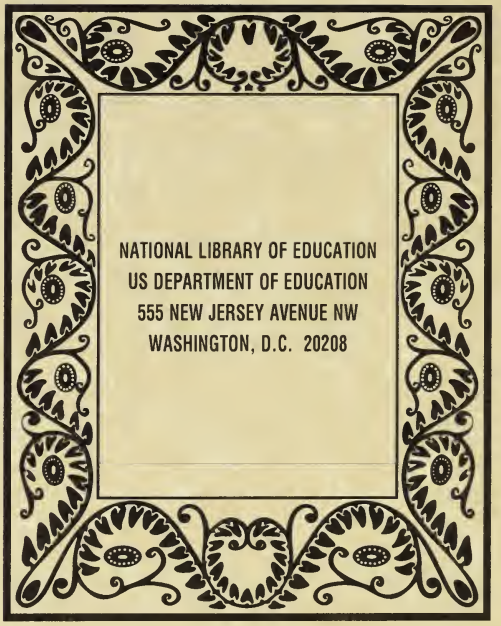

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Biennial survey of education

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CHAPTER I

HIGHER EDUCATION

By Arthur J. Klein
Chief, Division of Higher Education, Bureau of Education

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

COST OF HIGHER EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SELECTIVE PROCESSES

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

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

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

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

INCREASE OF FEES

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

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

ENTRANCE EXAMINATIONS

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

STANDARDS OF ADMISSION AND OF INSTITUTIONAL ACCREDITING

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

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

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

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

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

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

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

GRADE LIMITATIONS

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

CHARACTER SCORING

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

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

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

PSYCHOLOGICAL TESTS

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

FRESHMAN PROBLEMS

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

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

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

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

SECTIONING CLASSES

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

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

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

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

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

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

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

ORIENTATION COURSES

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

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

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

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

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

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

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

CURRICULUM REVISION

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

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

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

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

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

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

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

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

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

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

TEACHING METHODS

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

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

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

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

SPECIAL HONORS AND DISTINCTIONS

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

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

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

HONORS COURSES

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

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

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

GRADUATE WORK

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

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

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

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

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

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

SOCIAL AND COLLEGE LIFE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OUTSIDE CONTACTS

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

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

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

JUNIOR COLLEGES

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

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

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CHAPTER II

SOME RECENT MOVEMENTS IN CITY SCHOOL SYSTEMS

By W. S. Deffenbaugh

Chief of City School Division

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

ADMINISTRATION

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

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

ADAPTING THE SCHOOL TO INDIVIDUAL DIFFERENCES

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

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

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

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

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

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

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

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

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

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

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

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

[2] Part II, 24th Yearbook, Nat. Soc. for the Study of Education, p. 166.

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

TEACHERS' SALARIES

Most cities have awakened to the fact that in order to maintain efficient school systems salaries equal at least in purchasing power to those of 1914 must be paid. Some cities have advanced salaries to such an extent that their purchasing power is greater than in 1914, and others have made only nominal increases—with the result that the real salary is less now than in 1914. On the whole, however, teachers' salaries in city schools to-day exceed in purchasing power the salaries paid in 1914.[3] Since 1922–23 there has been little increase in teachers' salaries, amounting on an average to about 3 per cent.

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

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

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

[3] See Research Bulletin N. E. A., Public School Salaries, 1924–25.

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

According to a study[4] made by Elmer H. Staffelbach, of Stanford University, the average superintendent considers three years of scholastic training above the high school adequate for the elementary-school teachers, four years of such training adequate for teaching in the junior high school, and five years for teaching in the senior high school.

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

> It is easy to understand that such a scheme as this may be very comfortable for the administrators of the system. The certificate of academic attainment is definite and automatically determines the salary. No troublesome questions can arise in the application of the rule. But there are serious questions that should be considered from an outside standpoint. Will the method stand the test of searching criticism?[5]

EQUAL PAY FOR MEN AND WOMEN

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

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

[4] Am. Sch Bd. Jour., Feb., 1925 [5] Ibid.

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

RECENT SALARY SCHEDULES

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

Teachers' salary schedule in the District of Columbia

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

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

Teachers' salary schedule in Denver, Colo.

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

GROWTH OF WORK-STUDY-PLAY OR PLATOON SCHOOLS

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

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

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

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

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

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

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

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

> In arithmetic it is evident that the platoon group is superior in all grades in that function of arithmetic which we call reasoning. The platoon schools, however, maintain almost the same supremacy when the scores for correct answers are considered. At no point do they go below the corresponding median score of the nonplatoon group. * * * All grades considered, in both arithmetical accuracy and arithmetical reasoning, the platoon type of school organization in Pittsburgh shows superiority over the nonplatoon type. Previous surveys in spelling and reading show similar superiority in favor of the platoon group. This superiority in the three R's is worthy of commendation in view of the fact that the platoon school carries an enriched curriculum. In addition to all the other excellent enriched activities, the platoon schools in Pittsburgh furnish more adequate training in the three R's than do the nonplatoon schools.[6]

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

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

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

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

> The Bureau of Education, in response to a very general demand, has been endeavoring to collect full and complete information about the platoon system of schools. It is not the policy of the Bureau of Education to advocate or oppose the introduction of this or any other particular type of school organization, but we wish to be in a position to furnish information both with reference to the advantages and disadvantages of this plan.
>
> In order to enable us to carry out this policy, will you be kind enough to write me your opinion of the platoon system. Give us frankly the benefit of your experience, observation, and study, both as to the merits and demerits of the platoon school.

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

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

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

RESEARCH AND TESTS

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

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

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

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

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

> The function of the department of instructional research in the city of Detroit appears to be that of a headquarters; it formulates the educational policies to be carried out throughout the city school system. Its labors take the form of testing the work, surveying the work done, and appraising policies in order to make and keep them efficient and truly serviceable. These labors are performed by its own staff, by the department of supervision, and by the personnel of the schools themselves. These comprehensive units are interwoven in organization and cooperative in activity, while each maintains its own individuality for the furtherance of mutual service.
>
> When the department was opened in 1914, 10 aims were set up by its director: (1) To measure the efficiency of the teaching; (2) to increase the number of children benefiting by school work; (3) to eliminate waste in subject matter and methods; (4) to aid in the adjustment of school training to the world's needs; (5) to help teachers give greater assistance to individual children in accordance with the peculiar weaknesses, and (5a) to help teachers give greater facilities to individual children in accordance with their particular aptitudes; (6) to set up objective standards, reasonable because based upon the measured ability of children, so that each child may have the pleasure of success; (7) to aid the superintendent and others in the preparation of reports; (8) to aid in the continued professional training of teachers; (9) to supply any information about the Detroit system that may be wanted; (10) to maintain year after year a critical study of the Detroit public schools, in order that each year the same may be made more efficient.
>
> As a result of educational research in Detroit, a number of standardized tests and practice materials have been developed sufficiently to create a general demand for them throughout the country. Among these are the Courtis standard practice tests in arithmetic, the Courtis standard practice tests in handwriting, the Detroit first-grade intelligence test, the Detroit kindergarten test, Courtis-Smith picture-story reading lessons, and Detroit word-recognition test.

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

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

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

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

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

THE ALL-YEAR SCHOOL

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

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

1. To save two years of the time now regularly required to complete the elementary-school course.

2. To prove that under proper conditions of discipline and instruction pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August.

3. To prove also that the continuous session through July and the greater part of August saves an enormous loss of time and energy.

The superintendent of the Newark schools[7] says regarding these points:

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

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

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

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

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

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

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

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

1. The continuous use of the school plant, which indicates good business management and economy.

2. The holding power of the school. This school formerly had a two-year commercial course, practically 90 per cent of the pupils taking the course. We give no two-year courses now—they are all full four-year in every department.

3. It enables the bright and energetic pupil to finish the course in three years.

4. Having a greater use of the school building, pupils are able to move more rapidly through the system and thus make a clearance for others who want to attend—again economy.

5. A pupil may of necessity be absent any quarter, fall, winter, summer, or spring, with the loss of only 12 weeks, instead of a full semester's work.

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

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

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

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

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

1. The all-year school is an interesting experiment, differing considerably from the organization of the ordinary 10 months' school. It is yet in the experimental stage but has received more commendation than criticism.

2. Success of the plan may very largely depend upon—

(*a*) Climatic conditions—favorable here.

(*b*) Desire and need of a section of a city for such a type of school—involving summer idle time and economic pressure for early graduation to enable pupils to become breadwinners.

3. School units involved should include at least one senior high, one junior high, and two or more elementary schools. Schools emphasizing vocational

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

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

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

(*a*) Over age.

(*b*) Mentally slow or inferior.

(*c*) Mentally superior.

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

(*a*) Increase in salary would permit plans for further study and improvement in the profession.

(*b*) After continuous service for two or more years, one or more quarters could be utilized for rest or travel.

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

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

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

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

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

IMPROVEMENT OF TEACHERS IN SERVICE

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

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

DEMONSTRATION LESSONS

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

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

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

SABBATICAL LEAVE

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

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

RATINGS

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

THE ELEMENTARY SCHOOL CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE JUNIOR HIGH SCHOOL

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

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

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

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

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

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

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

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

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

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

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

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

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

FORMS OF ORGANIZATION

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

HOUSING

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

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

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

1. The seventh and eighth year pupils are benefited by a better material equipment, including the use of the gymnasium and shops of the senior school.

2. The seventh and eight year pupils gradually approach senior high school conditions by personal acquaintance. This bridges the chasm between elementary and secondary school work to a large extent.

3. A feeling of mutual respect and a spirit of mutual helpfulness are created between the teachers of the earlier and later secondary school years.

4. The seventh-year work is better taught (upon the whole) in the 6–6 plan by a more considerable treatment of ninth-year pupils.

5. The one secondary-school principal exerts a more positive and beneficial influence over his pupils by securing two added years for their supervision and guidance.

6. This housing in one building may prove the entering wedge for the introduction of many modern and so-called junior high school ideas of management and method by which the whole six-year period of secondary education may be harmonized.

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

According to the report of the committee that made a survey of the junior high schools of New York City[12]—

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

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

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

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

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

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

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

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

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

CHAPTER III

CONSTRUCTIVE TENDENCIES IN RURAL EDUCATION

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

INTRODUCTORY STATEMENT

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

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

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

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

TENDENCIES TO EQUITABLE SCHOOL SUPPORT

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

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

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

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

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

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

STATE PROGRAM IN MARYLAND

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

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

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

The State school budget provided also a fund of $12,000 for training teachers in service in their home communities. State aid to approved high schools was increased 50 per cent, and State appropriations for free textbooks 33⅓ per cent at the same legislative session.

