	.....	(b)	.....	.....	.....	23
4	6	69	2	....	19	2	32	....	100	.....	.....	.....	.....	.....	.....	24
4	6	193	7	1	33	2	35	4	137	$72,500	$19,610	14,642	.....	.....	5,794	25
5	12	77	1	2	20	2,4	36	0	[a] 105	.....	.....	[a] 10,000	.....	$1,000	.....	26
5	....	116	1	0	3	2	38	0	.....	.....	.....	3,600	.....	0	1,200	27
10	9	75	5	3	19	2,3	40	0	.....	(b)	.....	(b)	.....	0	.....	28
7	2	67	2	....	19	2	28	4	76	0	0	5,150	.....	0	.....	29
12	0	28	3	0	16	2	28	4	65	.....	0	2,030	.....	0	.....	30
5	4	172	4	8	67	2	26	4	96	45,000	0	14,459	.....	.....	1,200	31
3	3	85	11	0	56	1	48	2	125	.....	.....	8,000	$8,000	.....	.....	32
5	5	64	1	....	13	2	30	4	80	.....	.....	5,210	5,672	.....	.....	33
3	6	68	4	....	36	2	28	4	75	0	0	4,817	5,007	.....	.....	34
5	7	184	10	....	131	2	30	0	100	38,500	0	20,000	.....	.....	2,500	35
5	5	119	8	0	59	2	28	0	85	0	1,118	4,681	4,828	.....	404	36
9	4	348	5	....	200	2	28	0	125	125,000	0	34,612	35,067	0	1,835	37
6	6	38	0	....	2	2	38	....	60	.....	.....	.....	.....	.....	.....	38
2	0	30	.....	.....	13	3	28	.....	.....	.....	.....	.....	.....	.....	.....	39
3	4	189	4	....	93	2	26	0	41	.....	.....	.....	.....	.....	.....	40
6	....	38	4	0	28	1–4	42	....	125	27,000	.....	6,000	6,000	.....	500	41
3	....	64	2	2	6	3	30	0	65	.....	.....	[a] 4,000	[a] 4,600	.....	[a] 500	42
5	2	10	....	0	5	2	34	0	86	(b)	.....	860	860	0	.....	43
17	8	55	....	0	5	2,4	39	0	.....	.....	.....	.....	.....	.....	(b)	44
4	3	32	....	2	20	2	26	0	40	.....	.....	.....	.....	.....	.....	45
6	0	13	1	....	2	2	28	0	50	25,000	0	630	630	.....	.....	46
2	1	37	3	0	12	2	34	0	35	.....	.....	1,000	2,100	.....	.....	47
....	....	44	3	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
7	6	118	.....	.....	20	2	31	4	95	.....	.....	.....	.....	.....	[a] 2,000	49
5	8	462	15	....	[a] 110	3	32	....	90	.....	.....	.....	.....	.....	.....	50
10	....	21	3	1	11	2	38	....	.....	0	0	1,478	.....	.....	.....	51
7	4	187	4	....	62	2	32	4	100	65,550	.....	16,416	19,498	0	[a] 1,000	52
3	2	59	.....	.....	29	2	26	....	75	.....	.....	.....	.....	.....	.....	53
3	3	8	0	0	3	2	36	0	91	(b)	.....	.....	.....	0	(b)	54
5	6	43	0	1	8	2	39	0	105	(b)	.....	.....	.....	.....	.....	55

[b] Not separate.

TABLE 13.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
56	Nashville, Tenn.	Walden University, Meharry Pharmaceutical College.	1889	G. W. Hubbard.
57	Sewanee, Tenn.	University of the South, School of Pharmacy.	1899	J. S. Cain.
58	Dallas, Tex.	Baylor University, College of Pharmacy.	1901	E. G. Eberle.
59	do.	Southwestern University, School of Pharmacy.	.....	John O. McReynolds, LL. D.
60	Galveston, Tex.	University of Texas, School of Pharmacy.	1893	Wm. S. Carter.
61	Richmond, Va.	University College of Medicine, Department of Pharmacy.	1893	Rosier W. Miller.
62	do.	Virginia School of Pharmacy, Medical College of Virginia.	1897	Christopher Tompkins.
63	Pullman, Wash.	State College of Washington, School of Pharmacy.	1896	George H. Watt.
64	Seattle, Wash.	University of Washington, School of Pharmacy.	1896	Charles W. Johnson.
65	Madison, Wis.	University of Wisconsin, Course in Pharmacy.	1883	Edward Kremers.
66	Milwaukee, Wis.	Milwaukee Medical College, Pharmacy Department.	1900	R. E. W. Sommer.