COURT DECISION AFFECTING EQUALIZATION FUND IN OKLAHOMA

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

PROGRESS OF CERTAIN STATES IN SCHOOL SUPPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AN IMPORTANT EQUALIZING TENDENCY—IMPROVEMENT OF THE TEACHING STAFF

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

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

LEGAL PROVISIONS FOR CERTIFICATING TEACHERS

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

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

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

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

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

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

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

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

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

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

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

THE PREPARATION OF RURAL TEACHERS

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

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

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

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

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

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

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

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

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

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

SALARIES OF RURAL TEACHERS

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

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

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

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

Classes of school	Downward	Upward	Even
	States	*States*	*States*
In one-teacher schools	11	12	25
In two-teacher schools	11	11	26
In schools of three or more teachers, not consolidated	13	20	15
In consolidated schools	12	16	20
In village and town schools, not consolidated	9	22	17

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

TABLE 2.—*Approximate average salaries in 1923 and 1924*

Class of school	1923		1924		Number of States showing decrease	Amount of increase
	Number of teachers	Average salaries	Number of teachers	Average salaries		
One-teacher	98,017	$729	112,191	$735	7	$6
Two-teacher	21,726	737	27,348	742	14	5
Three or more teachers, not consolidated	12,745	843	13,850	820	24	−23
Consolidated	16,666	964	32,087	1,017	15	53
Village and town schools, not consolidated	42,267	1,141	58,165	1,142	12	1
For the five classes	191,421	851	243,641	875	5	24

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

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

Teachers	Population				
	2,500 to 4,999	5,000 to 9,999	10,000 to 29,999	30,000 to 99,999	100,000 and over
Elementary teachers in 1923	$1,105	$1,200	$1,277	$1,467	$1,876
Elementary teachers in 1924	1,129	1,231	1,354	1,528	1,968
Increase	24	31	77	61	92
High-school teachers in 1923	1,469	1,567	1,670	1,917	2,487
High-school teachers in 1924	1,491	1,617	1,737	2,000	2,536
Increase	22	50	67	83	49

SUPERVISION—A CONSTRUCTIVE AND EQUALIZING FACTOR IN RURAL EDUCATION

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

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

SUPERVISION IN COUNTY UNIT STATES

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

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

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

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

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

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

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

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

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

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

PROGRESS IN NONCOUNTY-UNIT STATES

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

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

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

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

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

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

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

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

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

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

RURAL SUPERVISION AND STATE EDUCATION DEPARTMENTS

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

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

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

CENTRALIZING TENDENCIES IN ADMINISTRATIVE ORGANIZATION FOR EFFICIENCY AND ECONOMY

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

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

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

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

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

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

TENDENCIES IN SCHOOL CONSOLIDATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

sible for a small group to obstruct the desires of the majority in the larger group of which it is a part.

Transportation.—Development in transportation has paralleled that of the consolidation movement, in general, during the biennial period. The tendency toward larger units has indeed made it necessary to give even more attention to the transportation phase of consolidated school management. Children are transported longer distances. Vehicles are made larger in order to accommodate more children, and they are of a better type. Manufacturing companies producing transportation vehicles are studying seating arrangements, placement and operation of doors, and other means whereby greater safety may be assured. The general increase in motor transportation in cities as well as for suburban and interurban purposes has accelerated progress in this.

The improvement in roads fostered by National, State, and local governments has added to the ease of transportation. Because of the increased mileage in hard-surfaced roads, wagons and small auto trucks are rapidly being superseded by large motor trucks. More children can be transported over longer distances; the time on the road between home and school is shorter; and consolidations covering a far larger extent of territory are feasible.

The greatest advance, however, has come through the systematic administration and operation of school transportation vehicles. Careful management as to cost, upkeep, efficiency, and the like have reduced expenses and added to the sense of responsibility felt by school officials and bus operators.

It has become generally recognized that transportation is a most important factor in the success of consolidated schools, and that safety is largely a matter of administrative management. Responsibility, which formerly centered in school boards and drivers employed by them either on a contract or salary basis, has now been centralized in the administrative officer, the principal or the superintendent, with considerable gain in efficiency and economy.

Complete data concerning the number of children transported and the amount of money spent on transportation concerned with schools are not available. An estimate based on reports from 32 States regarding the number of children transported and from 46 States concerning amounts spent for transportation apparently justify the estimate that in 1924 more than a million children were transported regularly at an expense of approximately $30,000,000.

TENDENCIES IN SECONDARY EDUCATION FOR RURAL CHILDREN

For the first time the rural high school has been studied on a national scale in the Bureau of Education during the biennial period

1922–1924. For the first time, through summaries of studies now completed, the essential characteristics of the rural high school can be shown, the extent to which farm children are participating in secondary education pointed out, and an analysis made of selected factors in their effect upon participation of farm children in secondary education. Conclusions gleaned from studies referred to are set forth at some length in the Rural High School, by Dr. Emery N. Ferriss, of Cornell University (U. S. Bureau of Education, Bulletin, 1925, No. 10); and in High School Education of the Farm Population in Selected States, by E. E. Windes, Associate Specialist in Rural Education (U. S. Bureau of Education, Bulletin, 1925, No. 6).

CHAPTER IV

MEDICAL EDUCATION, 1922–1924

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

I. A QUARTER CENTURY'S PROGRESS IN MEDICAL EDUCATION

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

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

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

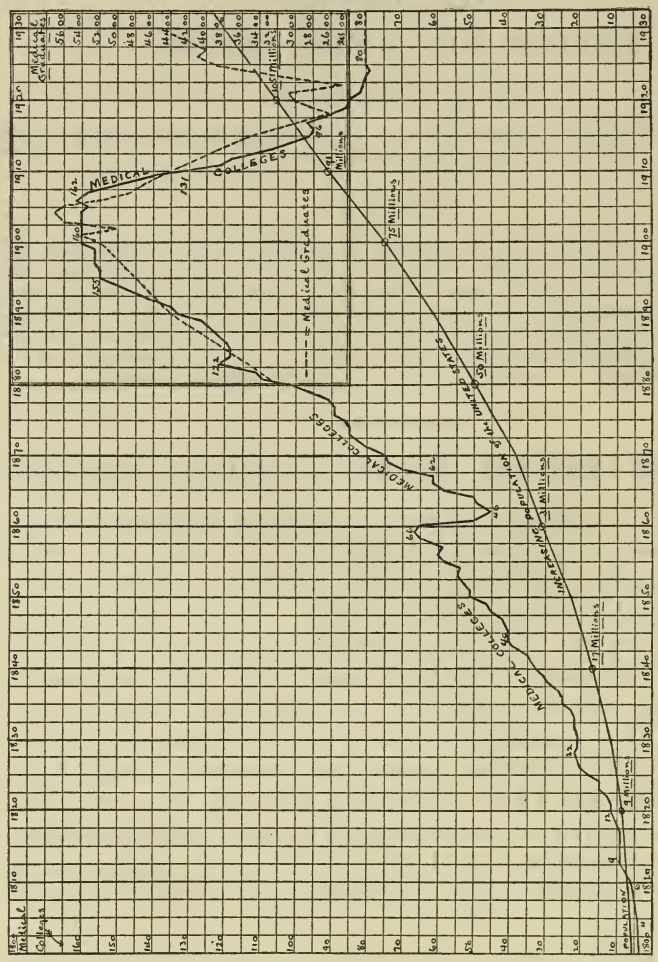


FIG. 1.—*Medical colleges and population, 1800–1925.*—Medical graduates shown since 1880. Note that the number of medical colleges increased rapidly until 1900—much more rapidly than the population—and that since 1880 the numbers of graduates kept pace with the colleges. After 1904 both colleges and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

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

TABLE 1.—*Number and capacity of medical schools*

Year	Colleges	Students		Graduates	
		Total	Average per college	Total	Average per college
1880	100	11,826	118	3,241	32
1900	160	22,171	114	5,214	33
1904	160	*28,142*	176	*5,747*	36
1906	162	25,204	156	5,364	33
1919	85	*12,930*	152	2,656	31
1922	81	15,635	193	*2,529*	31
1923	80	16,960	212	3,120	39
1924	79	17,728	224	3,562	45
1925	80	18,200	227	3,974	50

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

INADEQUATE GOVERNMENTAL CONTROL OVER MEDICAL EDUCATION

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

TABLE 2.—*The past century and medical education*

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

Year	Population	Medical colleges		Medical students		Medical graduates	
		Number	People per college	Number	People per student	Number	People per graduate
1800	5,308,483	4	1,327,121			18	294,968
1810	7,239,881	6	1,206,647			75	96,532
1860	31,443,321	65	483,743				
1880	50,155,783	100	501,558	11,826	4,241	3,241	15,476
1900	75,994,575	160	474,966	25,171	3,019	5,214	14,575
1904	[1] 84,000,000	160	501,250	27,142	3,021	5,747	14,268
1920	105,710,620	85	1,243,654	13,798	7,661	3,047	34,693
1925	[1] 113,000,000	80	1,412,500	18,200	6,209	3,974	28,435

[1] Estimate.

ACTION BY A VOLUNTARY AGENCY

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

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

LEGAL POWER *v.* PUBLICITY

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

[1] Report of 1913, vol. 1, p. 32.

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

TABLE 3.—*Entrance standards of medical schools*

	Two years of college work		High school or less		Total
	Number	Per cent	Number	Per cent	
Medical colleges requiring:					
1904	2	1.3	158	98.7	160
1924	74	92.2	6	7.8	80
Students receiving:					
1904	640	2.3	27,502	97.7	28,142
1919	12,552	91.7	500	3.8	12,930
1924	17,358	98.0	370	2.0	17,728
Graduates receiving:					
1904	178	3.1	5,569	96.9	5,747
1922	2,347	92.8	182	7.2	2,529
1924	3,458	97.0	104	3.0	3,562

GREATLY ENLARGED TEACHING PLANTS

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

HOSPITALS AS RELATED TO MEDICAL EDUCATION

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

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

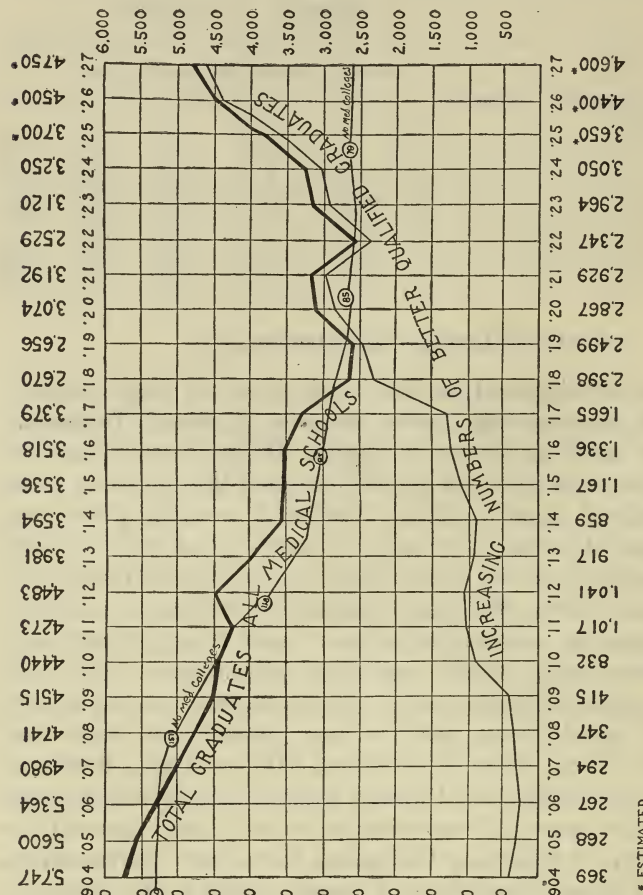


FIG. 2.—*Well-qualified physicians increasing*, even with the reduced number of medical schools. The heavy line shows the total numbers of graduates in the respective years. The light line from the upper left corner of the chart shows the decreasing numbers of medical colleges. Note that the two lines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

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

HOSPITAL INTERNESHIPS

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

THE HOSPITAL AN IMPORTANT EDUCATIONAL FACTOR

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

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

II. NEWER PROBLEMS IN MEDICAL EDUCATION

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

HIGHER COST OF MEDICAL EDUCATION

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

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

TABLE 4.—*Cost of furnishing medical education*

College year	Colleges reporting	Average income		Average expenditures		Cost per student	Fees per student
		Student fees	Other	Instruction	Other		
1914–15	82	$23,795	$44,482	$38,273	$27,980	$419	$150
1920–21	69	35,135	95,537	67,293	56,654	655	185

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

SCHOLARSHIPS AND LOAN FUNDS

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

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

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

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

THE MEDICAL CURRICULUM

Prior to 1900 little concern was felt regarding the course of instruction, because few of the medical schools had developed their curricula in accordance with the unprecedented expansion of medical knowledge since the time of Pasteur. With the improvements in medical schools since 1900, however, new subjects were rapidly added to the medical curriculum, until it soon became seriously overcrowded. So important became this problem that, in 1908, a special committee of 100 prominent medical educators was appointed by the Council on Medical Education to make a special study and to present a report[2] recommending a model medical curriculum. This committee was made up of subcommittees covering the 10 departments of medical teaching, including both the laboratory and clinical subjects. The original plan was to prepare a curriculum consisting of 900 hours each year, or 3,600 hours for the four years, but when the subcommittees' reports were presented in 1909, they called for a total of 4,400 hours. These reports were accompanied by a recommendation, however, that the total be cut down by the colleges to 4,000 hours.

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

GRADUATE MEDICAL EDUCATION

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

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

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

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

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

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

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

Chicago in 1921.[3] The committees were unanimous in their decision that an interneship in a general hospital was not only essential to round out the education of the general practitioner, but also should be the foundation on which further training in the various specialties should be based.

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

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

LIMITATION OF ENROLLMENTS

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

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

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

—*Amer. Med. Assoc. Bull., vol. 15, No. 1, Jan., 1921.*

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

SPECIALIZATION IN MEDICINE

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

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

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CHANGES IN GENERAL PRACTICE

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

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

CONCLUSION

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

CHAPTER V

THE PROGRESS OF DENTAL EDUCATION

By Frederick C. Waite

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

INTRODUCTION

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

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

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

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

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

I. AGENCIES IN THE PROGRESS OF DENTAL EDUCATION

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

1. AMERICAN DENTAL ASSOCIATION

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

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

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

2. NATIONAL ASSOCIATION OF DENTAL EXAMINERS

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

3. THE NATIONAL ASSOCIATION OF DENTAL FACULTIES

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

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

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

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

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

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

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

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

4. AMERICAN INSTITUTE OF DENTAL TEACHERS

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

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

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

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

5. DENTAL FACULTIES ASSOCIATION OF AMERICAN UNIVERSITIES

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

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

6. THE DENTAL EDUCATIONAL COUNCIL OF AMERICA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. THE AMERICAN ASSOCIATION OF DENTAL SCHOOLS

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

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

8. THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

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

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

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

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

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

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

II. ANALYSIS OF PROGRESS OF DENTAL EDUCATION

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

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

(A) PERIODS OF PROGRESS

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

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

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

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

(B) PHASES OF PROGRESS

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

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

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

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

1. PROGRESS IN PRELIMINARY EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. LENGTH OF THE ANNUAL SCHOOL SESSION

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

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

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

3. NUMBER OF YEARS IN THE COURSE

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

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

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

1910–1917 Two to four years of high school and three professional years of 32 weeks each—total, five to seven years.

1917–1924 Four years of high school and four professional years of 32 weeks each—total, eight years.

1924– Four years of high school, one year of college, and four professional years of 32 weeks each—total, nine years.

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

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

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

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

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

4. THE GRADED CURRICULUM

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

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

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

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

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

5. THE BREADTH OF THE CURRICULUM

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

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

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

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

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

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

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

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

6. EQUIPMENT IN DENTAL TEACHING

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

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

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

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

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

7. THE QUALITY OF INSTRUCTION

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

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

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

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

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

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

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

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

8. STANDARDS OF SCHOLARSHIP

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

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

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

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

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

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

9. UNIVERSITY CONTROL

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

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

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

CONCLUSION

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

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

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

CHAPTER VI

RECENT PROGRESS IN LEGAL EDUCATION[1]

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

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

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

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

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

I. THE PAST

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

DEFECTIVE ORGANIZATION OF THE LEGAL PROFESSION IN 1910

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

Another weakness was that State lines split up the lawyers, far more than the physicians, into mutually independent local units. This weakness is in part due to the nature of the profession. Just as American law, in a general sense, differs from the law of any other country, so that particular blend of legislation and judicial decision which is actually in force in any one State is never precisely identical with the law in force in any other State of the Union. None the less, the general principles are so similar that a comprehensive nation-wide organization of lawyers is indicated as not merely practicable, but also as peculiarly desirable, for the very purpose of counteracting the centrifugal tendencies of our Federal system. This comprehensive organization did not exist. Whereas the American Medical Association, since its origin in 1847, had been an integration of State and local medical societies, the American Bar Association, organized in 1878, still competed for membership with independent State and with independent city bar associations. Under these conditions, it contained in 1910 only 3,690 members, or

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

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

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

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

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

DIVISION OF THE LAW SCHOOLS AMONG THEMSELVES

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

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

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

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

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

INADEQUATE BAR ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

DIVERSIFIED LAW SCHOOL REQUIREMENTS

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

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

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

A second element of equal importance is the time that a student devotes to his studies while in the school. Year for year, a school which holds its sessions during the regular working hours of the day, for the benefit of students who are not engaged in any outside occupation, is, of course, in a position to demand much more than an evening school run for the benefit of self-supporting students. Just how great the difference is can hardly be expressed in precise mathematical terms. It is possible, however, to state with precision the number of medical schools which operated under this very substantial handicap. The number in 1910 was only 4 out of a total of 140.[2]

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

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

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

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

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

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

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

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

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

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

II. THE PRESENT

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

IMPROVED ORGANIZATION OF THE LEGAL PROFESSION

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

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

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

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

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

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

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

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

METHOD AND AIM OF LEGAL EDUCATION

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

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

[5] The following three bulletins have been already published for gratuitous distribution: No. 8, *The Common Law and the Case Method in American University Law Schools,* by Josef Redlich, 1915; No. 13, *Justice and the Poor,* by Reginald Heber Smith, 1919; No. 15, *Training for the Public Profession of the Law,* by Alfred Z. Reed, 1921. A fourth bulletin, bearing the title *Present-Day Law Schools,* is announced as now passing through the press. In addition, the Foundation issues an annual pamphlet which reviews recent progress and gives certain details as to bar admission requirements and law schools.

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

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

STRENGTHENED BAR ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[7] West Virginia (beginning 1926).

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

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

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

PROGRESS IN LAW-SCHOOL REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

III. THE FUTURE

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

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

MISCELLANEOUS PROBLEMS AWAITING SOLUTION

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

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

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

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

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

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

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

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

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

THE PROBLEM OF THE EVENING LAW SCHOOL

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

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

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

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

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

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

> Whereas the maintenance of regular courses of instruction in law at night, parallel to courses in the day, tends inevitably to lower educational standards: Be it
>
> *Resolved*, That the policy of the association shall be not to admit to membership hereafter any law school pursuing this course. (1912.)
>
> Hereafter no law schools shall be admitted except upon the condition that neither they nor the universities with which they are connected shall hereafter conduct night classes in law for students preparing for the bar. (1919.)

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

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

> If the analogy between the medical and legal professions were perfect, we should recommend that a three years' full-time course should be required, just as the American Medical Association has recommended a four years' requirement for intending physicians. But the analogy is not perfect.
>
> In the profession of medicine it is necessary to consider only one question with respect to technical education—How can men best be educated to be highly skilled physicians? Nothing need be considered unless it relates to the technical efficiency of the graduate.

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

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

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

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

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

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

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

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

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

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

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

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

[Compared with other types of law school]

Schools	1909–10		1921–22		1925–26		1909–10		1921–22		1924 (Nov.)	
	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total
Part-time	32	26	62	41	67	40	4,787	25	11,702	37	14,402	35
Mixed	9	7	12	8	17	10	1,963	10	7,082	22	11,162	27
	41	33	74	49	84	50	6,750	35	18,784	59	25,564	62
Other	83	67	76	51	83	50	12,678	65	13,269	41	15,318	38
Total	124	100	150	100	167	100	19,428	100	32,053	100	40,882	100

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER VII

ART EDUCATION IN THE UNITED STATES

By Royal Bailey Farnum

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

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

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

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

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

ART INSTRUCTION IN THE ELEMENTARY GRADES

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

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

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

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

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

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

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

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

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

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

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

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

[3] Notably the Vienna exhibit of Prof. Franz Cizek.

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

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

True appreciation naturally involves a consideration of art in its manifold applications. To meet this situation, Boston [4] has for some time, and Philadelphia [5] recently, provided beautiful illustrations of fine art productions housed in the city's museum for the individual child to purchase and study. Those in Boston are black and white halftones; Philadelphia has reproduced very delightful color prints, and they include painting, sculpture, ceramics, textiles, metalry, etc. The result of a study of these prints is twofold, (*a*) an increased appreciation of art in many mediums and (*b*) an easily satisfied desire to visit the Museum of Art.

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

> A very important feature of the work in our art department this year is the problem of establishing standards of taste by bringing the pupils into contact with actual things embodying principles of art. The modern educational approach with its emphasis on self-expression necessarily demands a quickened effort on the part of teachers in providing experiences that will create an awareness of art values. To meet this need the following procedure was adopted in the art department by supervisors and assistant supervisors.
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> Each supervisor drives an automobile when visiting schools—the board of education pays the mileage. Equipment for art appreciation discussions is easily carried from school to school in this way.
>
> These materials are used to illustrate talks on color, form, and arrangement. Pupil participation and demonstration insure interest. By slight changes innumerable compositions can be made. We use this material in presenting

[4] C. Edward Newell, art director, recently of Springfield, Mass.
[5] Theodore M. Dillaway, art director, formerly of Boston, Mass.

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

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

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

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

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

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

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

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

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

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

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

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

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

Boston stresses particularly this point of view, and has for some years.[6] Other places take a middle stand, allowing forms of handwork and applied design to enter to some extent the so-called industrial art field. Minneapolis and Seattle, possibly, exemplify this middle ground, while Baltimore marks the other wing in its contemplated new outline. Leon L. Winslow, formerly State director in New York, states that in building the new course outline they—

> expect to make use of the valuable related information already embodied in the outlines for arithmetic, geography, history, and music. The art course will give considerable emphasis to this related information which it will organize under the topics of food, clothing, shelter, records, utensils, tools, and machines.

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

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

> The ideal elementary-school course of study is, perhaps, one in which the entire curriculum is administered on a plan of perfect articulation of the various subjects. In such a course the inspiration for handwork is adequately furnished by the other school subjects. The mission of the subject of art in such a scheme would be very largely the providing of illustrative and creative handwork. There is no race, no political division, no literature, no history, no science which is not intimately associated with the topics about which such an elementary art course is organized. In the elementary grades, at least, art as a subject is at the disposal of all other subjects.
>
> The importance of the work of the elementary school in the scheme of art education is sometimes underestimated. If the secondary-school courses in art are to function as they should, it is essential that a foundation be laid in the elementary schools. A subject designed to meet the æsthetic needs of the elementary curriculum has already earned a place in many school programs. This subject attempts to combine drawing and construction and to substantiate and reinforce this drawing and construction by a content closely related to the industries.
>
> Plans for elementary art education consequently include elements from the fields of manual training and fine arts, so called, and they aim to provide con-

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

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

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

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

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

ART INSTRUCTION IN THE HIGH SCHOOLS

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

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

C. Valentine Kirby, director of art for the State of Pennsylvania, has prepared an art appreciation course for his State, covering three years of the senior high school.[7] This includes many of the subjects covered in briefer, less comprehensive courses which separate high schools offer throughout the country.