TABLE 14.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Washington, D. C.	United States College of Veterinary Surgeons.	1894	C. Barnwell Robinson.
2	Chicago, Ill.	Chicago Veterinary College.	1883	Austin H. Baker.
3	do.	McKillip Veterinary College.	1892	M. H. McKillip.
4	Indianapolis, Ind.	Indiana Veterinary College.	1892	Ferdinand A. Mueller, sec.
5	Ames, Iowa.	Iowa State College of Agriculture and Mechanic Arts.	1880	John H. McNeil.
6	Grand Rapids, Mich.	Grand Rapids Veterinary College*.	1897	Leonard L. Conkey.
7	Kansas City, Mo.	Kansas City Veterinary College.	1891	S. Stewart.
8	Ithaca, N. Y.	New York State Veterinary College at Cornell University.	1896	James Law.
9	New York, N. Y.	New York American Veterinary College, New York University.	1899	A. F. Liautard.
10	Columbus, Ohio.	Ohio State University, College of Veterinary Medicine.	1900	David S. White.
11	Philadelphia, Pa.	University of Pennsylvania, Department of Veterinary Medicine.	1884	Leonard Pearson.
12	Pullman, Wash.	Washington State College, Department of Veterinary Science.	1897	S. B. Nelson.

*In 1904-5. [a] Approximately.

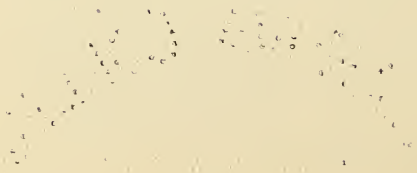
pharmacy for the year 1905–6—Continued.

Number of professors.	Assistant instructors.	Students. Men.	Women.	Having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Years of practice required.	Tuition fees (average).	Value of grounds and buildings.	Endowment funds.	Income from tuition and other fees.	Total income (excluding benefactions).	Benefactions received.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
3	4	25	7	....	9	3	26	0	$40	.....	.....	a $1,100	.....	.....	.....	56
6	2	27	....	3	11	2	26	4	40	.....	.....	(b)	.....	.....	(b)	57
7	3	21	....	....	5	2	28	2	60	.....	.....	1,360	.....	.....	.....	58
2	4	15	0	....	3	2	28	....	60	.....	.....	900	.....	.....	.....	59
3	2	69	1	1	15	2	32	....	25	.....	.....	(b)	.....	.....	6,285	60
6	4	45	1	....	11	2	31	4	60	.....	.....	.....	.....	.....	.....	61
5	2	24	0	0	5	2	32	0	60	(b)	.....	920	$1,395	0	0	62
4	0	35	2	0	9	2	36	0	....	.....	.....	460	.....	0	.....	63
14	4	42	8	0	11	2, 4	36	0	....	(b)	.....	1,500	.....	.....	.....	64
7	7	30	1	1	10	2, 4	38	0	a 85	(b)	.....	.....	.....	.....	.....	65
7	2	116	6	0	4	2	32	0	....	.....	.....	6,900	6,900	0	500	66

veterinary medicine for the year 1905–6.

Number of professors.	Special and assistant instructors.	Students. Number enrolled.	Having literary degree.	Graduated in 1906.	Years in course.	Weeks in year.	Tuition fees.	Estimated value of grounds and buildings.	Permanent productive funds.	Income from tuition and other fees.	Total income (excluding benefactions.)	Benefactions received.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
11	2	49	1	11	3	26	$100	.....	.....	$4,500	$4,500	.....	700	1
16	1	308	6	98	3	22	95	$40,000	.....	29,000	29,000	.....	600	2
15	3	173	14	52	3	24	85	85,000	.....	15,000	15,000	.....	.....	3
10	7	94	6	10	3	24	75	6,000	.....	6,885	7,928	.....	.....	4
16	5	50	....	4	4	36	a 22	.....	.....	.....	.....	.....	.....	5
14	4	91	4	32	3	24	75	.....	.....	.....	.....	.....	.....	6
21	2	295	12	79	3	25	90	5,000	0	22,410	23,580	.....	.....	7
....	....	86	....	26	....	....	....	.....	.....	.....	.....	.....	.....	8
14	7	52	2	10	3	24	115	0	0	5,015	5,015	0	3,000	9
10	8	117	1	20	3	32	....	.....	.....	.....	.....	.....	.....	10
8	20	105	....	....	3	36	100	.....	.....	.....	.....	.....	.....	11
9	1	25	0	2	3	36	8	.....	.....	.....	.....	.....	350	12

b Not separate.



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