[7] Published in the Pennsylvania Course of Study in Art Education

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

Professor Whitford writes:[8]

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

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

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

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

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

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

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

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

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

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

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

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

> The art work of each high school should be differentiated to meet the needs of the students in the different courses; in other words, it should be motivated. It should touch the lives of the students so intimately and the different vocational and academic courses so positively that its need will be obvious.
>
> To this end, the art work in the Boston high schools is planned around three centers—the individual, the home, and the vocation, or the future training of the student. That the work of the art department may be purposeful it is essential that students of like courses be grouped in their art work as well as in the major subjects of their choice. Until drawing is required in at least two years in the general high school and is an elective in the third and fourth years, it is impossible to plan courses which can be followed as outlined.

[10] June 2, 1924.

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

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

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

ART CREDITS

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

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

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

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

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

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

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

Fifty-three colleges and universities responded to the questionnaire. These questions related to the sizes and conditions of art departments, to propaganda, and credits. The conclusions formulated after studying the returns are as follows:

> It would seem that the matter of college entrance requirements is holding back art advancement both in the colleges and high schools. There is a reaction one upon another here. It would seem, also, that the matter of credits allowed is another disturbing factor. What can we do about this? Is it a matter that depends, for its adjustment, upon the evaluation of our subject matter and its recognition by college authorities? At which end shall we begin?
>
> Concerning the issue relative to standardization of art courses—dare we face this issue? Some one has already said, in replying to the questionnaire, "You have started something." And yet, is it not possible to get together on important questions? Is it not possible for art educators to agree among themselves upon something like a standard course of art study?
>
> Until we do form some sort of coalition, presenting a united front; until we can offer a consecutively worked out and consistent course of study—one offering undoubted content value, one that, from the standpoint of modern pedagogy, may be approved by our greatest living educational authorities—can we, indeed, expect much consideration, or even a modicum of what, in our injured souls, we call "fair play"?
>
> And speaking of educational experts—we need the help of these educators—we can not work out our salvation alone. They have a contribution to make to our work, like that they have made to other subjects. If once they be-

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

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

TEXTBOOKS

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

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

PROGRAMS AND THE HIGH-SCHOOL AN ART CENTER

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

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

General Art	Art Appreciation	Craft	Commercial Art	Costume Design	Home Plans and Interiors
Art I—Art structure.	Art appreciation I.	Art structure	Lettering design	Art structure	Art structure.
Art II—Representation.	Art appreciation II.	General craft	Poster design	Costume design.	Interior decoration (simple house plans).
Art III—Pen and ink.		Leather and bookbinding.	Pen and ink	Block printing and dyeing.	Block printing and dyeing.
Art IV—Color		Color	Color	Beginning figure.	Color.
Art V—Beginning figure.		Block printing and dyeing.	Beginning figure.	Advanced figure.	Beginning pottery.
Art VI—Advanced figure.		Art metal	Advanced figure	Color	Decorative composition (murals and landscape gardening).
Art VII—Decorative composition (murals and landscaping).		Beginning pottery.	Decorative composition (murals and landscaping).	Decorative composition (stage craft).	Architectural drawing (see Ind. arts course).
Art VIII—Commercial illustration.		Advanced pottery.	Commercial illustration.	Commercial illustration.	

[13] Reinach.

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

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

JEROME AVENUE SITE CHOSEN BY CITY FOR ART CENTER

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

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

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

TESTS IN ART EDUCATION

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

The Kline-Carey test[14] is a carefully worked out series of representation drawing scales by which the child's drawing ability may be estimated. This consists of a number of pictures by children, graded, after being judged for position in a numerical scale, by many experts throughout the country.

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

The art appreciation test, by Erwin O. Christensen and Theodore Karwoski, of the University of North Dakota, deals with the realm of applied design and is still uncompleted. However, a bulletin on it is published [15] and gives to date the findings of the experiments. In the foreword it states that:

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

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

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

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

A is better / B is better } because—

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

THE FEDERATED COUNCIL ON ART EDUCATION

Another important and, it is to be hoped, far-reaching movement in the interests of art education in the United States is the recent organization of the Federated Council on Art Education. For many years art organizations have given considerable time and energy to the consideration of the many problems involved in art education, but the papers, discussions, and committee work have borne little fruit. Each association did its own work independently of the others; there was no united plan. Meantime the important questions of credits and standardization were pressing their needs, and when the Beck questionnaire was rounded up it gave impetus

[15] Art Psychology, Bul. No. 3, Vol. IV, Jan., 1925, No. 1.

to a unification of effort in the closing paragraph of the pamphlet, where it said:

> In offering the results of this questionnaire may I make the following suggestions:
>
> 1. That the Eastern Arts Association, the Western Arts Association, the College Arts Association, and other bodies having to do with art instruction in the schools appoint committees to meet and confer upon the problems of art education and the best way to solve them.
>
> 2. That these committees later confer with leading educational experts from our great universities to the end that, if possible, "effective art education" may be defined.

In the spring of 1924 the Western Arts Association adopted at its annual convention resolutions seeking to bring about some organization whose business it would be to bring to a head the various educational questions confronting the different art associations. These resolutions were presented and adopted at the annual meetings of the Eastern Arts Association, the American Federation of Arts, and the American Institute of Architects. In each case representatives were appointed and in December of that year the Federated Council on Art Education was formed to study, investigate, and report on the art education problems which individually the associations had been considering. Since that meeting in Chicago, the American Association of Art Museum Directors, the College Art Association, and the Pacific Art Association have joined the council.

THE CARNEGIE CORPORATION

Finally, and perhaps more significant than any other one movement for art education this country has yet seen, is the recent announcement of the activities of the Carnegie Corporation. Considerable sums of money have already been granted through the recommendations of President Frederick P. Keppel to several college art departments and to art organizations, including the Federated Council on Art Education. But even more important is the policy of the immediate future to study art in relation to the American public and to use its funds and influence in thus promoting art in America.

Such a movement must at once give courage and support to the art teacher, professor, and supervisor, and to the educational work for which he or she stands. Presidents of colleges, principals, superintendents, boards of education, and teachers and the public generally must realize the growing recognition of the great value of art education in the immediate and future lives of the children and to the State and Nation at large. America may thus take her rightful place in art education among the nations of the world.

CHAPTER VIII

INDUSTRIAL EDUCATION

By Maris M. Proffitt

Specialist in Industrial Education, Bureau of Education

CONTENTS.—General recognition of the value of industrial education—Types of industrial work and objectives—The all-day trade schools—Types of full-time trade schools—Other types of organizations—Scope of the work—Evening schools—Apprenticeship for the skilled trades—Legal provisions affecting part-time education—Manual work, not vocational—Home mechanics—The general shop—Private and corporation schools

GENERAL RECOGNITION OF THE VALUE OF INDUSTRIAL EDUCATION

Industrial education in some form is as old as the industries themselves, but it has been only in the past dozen years that the public schools have undertaken in a serious way to incorporate courses in vocational industrial education in their program of studies. With the breakdown of the old apprenticeship system and with the growing realization of the need for some effective method of training to help the great army of industrial workers better and more quickly to adjust themselves to their life work, it was proposed to make it a responsibility of the public schools to offer at least some service in adjusting transition from school to work. The arguments for and against this proposition were the results of a difference of opinion between two social groups—the first believing that the purpose of public education was to contribute to culture and to the enjoyment of leisure and life satisfactions of the individual, and the second group holding that public education should emphasize vocational objectives and regard the development of the economic productive ability as worthy of attention.

Only during the past 10 years has the point of view of the believers in the social importance of effective vocational training of less than college grade resulted in a sufficient body of crystallized public opinion to support a widely diffused and highly developed program. Naturally, the rather sudden initiation of such a broad program was accompanied by acrimonious discussion and doubt as to its success on the part of many workers in the educational field. It is highly gratifying to note that during the past two years much of this discussion and confused thinking has ceased. There is an increasing tendency to regard the whole educational program as

conducted essentially for the purpose of promoting progress and stability of our democratic form of social organization. Much literature has appeared during the past two years that has directly or by implication set forth the conception that the ultimate standard by which any form of education must be measured and evaluated is the degree to which it contributes to effective adjustment in our form of social organization.

TYPES OF INDUSTRIAL WORK AND OBJECTIVES

In the United States the term "industrial education" is frequently used to designate everything from the simplest form of bench work in the elementary schools to full-time trade-school work and the work done in training departments of industrial plants. This broad use of the word often leads to considerable confusion, especially since certain types of industrial education are classified as industrial arts, manual arts, or manual training. A decision as to the classification of industrial work should be based upon the nature of the objective set up for training.

The objectives for industrial-education courses are best defined on bases of function. What contribution does the training offered in one of these courses make toward qualifying one to perform any of the life activities which require on some level manual dexterity and knowledge for its performance is the first question that should be asked in determining what courses shall be offered and to whom they shall be offered. During the past two years there has been an increasing tendency to define objectives in terms of ability to perform worth-while activities.

The important objectives for industrial courses which are generally recognized are as follows:

1. To train the hand and eye in the intelligent use of tools and materials through certain fundamental operations which it is well for an individual to be able to perform, regardless of his occupation.
2. To develop an appreciation of constructive work with different types of materials, in order that the individual may be a more intelligent consumer, regardless of his occupation.
3. To gain an insight into and an appreciation of some of the important industrial arts, in order that the pupil may make an intelligent choice of an occupation.
4. To develop ability to perform a variety of practical tasks sufficiently well to meet general social demands and the needs of home life but not necessarily up to the standard of occupational practice.
5. To prepare an individual for profitable and advantageous entrance into employment in a definite industrial occupation, with the status of an advanced apprentice.

6. To provide an opportunity for those who have already entered occupations to add to the knowledge and skill which they already possess, in order that they may become more expert workers, with increased earning capacity and a better chance for promotion.

Some general education values will accompany the realization of any of these specific objectives, but they will be especially pronounced in connection with the objectives suitable for the elementary grades. The first four objectives are or should be those of manual training or manual arts departments in the elementary schools and junior and other high schools. There is considerable evidence to support the statement that the fourth objective is recognized to an increasing degree as one of the most socially worth-while objectives for industrial arts and manual training courses. The last two are specifically vocational objectives and should characterize the work of every school or class that claims to be vocational. The fifth applies to the full-time trade extension evening schools, and in most cases of part-time trade extension classes.

Work which has a vocational aim necessarily has definite and clear-cut objectives, and it is unquestionably true that the clear definition of aims and purposes of vocational schools and classes is reacting upon nonvocational work in shop subjects and tending toward a clearer definition of the aims and purposes of such work. While some progress has been made along this line in the past two years there is still great need for further improvement in the definition and aims in the whole field of industrial arts and manual training. Definite objectives must be set up in terms of abilities to perform some specific life activities in these lines and which will qualify one for normal living experience.

THE ALL-DAY TRADE SCHOOLS

During the past two years there has been a slight increase in the number of of the all-day trade schools and in the enrollment in such schools. During the year ended January 30, 1924, the total enrollment in all-day trade and industrial schools, federally aided, was 33,262. Of this number, 27,012 were boys and men and 6,250 were women and girls. It is generally recognized that the all-day or full-time school is a rather difficult type of school to establish. This is especially true in cities where the high schools are predominantly of the academic type, with the emphasis upon college preparatory courses. In such a situation the tendency is for the children completing the elementary school either to go to the regular academic high school or to leave school and go to work. Regardless of the fact that the great majority of high-school pupils enter employment either before graduation from high school or soon after graduation,

the idea still prevails in many cities that the best type of high-school work to offer is that type which is especially approved by associations of colleges and secondary schools.

Where this situation exists it can not be expected that any great numbers will be attracted to a school the avowed purpose of which is to give training in some specific trade for advantageous entry into employment. When under these conditions an attempt is made to meet the needs of young people of high-school age prior to entrance upon employment there is, in a great majority of cases, more or less of a social stigma attached to those who enroll in the trade school. Because of this and other difficulties surrounding the full-time day trade school on a preemployment basis, there has been a marked tendency to develop trade training on the cooperative plan, whereby boys alternate between work and school every week or every two weeks. While there is considerable evidence that the tendency is toward establishing cooperative part-time and apprentice training, the full-time school, as such, is still an important type of institution which, in many cities throughout the country, is doing an important and valuable work. The tendency toward an increase in part-time and cooperative apprenticeship training under an alternating plan, however, is unmistakable and will undoubtedly increase.

TYPES OF FULL-TIME TRADE SCHOOLS

The existing trade schools may be grouped into three principal classes, as follows: (1) Separate schools as a part of a city system of public schools; (2) departments in high schools; (3) State trade schools.

Under suitable conditions as to organization and administration the separate trade school has a fair chance to succeed. The vocational department in the general high school as a rule has a difficult time in maintaining its work on a strictly vocational basis in the academic atmosphere which usually characterizes the city high school.

In some instances, the attempt to establish vocational departments in high schools has had to be abandoned. However, there are numerous instances where such departments are fairly successful and are doing efficient work. The success or failure of such departments depends, at least in part, upon the attitude of the school officials and the high-school principal and his staff toward it, and varies with different school systems and different types of school organization.

Where State trade schools have been established they have as a rule been remarkably successful. The State of Connecticut is definitely committed to the idea of State trade schools. Without

any reflection upon any city trade schools and vocational departments in high schools, it can fairly be stated that no full-time trade schools anywhere in the country are more efficient than the eight trade schools in the State of Connecticut. Within the past two years definite trade courses have been established at the State School of Science at Wapheton, N. Dak. This school being apart from the academic atmosphere of the city high school is free to set up definite trade courses. In the limited number of trade courses thus far developed the work is eminently successful.

OTHER TYPES OF ORGANIZATION

The State of Wisconsin has enacted laws and adopted policies which make it possible to develop vocational education in that State upon a somewhat different basis than is possible in other States. With its State apprentice law, its industrial commission, and separate boards for industrial education, it is possible to set up vocational schools which are in no way hampered by traditional standards. Probably one of the most efficient schools in the United States is the Milwaukee Vocational School. During the past year this school enrolled for courses in the day school a total of 16,355. The maximum number in attendance at any time in the day school was 11,272. The total number enrolled for classes in the night school was 6,397. It must be borne in mind that this, in the main, is a part-time school. The great majority of the students were in attendance but one day of eight hours per week.

The foregoing school includes the following departments: Apprentice, rehabiliation, "permit," and full-time commercial. Apprentices are required to attend one-half day a week until they have completed 400 hours of schooling. The work, in the main, is related to their shop work. Occasionally some shop work is done in the school. In the permit division the students are required to attend eight hours a week until the end of the quarter following their eighteenth birthday. Approximately half of their time is devoted to academic work, some of which is related to the vocational work. Boys are given opportunity of selecting vocational work preparatory to apprenticeship in about 50 lines.

SCOPE OF THE WORK

A recent publication of the Federal Board for Vocational Education lists 158 distinct titles of courses offered in full-time day and part-time trade extension schools. The great variety of instruction offered indicates that these schools are to an increasing degree meeting the vocational needs of the people. No one is justified in mak-

ing the assertion that the work of trade schools is confined to five or six of the skilled trades. Such a statement would have been true eight years ago but not so now.

EVENING SCHOOLS

The growth of evening trade extension schools and classes has been steady during the past seven years, and during the year 1924 the rate of increase has been somewhat greater than the rate for the previous year. The enrollment in the evening schools receiving Federal aid was, in round numbers, 85,000 for the year 1924, or more than two and one-half times the enrollment in day trade schools.

The eighth annual report of the Federal Board for Vocational Education lists 135 distinct courses as indicating the scope of evening school work. The United States Census report for 1920 lists 11 general groups of occupations. They are: Food and kindred products; Textiles and their products; Iron and steel and their products; Lumber and timber products; Leather and its finished products; Paper and printing; Chemicals; Stone, clay, and glass products; Vehicles for land transportation; Railroad repair shops; and Miscellaneous industrial occupations. Persons from each of these general groups have been enrolled in evening classes. For most of the general groups various numbers of distinct courses have been offered—more than 20 in some instances. The fact that 6,000 coal miners were enrolled in evening trade extension classes in mining subjects during the year 1924 indicates the development of evening school work, and shows the need for organizing specific courses that are of practical value for the occupational improvement of employed persons.

APPRENTICESHIP FOR THE SKILLED TRADES

Apprenticeship for the skilled trades is recognized as constituting a problem that must be solved. During the past two years there has been a notable revival of interest in apprenticeship on the part of employers of labor, manufacturers, architects, engineers, and others whose interests are affected by the shortage of skilled workmen. The revival of interest in apprenticeship is not confined to any one line of work, although it is very pronounced at present in connection with the building trades. Much is being accomplished in the promotion of plans for efficient apprenticeship training, not only in the building trades, but in the various machine and mechanical trades. As modern conditions make it impossible to revive the old system of apprenticeship, it is more and more recognized

that the new apprenticeship, to fit modern conditions, can be most effectively operated through cooperation with the public schools.

Experience indicates that the problem involved in apprenticeship plans can be solved only where there is cooperation on the part of at least three groups, viz, the employers, the workers, and the public schools. Each of these is an interested party to any apprenticeship training program. Each has certain peculiar and inherent interests in any program to be developed, and in addition has certain other cooperative interests common to the other parties. The interests of no one party can be fully developed without the other. This necessitates the setting up of a definite unified objective for an apprenticeship course which will embody the best interests of all parties. In the old apprenticeship days the employer was responsible not only for the trade education but also for whatever general education the apprentice was to receive. The parents as interested parties to the contract aimed to secure both of these benefits to their child. Owing to the changed condition in the industries and to the extension of public education, it is incumbent upon the public schools to assume responsibilities in connection with the training of apprentices.

As this work has developed, organized labor has shown conclusively that it is ready and willing to cooperate to the greatest possible extent in the promotion of effective apprenticeship training. This is not to be wondered at in view of the fact that real labor leaders have always been in favor of the thorough training of apprentices and have always lent their support to programs of vocational education under public control. At this time it is not possible to give definite figures showing the development of apprenticeship plans.

The fact that the State of New Jersey is cooperating in a program of education and training for 2,000 regularly employed apprentices is indicative of the development which is growing throughout the country. Cleveland, Ohio, has more than 1,200 apprentices enrolled in the building trades and this year graduated a class of 150 who completed not only their job training but the courses given in the schools covering the technical aspects of their trades. Bricklaying is one of the trades in which there has been notable success in increasing the number of apprentices through the cooperation of employers and labor. This is evidenced by the fact that in July, 1921, there were 1,427 apprentices and on June 1, 1925, there were 11,602.

While the promotion of apprenticeship is essentially a problem to be worked out locally, a very effective background for local development is created through the cooperation of national and State organizations of employers and workers. During the past two years

school officials and employers and workers' organizations have held a number of joint conferences of a national or State character for the promotion of apprenticeship programs. The Federal Board for Vocational Education has attempted to encourage local initiative in the development of local programs to meet local needs and at the same time has made important contacts with National and State organizations to back up the program. Among the important organizations with which cooperative work has been done are the following: The American Construction Council; the Associated General Contractors of America; the Bricklayers, Masons, and Plasterers' International Union; the Mason Contractors' Association; the National Association of Sheet Metal Contractors; and the National Granite Association. In many cases local development has been promoted because such national organizations have indorsed the program. The Federal Board for Vocational Education has had a number of conferences in which representatives from all the interested groups have participated.

With the growing conviction that education for any particular individual is for the purpose of adjusting that individual to society, there is a manifest tendency to establish fewer part-time schools of the general continuation type and to establish more offering practical courses for training in some phase of the life activities found in the trades and vocations. As a clearer comprehension of the function of part-time education is developed the courses for the employed youth enrolled in these schools are becoming more and more of a vocational nature.

The type of general education as found in the grades and high schools is not adapted to the work of the part-time school, especially for the older boys and girls from 16 to 18 years of age. There is a manifest need for making the work for these older boys and girls more directly related to their vocational needs as determined by their employment. Whether or not the work of the part-time school is looked upon with favor where it has been established depends largely upon the organization and types of courses that have been offered. The more nearly the courses are organized to meet the needs of employment the more favorable is the local attitude toward the part-time work done in the public school.

Probably the greatest development in apprenticeship training has been in connection with the building trades. During the year 1924 there were in Federal-aided classes alone more than 20,000 persons enrolled for apprenticeship and trade-extension courses in the building trades. Five thousand were enrolled as apprentices and students in day trade schools, taking trade preparatory work. Fifteen thousand were employed persons taking trade-extension work.

These figures are indicative of the tendency to establish courses in the part-time schools which more nearly meet the vocational needs of these employed persons. Many of the part-time schools and classes have been of the general continuation type, but as the possibilities of the part-time school as an agency for meeting the practical needs of the apprentice on the job are more fully realized the tendency is to offer courses which are more strictly vocational. Especially is this true for employed students more than 16 years of age. The courses organized for such students should be largely to meet their vocational needs. For this older group the function of the part-time school is to give definite preparation for vocational work and for advancement in employment. The success of the part-time school and the attitude of the local community toward it will be determined largely by the degree to which it realizes these objectives. For the pupils in the part-time school who are under 16 years of age more of the general continuation type of school work can be given successfully.

LEGAL PROVISIONS AFFECTING PART-TIME EDUCATION

Twenty-five States have enacted some form of part-time compulsory education laws. In other States the spending of money for part-time classes and for vocational education purposes has been legalized. The age of required part-time attendance by the laws of the different States varies, but the majority of the States place the lower age limit at 14, two States at 16, and one at 12. The upper age limit for attendance varies from 14 to 18. The hours of required attendance per week vary from four to eight. The number of weeks of required attendance usually approximates the full school year. The minimum number of minors required to establish part-time classes varies in the different States from 12 to 2,000, the majority of States requiring no more than 20.

Not only has there been an increase in the number of States which have enacted part-time compulsory school laws, but there has also been considerable extension of general education requirements. For example. Wyoming, in 1923, raised the age of compulsory education to 17 years. Nevada now requires full-time attendance to the age of 18. New York State has extended its part-time law to include towns between 4,500 and 5,000 population. This extension of the period for compulsory education is significant for industrial education in that many students who had formerly been going into employment are now by the hand of the law retained in school for at least a part of the year. It is the function of industrial education to aid in providing for the needs of this particular group. Three

million children between 14 and 18 years of age are out of school. Three hundred thousand of them are 14-year-old boys and girls, a half million are in the 15-year-old group, and those 16 and 17 years old number more than 2,000,000. In the course of time more and more of the children who are now out of school altogether will be kept in school for a part of the time. It will be the duty of industrial education to help formulate a program for them that will be worth while in helping them to make proper adjustment to social, economic, and industrial life.

It is well known that the percentage of the school population going to high school is increasing. In 1900 only 3.3 per cent of the enrollment in the elementary and high-school grades was in high school; in 1920 the corresponding percentage was 10.2; in 1922 it was 12.3. This increase in high-school enrollment gives an added responsibility for the further development of industrial courses to meet the needs of the increasing numbers whose chief interests are along industrial lines. This principle works both ways. Increased high-school enrollment not only creates an obligation for further development of vocational courses to meet the needs of those whose interests are along industrial lines, but the introduction of vocational courses increases the percentage of enrollment in the secondary schools.

Although only 25 of the States have enacted laws which provide for compulsory part-time school attendance by employed minors between certain age limits, a number of continuation schools have developed in States which have no such laws. Some of these schools are among the best part-time or continuation schools in the country. This leads us to the conclusion that the success attained in the establishment of part-time schools is largely a matter of education of the local community to an appreciation of the value of such schools for meeting the needs of the employed minors.

During the fiscal year ended June 30, 1922, the total enrollment in Federal-aided part-time schools of all types was 228,555. The enrollment for the same schools for June 30, 1924, was 321,138, of whom 256,133 were enrolled in part-time schools of the general continuation type.

It is a debatable question whether the best way of establishing continuation schools for employed minors is first to get a law through the legislature; second, attempt to enforce the law; and, third, educate the public sentiment in favor of part-time education. Experience seems to indicate that a more logical procedure is first to create public sentiment in favor of part-time education by demonstrating its value in specific cases. Following this it is relatively easy to secure the necessary legislation to make it universal through-

out the State. If this procedure is followed, the question of enforcement becomes of minor importance, and it is possible to maintain continuation schools without running into conflict with public opinion.

MANUAL WORK, NOT VOCATIONAL

There is great confusion in the use of terms to designate manual and industrial courses other than those of a strictly vocational character. The terms "manual arts," "mechanic arts," "industrial arts," "mechanical arts," "practical arts," and "manual training," as well as a number of other terms, have been used frequently to mean the same thing and again to mean different things. In order to avoid the confusion resulting from the use of any of these terms, one large city school system is using "manual education" to cover all forms and phases of the work involving manual manipulative processes. Another large city, with an excellent program in this field of education, has issued a very commendable monograph covering all objectives and courses, under the term "industrial education." Included are courses for all manual activities beginning with the fourth grade and continuing through the senior high school. In connection with the descriptions of the courses, the fourth, fifth, and sixth grades are placed under the heading "elementary manual training"; the work for the seventh, eighth, and ninth grades (the junior high-school period) is listed under the title "prevocational industrial education"; and that for the senior high school under "vocational and nonvocational education." Although the term "manual training" is still to be met, it is no longer in general favor.

It is not meant to deal here critically with the use of these terms, but to point out the fact that there is lack of agreement as to nomenclature for designating work of a manual and industrial type, not vocational. It is to be hoped that out of this general confusion such an urgent need for standardized designations for different phases and levels of the manual work will be felt as will lead to some cooperative effort on the part of those responsible for the use of such terms and result in the adoption of a terminology that may meet with general approval and become standardized.

The same general confusion found to exist with reference to terminology is also apparent with reference to subject matter and aims for the different courses offered in the manual arts type of work. There is no general agreement as to the variety of work to be offered or the values to be realized in specific courses for the different grade levels. Some individual systems have given careful consideration to the selection of courses and to specific worth-while objectives, but there has in general been a lack of appreciation of the real need for

careful definition and evaluation of the work to be done. Too often the courses selected and the aims set up are the result of tradition rather than of scientific investigation. Past practices and procedures are still too influential in determining content and aims of instruction. As a result of this situation money for equipment and instruction, as well as the time of the students, has been spent upon some types of work that are of doubtful value. For example, it is the judgment of some whose opinions are to be respected that many schools still place too much emphasis upon woodwork of the old type.

Forces are at work, however, for the correction of these shortcomings in the manual arts type of work in the public schools. The development of the definite objective for vocational industrial education courses as training for entry upon employment in some specific trade is forcing serious consideration of the place and value of manual arts education in our public-school program. Probably the greatest factor contributing toward the solution of the problems dealing with the selection, content, organization, and aims of such courses is the application of the principles of modern scientific curriculum making. Modern ideas of curriculum building, laying stress upon the development of specific abilities through natural forms of experiences, are doing much to change the conception of manual arts work from that of formal exercises of the old manual-training type and with general training objectives to that of practical activities of a project nature qualifying one to perform specific life activities.

Another corrective force exerting its influence for the clarification of subject matter and methods in the manual arts work is the better understanding and application of the psychology of interest and of habit formation. The application of the psychology of interest to the selection of activities for manual work has led to the development of more project work and less of the formal exercise work. In addition, it shows the need of selecting for each grade group projects of a kind and on a level with the pupil's interests. The making of kites, sailboats, bird houses, radio sets, and many other articles to be used in connection with the pupil's leisure-time activities, and the performance of many production and service jobs found in connection with the home and community life are now commonly accepted practices. A better knowledge of the psychology of habit formation is leading to less stress upon transfer values of the manual arts courses and to more emphasis upon the acquisition of definite types of manual experiences and industrial information. The work done in these courses must itself contribute specific values for meeting some normal living experiences.

HOME MECHANICS

As a result of the effort to give training that will develop abilities to meet successively normal living experiences, there has been considerable shifting and changing, both in the content of the courses in the manual arts and in its organization for instruction purposes. At present, the home-mechanics course is in considerable favor, as it organizes the manual work of the school upon a practical basis and affords opportunity for training in a variety of elementary, fundamental processes which qualify one for performing many of the repair and maintenance jobs of the home and community. Some school systems are organizing almost all the work offered above the elementary grades on this basis. This is especially true for the smaller school systems where trade shops can not be maintained on account of their cost. A number of State departments of education are holding regional conferences within their States for the purpose of developing courses in home mechanics. In such conferences emphasis is placed upon the values to be derived from such courses and is given to working out local programs with suitable content material. Special emphasis is placed upon the selection of projects that are of practical value in ordinary home life and which will appeal to the interest of the pupils, and whose learning difficulties are on a level comparable with the pupils' accomplishments.

THE GENERAL SHOP

The general shop as an organization for instruction is in considerable favor, especially for the junior high-school period, where all the activities are given in connection with one-shop organization under the direction of one teacher. Some of the advantages which may be derived from such a general shop organization are:

1. It brings together, in one-shop organization, activities dealing with a variety of materials and processes. It makes possible the completion in one shop of a project which is of special interest to the student. This is of value in that one teacher, interested in the boy's work, can direct his activities for all the work done on the project.

2. It makes possible the acquisition of a large amount of indirect experience covering a variety of activities and processes. Work organized on the one-shop basis affords opportunity for observation of the work of other students on various activities far beyond that which would be possible in a one-activity shop. Such experiences extend very considerably the trade and industrial knowledge of the boy.

3. The shop training and experience resulting from performing operations upon a variety of materials and the use of a variety of

tools qualify the pupils to do various jobs connected with home and community life. Many of these can be used as projects in the general shop and are valuable in that they represent activities found in normal living experiences.

4. The work of the general shop may serve as preparatory work for young pupils who will later enter upon trade courses.

5. Through the possibilities offered for the discovery of aptitudes and interests the work of the general shop serves in the realization of the "trade-finding" objective of the manual arts work.

It is the opinion of some who have made a thorough study of the work of the general shop, particularly as found in the junior high school, that it is destined to play an important part in manual arts activities in the schools. This is especially true for schools which are limited in number of pupils and in rooms and equipment. Some of the unsolved problems are: Properly qualified teachers, proper methods for handling and distributing materials and tools, and proper methods for organizing instruction materials and the use of proper teaching methods.

Sometimes the general shop is organized on the basis of a cycle of shops, the pupils rotating through a number of one-activity shops for a given period in each. Here, also, the pupils are offered a variety of experiences, but which are more specialized along specific trade lines. This scheme is of particular value in senior high schools where the work is so arranged as to be of value for preparatory and trade-finding purposes.

As an example of this type of general shop organization the scheme followed in a large well-organized senior high school may be cited. In this particular school the general-shop boys are given during their freshman year a six-week period in each of six shops: Plumbing, printing, auto repair, machine shop, electrical work, and woodworking. In each shop the boy is given as definitely as possible an intimate contact with the work of the trade. Advantage is taken of various opportunities to get to the boys information about the trade or industry which can not well be given in the shop or classroom by ordinary methods. Motion-picture films are used regularly. At the close of the six-week period each group is taken on a shop trip to a plant which is typical of the work just finished in the shop. At the end of each shop course the boy is interviewed by his instructor and given an opportunity to express himself freely in regard to his experiences.

The time given to the manual arts type of work and the variety of courses offered, as revealed by an examination of the courses of study of a large number of school systems, is convincing evidence of the value of such work as a part of a program of studies for the accom-

plishment of the objectives of the school. Forward-looking steps will be in the direction of the further refinement of aims and content in school courses to meet more definitely some of the specific objectives embodied in the public school program.

PRIVATE AND CORPORATION SCHOOLS

Following the signing of the armistice there was a marked decrease in the program of training in industry which had been built up during the war. A great majority of the vestibule schools disappeared because they were no longer necessary. Although there was no great shortage of ordinary factory workers, there was and still is a shortage of highly skilled workers. Naturally, the best types of corporation apprentice schools were not eliminated at the time of the readjustment, but, on the other hand, these schools have grown and developed to a point in advance of anything heretofore found in the field of privately supported vocational schools. Large corporations can afford to run their own vocational schools in the same way that they can afford to maintain their own fire departments. The majority of individual plants, however, are not large enough to support regular apprentice schools such as many of the railroads maintain and such as are found in the large mechanical and electrical manufacturing plants. There is, therefore, a considerable need for agencies other than private corporation or apprentice schools to provide equally efficient training for those who will find employment with similar organizations. The full-time trade school and the part-time cooperative apprentice school are meeting this need in part. The work of such schools is supplemented by correspondence schools and private and semipublic schools.

The entire matter of vocational training is in process of adjustment and unquestionably will be carried on in the future in such ways as are most efficient and result in the lowest net cost to society. To an increasing degree, it is recognized that training costs money. An employer can not evade this cost by looking to some one else to train his men for him. If the teaching is provided by public schools, he will have to pay his share by means of taxes levied to support such schools. If he trains his own men, he will pay for the service more directly. If he attempts to get along without training any men, and discourages publicly supported vocational education, he will eventually have to put up with a supply of incompetent or half-competent workers. Their inefficiency on the job and lack of skill will probably, in the end, cost him more than would participation in an organized training scheme. If he is to continue in business, he can not get along permanently with semi-

skilled and unskilled workers; consequently he will have to face the fact that semiskilled and unskilled persons will have to acquire training for the job while in his employ. From the present situation in industrial training, it appears that for many occupations certain phases of training can be given more efficiently and at less cost on the job than in any form of school. On the other hand, there are types of training which can probably be given better at less cost, and with greater social values in public schools. However, there are innumerable cases where the most efficient and less expensive plan involves some type of cooperation between industry and the public schools. Notwithstanding the fact that examples of such cooperation are increasing at a remarkably high rate, a beginning has hardly been made in solving the problem.

CHAPTER IX

AGRICULTURAL EDUCATION

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CONTENTS.—Agriculture in elementary schools; boys' and girls' club work—Agriculture in secondary schools—Agriculture in collegiate institutions.

AGRICULTURE IN ELEMENTARY SCHOOLS

The place that instruction in agriculture should occupy in the program of the elementary school is a question on which there is much difference of opinion and marked divergence of practice. A generation ago there was considerable agitation for a better adjustment of the rural school to its environment, and most students of rural education apparently accepted the view that instruction in agriculture should be a part of the program of the elementary school. A recent report by a committee of the American Association for the Advancement of Agricultural Teaching states that 28 States require that agriculture shall be taught in the elementary rural schools. Textbooks published to meet the demand for this type of instruction, and outlines prepared to assist teachers, show clearly that the training of students for rural occupations was the chief end sought. Improvement of farming was the uppermost object.

In recent years much consideration has been given to the objectives of the elementary school, and numerous curriculum studies have been made. As a result there is much less certainty on the part of many regarding the desirability of the type of instruction in agriculture that was originally introduced into the elementary school. More careful analyses of the economic and social implications of such a program of instruction have also contributed to the recognition of the undesirability of using the elementary school in the rural community as an agent of propaganda for making farmers and farmers' wives of boys and girls who chance to live in the open country.

One of the most challenging philosophical discussions of the use of the elementary school for directing children toward farm life has been written by Dr. O. G. Brim.[1] Doctor Brim has gathered from a large number of educational writers statements that show the very

[1] Rural education, pp. 209–211.

general acceptance of the vocational objective in agriculture for the elementary rural school.

Those who have most fully imbibed the urban, economic conception of the farmer-group see the rural child as a producer only and his social service mainly in terms of food. Guided by this idea, one who desires the school to realize the most efficient citizenship from the community states that the "distinguishing mark of efficient citizenship in the rural community is skill in the production of food." This conception of the rural child as a producing factor in the rural occupation has stimulated various lines of endeavor. "Agriculture must be taught, because that is to be the occupation of most of the pupils of the rural school, and because the school can greatly increase their efficiency on the farm." "A thorough course in manual training is highly desirable and useful," because "the modern farm with its variety of machinery, tools, special type of buildings, drainage systems, concrete construction work, etc., taxes the ingenuity of the farmer." Industrial club work, junior projects, home project study, and vitalized agriculture—limited almost entirely to rural occupational problems, emphasizing economic return and maximum physical product, and fostered by agricultural interests from the adult point of view—are indeed being largely accepted as the solution of the rural school problem. These are believed to offer a satisfactory educational content for the rural child.

It is evident that many of these writers have misconceived the purpose of elementary education and the essential characteristics of a life that is good for the child and desirable for a democratic society. They ignore the fundamental task of elementary education, which is to make the child a member of society in the fullest sense. They aim from the first to make him a member of a group. They emphasize the differences, the qualities wherein his parent group is unlike others, instead of strengthening the bonds that unite him to all peoples. They center his attention upon local problems, instead of creating interests for him common to the groups with whom he must cooperate. They develop occupational ability rather than ability to participate in the problems of social progress; and then complain because he is not given a place in governmental affairs. "Society must advance toward the ideal democracy of which we dream through a broadening of the range of suggestion that floods the individual." Yet many would doom the rural child, already handicapped in his contact with the world, to a rural diet in his school experience. It is of primary importance to society and to the individual that each be free and intelligently prepared to choose his own field of work. But instead of meeting this fundamental provision, these men determine the child's future upon the accident of birth, and use the institution dedicated to his larger growth as a means of limiting his vision and determining his choice.

The development of a six-year elementary school and the growth of the junior high schools have contributed to a clarification of the aims of education for these school periods. Though the two forms of school organization have not yet been adopted widely in rural schools, the fundamental conceptions back of their growth are influencing the view regarding the functions of the elementary school in the rural community. It seems very unlikely that there will be any general return to the conceptions regarding the purposes of instruction in agriculture in the elementary school that have prevailed during the past two or three decades.

This does not mean, however, that the vocational objectives no longer are held, or that there is general agreement regarding the outcomes to be sought through instruction in agriculture. The following data regarding the purposes of instruction in agriculture in the seventh and eighth grades, recently collected and compiled by F. J. Smeeckle,[2] are evidence on this point:

Opinions of teachers and specialists on the purposes of agriculture in the seventh and eighth grades

Sources of replies	Number of answers	Percentages favoring different objectives				
		Vocational	Prevocational	Educational	Educational and prevocational	Vocational, prevocational, and educational
Teachers	95	10.5	19.0	64.2	6.3	0.0
Specialists	23	.0	26.1	47.8	21.7	4.4

E. E. Windes [3] points out the present confusion regarding the aims of agricultural instruction in the elementary schools, as follows:

In no other field of educational endeavor are conditions so chaotic as in the fields of elementary-school agriculture. Courses of study are found outlining work for each of the eight elementary-school grades, providing a continuous and comprehensive program. Other courses are found which outline work for a single grade only and limit instruction to the consideration of a few problems in gardening. Between these two extremes every degree of comprehensiveness as to time and content may be found.

Avowed aims are equally variable. Definite vocational training is sought in some cases. A vague cultural aim is frequently phrased. Occasionally a conscious effort to make the course in agriculture the center of the elementary-school curriculum, and the dominant farm enterprise of the State the center of the agricultural course, is made.

Practically every method known to teaching practice is found. Occasionally there is an effort to apply the problem-project method to elementary-school agriculture, making the natural interest of the pupil a basis for choice of problems and local conditions the controlling factor in content and sequence of subject matter. The usual situation, however, is that a young girl with little training, academic, technical, or professional, hears the class read from a text, religiously avoiding discussion.

In spite of the lack of clarity of objectives for this phase of the elementary-school program, there is but little doubt, as has been indicated, that the movement in recent years has been away from the vocational objective. Students of the problem are accepting the view that, instead of using instruction in agriculture in the elementary school for vocational ends or as propaganda for farm life, it should take its place as a part of the program of instruction for

[2] From an unpublished study.

[3] Objectives in Elementary Rural School Agriculture. Rural Sch. Leaflet No. 11, U. S. Bu. of Educ.

vocational and educational guidance, or the "teaching for choice." Evidently this view is almost diametrically opposed to the one that has been commonly accepted, at least until very recently. It is much more nearly in harmony with the ideals of a democratic society than its predecessor. One writer [4] has set forth the reasons for rejecting the old aims of instruction in agriculture and placing it on a broader basis, in the following statement:

> Determination of capacity for economic service on the part of every prospective citizen is quite as important under a theory of democratic organization of society as it is under a theory of state socialism. Equality of opportunity is fully as dependent on such determination as is the efficiency of the state, for, in the theory of democracy, self-realization in and through vocation for the individual is of equal or greater significance than his efficiency in the production of a margin of utilities for social consumption, whether of commodity or of service. The achievement of efficiency as a productive unit in the social organization is not, as it is under the doctrine of state socialism, the prime objective of selection for economic capacity. Thus, in a country like ours, any means to such determination must place election before selection. Indeed, choice in itself is an essential element in any equalization of opportunities. All that a democratic society can do is to provide for the prospective citizen the basis in experience necessary to make his choice genuine or intelligent.
>
> In the light of the foregoing thesis the proposition which has been put forward by many and earnest advocates, that the function of formal education in the rural community is to bond the country boy and the country girl to the soil, is unacceptable. The fact that a child is born on the farm is not at all an indication that he can in largest measure realize his birthright and serve his fellows by remaining on the farm. Any system of education designed to limit resources of self-discovery is restrictive both of the rights of the child and of the progress of society. On the contrary, it is a prime obligation of democratic society to provide for prospective citizens who happen to be born in the country every possible avenue of self-discovery that may lead to the central life activity of the normal citizen—his vocation.
>
> So far as the basis of experience which society can provide for intelligent choice of life pursuits on the part of prospective citizens is concerned, the following postulates are offered:
>
> 1. It must result in the understanding both of essential requirements and of significant opportunities in (*a*) the vocation itself, (*b*) the life implied in pursuit of the vocation, (*c*) the preparation implied in acceptance of the vocation.
>
> 2. It must take one, two, or all of the following forms, whether under formal or informal auspices: (*a*) Participation, (*b*) observation, (*c*) vicarious information. * * *
>
> As to the agency that shall undertake the teaching of country boys and country girls what is necessary and possible to intelligent choice of vocation, the common opinion of educators is accepted. No rehearsal of reasons is here needed. The agency is the public school in that level given to diversified teaching for the sake of "finding"—the junior high school level. Assuming that an organization involving all of the essential functions of the junior high school will ultimately be made workable in the rural districts, I venture to suggest a plan for the development of the prevocational function. The plan centers in the provision of one or two teachers for each rural community, employed for the full year rather than for the school year, equipped with the means of transporting small groups of

[4] T. H. Eaton. Sch. Rev., Mar., 1923, pp. 191–192; 202–203.

pupils from place to place, and devoting their whole time, working out from the school, to teaching pupils the essentials of intelligent choice of vocation.

Such teachers must, of course, possess a greater range of qualifications than is now required of the teacher in either the junior or the senior high school. Probably few persons are now qualified for such a task. But qualified persons can be prepared if the demand be made. The educational service to be rendered is second in significance only to that of the elementary school. The demand will come. Qualified teachers will be prepared to serve and will be given the chance to serve, whether under such a plan as suggested or under another and better. Until that is done "equality of opportunity," to which rural boys and girls are entitled the country over, will remain as it is—equal lack of opportunity.

E. E. Windes,[5] in discussing the problem of agriculture for the seventh and eighth grades in the rural schools of Currituck County, N. C., makes the general statement and the formulation of objectives that follow:

The life problems of the modern farmer are extremely diversified. He deals directly with the primary and derived energy of nature, with the tools which transform this primary and derived energy into productive work, with a variety of mineral elements and their compounds, with plant life throughout the plant series, with animal life throughout the animal series, with man as an individual, as organized groups of workers, as a consuming market, and as a controlling whole.

His greatest surety for success lies in training in methods of attack and materials available for the solution of problems in all these fields. A partial success may attend his mastery of the means of solving problems of one group of relationships, but failure to take into account problems of another group may not only rob him of returns for his effort in one direction but may actually lead to his undoing. He may become very proficient in the use of labor-saving tools and materially reduce the labor cost of producing crops, only to face economic ruin because of the appearance of a crop pest with which he can not deal, or because his increased production has overstocked the market so that consumers will not pay even the lowered cost of producing the article. Again, he may become very efficient as a producer of a given commodity, only to find that as he increases his output and lowers his costs of production other organized groups between him and the consuming public absorb the profits through higher wages, higher transportation rates, higher returns for capital, or by the appearance of additional middle groups through which the commodity must pass.

The course of study here outlined is frankly prevocational. Its major objectives are:

1. To introduce problems involving the essential life relations of farmers as dealing with nature, with the world of workers, with the general public, and as producers of marketable commodities, to the end that the pupil may get such a survey of farming as an occupation and a mode of living that he may judge fairly whether he desires to enter upon the occupation, and in case of entrance upon farming as an occupation to furnish a basis for an understanding of these relationships.

2. To introduce a comparative study of occupations to the end that an intelligent choice of an occupation and of the curriculum best fitting for that occupation be made.

3. To provide through construction and production projects such a sampling of jobs met with in farming of various types that the pupil may judge his fitness

[5] Types of Courses of Study in Agriculture, Rural School Leaflet, No. 26, pp. 1–2.

for the types of tasks necessarily met with in farming of specific types. Since farming offers such diversity of tasks and requisite skills, these samplings are further valuable as indicating ability in nonagricultural occupations of a considerable variety.

4. To provide training in the method of attack in solving problems and knowledge of sources of material for the study and solution of problems in agriculture.

5. To motivate other subjects of the agricultural and general curricula through showing their relation to success in agriculture.

6. To furnish adequate guidance in the selection of vocational projects of the high school proper.

7. To acquaint the pupil with the various agencies of the county, State, and Nation dealing with agriculture, the kind of service these agencies render, and to develop the habit of using these agencies.

BOYS' AND GIRLS' CLUB WORK

Any consideration of the teaching of agriculture in the elementary school in which the boys' and girls' club work was ignored would be incomplete. This work has not generally been closely articulated with the work of the elementary school, but for the most part the members of the clubs are pupils in the elementary schools. Data are not available for the entire country to show the extent to which club members are pupils in the elementary schools, but an intensive study recently made for New York State furnishes the following data:[6]

Age distribution of 68,181 junior extension workers in New York State, 1920–1924

Age group (years)	1920	1921	1922	1923	1924	1920–1924
6	74	79	75	16	27	271
7	170	226	164	100	81	741
8	471	619	566	260	299	2,215
9	796	1,179	963	745	858	4,541
10	1,319	1,802	1,679	1,867	2,086	8,753
11	1,764	2,155	2,011	2,211	2,458	10,599
12	2,068	2,769	2,465	2,571	2,715	12,588
13	1,870	2,383	2,279	2,426	2,516	11,474
14	1,482	1,809	1,737	1,952	1,911	8,891
15	819	991	1,041	1,071	1,104	5,026
16	287	353	344	461	411	1,856
17	148	142	139	192	172	793
18	56	53	46	71	72	298
19	25	20	12	26	34	117
20	3	6	3	4	2	18
Total	11,352	14,586	13,524	13,973	14,746	68,181
Median	12.5	12.4	12.5	12.7	12.6	12.6

It is true that in New York State a distinct effort has been made to keep the junior extension—boys' and girls' club work—on an educational basis and wherever practicable closely identified with the educational system. This program may be a selective factor resulting in the enrollment of somewhat younger workers than would otherwise be obtained. However, these figures correspond fairly closely with similar data available from other sources, and a distinct

[6] From an unpublished study by P. R. Young.

drive has been made in New York to procure the enrollment of older boys and girls, without marked influence on the ages of those enrolling. As a group the members of boys' and girls' clubs are largely in the elementary school.

The latest available report of the office of cooperative extension work [7] contains the following data on the size of organization dealing with boys' and girls' club work:

Leaders of boys' and girls' club work

	1922	1923
State leaders	45	42
Assistant State leaders	78	60
County leaders	205	153

The same source is authority for the statement that in 1923 there were 28,200 clubs, with a membership of 600,957 boys and girls. In addition to the work done by the boys' and girls' club leaders, the 3,500 agents for county agricultural and home demonstration work contribute more or less to the club work.

As this organization deals largely with the teaching of agriculture and home economics to children of the elementary-school period, it is of interest to note its objectives for these activities. The quotations which follow are taken from the most recent reports of the chief of the office of cooperative extension work.[8]

For the past three or four years the effort has been made to make the club activities conform entirely to the farm and farm-home needs of the various communities and counties. The past year's work has brought this objective within reach as a complete attainment. * * * Greater volume, or number of demonstrators per community, has been encouraged in order to more quickly establish new practices. As a result, boys' and girls' club work more successfully and more widely demonstrates better practices than heretofore.

That most improved phases of farm and home practices can be demonstrated by boys and girls is quite generally recognized. In fact, extension workers are realizing that many farm and home practices can be best demonstrated through boys and girls, and the latter will no doubt play an increasingly important part in the prosecution of the extension program in the future.

A large number of counties undertook for the first time during the past year to make provisions for boys' and girls' club work in the community and county extension programs of work as a means of dealing with particular programs. These community programs of work were built on the basis of problems found through intensive study, careful observation, and use of all available statistics.

These statements point clearly to the predominance of the improvement of farming as the objective.

[7] Report of the Director of the States Relations Service, 1923.

[8] Reports of the Director of the States Relations Service, 1922 and 1923.

AGRICULTURE IN SECONDARY SCHOOLS

Instruction in vocational agriculture as a part of the program of secondary education is being developed in departments of comprehensive high schools and also in special schools of agriculture. The reports of the Federal Board for Vocational Education are the sources of the most reliable data regarding the work in vocational agriculture of less than college grade. These reports do not separate returns relating to the special schools of agriculture and the high schools, so that it is not possible to present data regarding the relative growth of the two types. It is evident to the observer, however, that in very recent years there has been relatively a decline in the rate of establishment of separate schools as contrasted with 10 to 20 years ago. Recent years have been also the period of the rapid development of the high-school department of vocational agriculture.

The following table taken from the 1924 report (p. 109) of the Federal Board for Vocational Education shows the total expenditures for vocational education in agriculture from 1918 to 1924, so far as the work came under the provisions of the Federal vocational act.

Federal, State, and local expenditures for vocational agricultural education, 1918 to 1924

Year	Total expenditures	From Federal sources	From State and local sources		
			Total	State	Local
United States:					
1924	$5,251,143.76	$1,896,406.29	$3,354,737.47	$1,204,643.73	$2,150,093.74
1923	4,647,042.04	1,669,698.75	2,977,343.29	1,108,461.22	1,868,882.07
1922	4,058,440.36	1,435,475.22	2,622,965.14	1,039,487.89	1,583,477.25
1921	3,393,088.21	1,192,131.17	2,200,957.04	968,674.16	1,232,282.88
1920	2,437,286.06	889,886.29	1,547,399.77	678,824.43	868,575.34
1919	1,413,938.49	528,679.13	885,259.36	399,982.80	485,276.56
1918	739,933.27	273,282.08	466,651.19	220,713.98	245,937.21

This report is also the source of the following data regarding teachers employed and pupils enrolled:

Teachers and pupils in schools for vocational agriculture

Year	Teachers	Pupils
1918	995	15,453
1919	1,201	19,933
1920	1,570	31,301
1921	2,071	43,352
1922	2,290	60,236
1923	3,012	71,298
1924	3,454	85,984

These two tables show a steady and consistent growth in expenditures from all sources and in enrollment of pupils. This is of special interest in view of the farming depression of the past few years.

The enrollment in vocational agriculture for the various types of work is shown by the following figures from the 1924 report of the Federal Board for Vocational Education:

Enrollment in vocational agriculture by types of work

Year	Evening	Part time	All day	Short unit
1918			15,453	
1919			19,933	
1920			31,301	
1921	1,139	1,445	40,763	
1922	1,333	5,942	52,961	
1923	9,319	2,090	57,978	1,911
1924	15,227	2,143	65,358	3,256

The enrollment in day schools is primarily in high-school departments of agriculture. From the data given it is apparent that there has been a tendency in the past few years to expand the types of work offered so as to reach other groups of pupils.

Not all the farm boys who have dropped out of school will be interested in preparing for farming. Thousands of them will, however, and they will have little or no opportunity to make a study of the scientific bases of their chosen vocation, before they become adults, unless provisions are made for them in connection with the State programs for vocational education in agriculture. In the past the instruction in vocational agriculture has been confined too exclusively to the high schools. During the past two years the extension of the work beyond the high-school group has relatively gone too largely to the adult farmers. To reach these youths who are just entering upon farming careers is difficult, much more difficult than to attempt to work with adult farmers. That it is not impossible is clearly shown by the results in several States where they are being reached in large numbers.

AGRICULTURE IN COLLEGIATE INSTITUTIONS

In many of the colleges of agriculture there has been a decline in recent years in the enrollment in agriculture. In the land-grant colleges, statistics show the following enrollments in agriculture for the white institutions:

1902–3	2,471	1910–11	8,859	1918–19	10,345
1903–4	2,331	1911–12	10,701	1919–20	15,370
1904–5	2,473	1912–13	12,462	1920–21	15,434
1905–6	2,963	1913–14	14,844	1921–22	15,477
1906–7	3,930	1914–15	17,169	1922–23	14,615
1907–8	4,566	1915–16	16,874	1923–24	13,685
1908–9	5,873	1916–17	16,409		
1909–10	7,229	1917–18	13,445		

This change has aroused the interest of the teaching and administrative staffs of the agricultural colleges. Discussions of the cause are necessarily more or less theoretical, but it seems probable that an

important factor is the reaction that followed the marked expansion in enrollment 10 to 15 years ago. At that time large numbers of students entered colleges of agriculture with erroneous ideas of what these colleges could do for them. The possibilities of the college of agriculture as now organized and administered are becoming better understood. The problem remains whether radical changes in the curricula might be made to advantage. It is suggested that an exhaustive study of collegiate instruction in agriculture should be made by a sympathetic but unbiased commission, in order to secure reliable data regarding the needs for modifications in the work or these institutions. The land-grant colleges have had their work in agriculture well under way for about a generation. It seems, therefore, that such a study might furnish data for the formulation of more satisfactory objectives than the present ones.

Evidences of interest in a more scientific determination of objectives in this field appear in the following resolution that was adopted by the subsection on resident teaching in agriculture at the 1923 meeting of the Association of Land-Grant Colleges:

1. *Resolved,* That this association adopt the proposals put forward in the paper by Dean Vivian for a comprehensive study of the objectives in college instruction in agriculture, and an analysis of the determined objectives in terms of their requirements and skills, as a basis for sound curriculum building in collegiate agricultural instruction.

Resolved further, That the association authorize its president to appoint a committee, at least one of whose members is experienced in the technique of job analysis, which shall present to the association at its next annual meeting a workable plan for such a study and providing for the participation of the several colleges in its prosecution.

2. *Resolved,* That if the executive body concur, the executive committee be directed to investigate the possibility of interesting one or more institutions in the matter of specialized research on methods of college instruction, with power to invite such institutions to designate one or more members of their staff to undertake such research as a basis for college instruction in this field.

Further objective evidences of interest in the improvement of collegiate instruction in agriculture are the following:

1. The considerable portion of the program of the agricultural section of the Association of Land-Grant Colleges that in the past few years has been devoted to the discussion of ways and means of improving instruction. This has been especially marked in the last two or three meetings.

2. The frequency in colleges of agriculture with which authorities in educational method are asked to conduct conferences dealing with methods of teaching. Some institutions procure speakers from outside, and others draw from their own resources.

3. Akin to the preceding but somewhat more elaborate in character are courses designed for staff members. Enrollments have been

very satisfactory in two such courses offered in the New York State College of Agriculture. These courses are as follows:

22. *Psychology for Students of Education.* First term. Credit, four hours. Section 2, for members of the college staff. Lectures, M. W. F., 11–12.30.
23. *Problems of Agricultural College Teaching.* Second term. Prerequisite course 22. Lectures, T. Th., 11–12.30.

For the academic year 1925–26 a seminar meeting once a week will be available to members of the staff who have had the two courses described.

At the convention of the Association of Land-Grant Colleges in 1924, a special committee on objectives in college instruction in agriculture recommended that:

1. A permanent central committee of this association charged with the study of the desirable reorganization of the curricula of the agricultural colleges be appointed. The committee should consist of three deans of colleges of agriculture, two men acquainted with the technique of job analysis and curriculum construction, a representative of the Federal Board for Vocational Education, and a representative of the Federal Department of Agriculture.

2. The committee should meet for at least two three-day sessions during the year. * * *

3. The field of agricultural education should be expolored and a study made of the major aims and objectives of collegiate training in agriculture. * * *

In the confident opinion that such a study through a period of years will prove one of the most valuable pieces of work every undertaken by this association, your special committee urges the adoption of the reccommendations herein contained.

CHAPTER X

PROGRESS IN HOME ECONOMICS EDUCATION

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Contents.—Introduction—Contribution of home economics to general education—Relation of home economics to health—Provides training in child care and welfare—Notable improvement in home economics equipment—Grades receiving food and clothing instruction—Educational tests in home economics—Home economics in business—Home economics research—American home economics in foreign fields—The American home economics association—Some contributions made by the Bureau of Education to the progress of home economics education.

INTRODUCTION

Home economics education during the past biennium has made notable progress in a number of directions. These directions include, among others, a clarification of the contributions of home economics to general education, to health education, to child care and welfare, and a reorganization of the curriculum, based on scientific evidence. This latter problem, together with a scientific selection of home economic objectives to be achieved, has been for some time paramount in the minds of many home economics leaders.

These interests have called for an almost complete restatement of objectives and goals and a revision of subject matter. This has occupied leaders of home economics in a number of States and in many cities. Notable among the latter is Denver, Colo., where the revision of the home economics curriculum was influenced by Briggs's philosophy of education, namely, "To teach pupils to do better the desirable activities that they will perform anyway; to reveal higher types of activities and to make them both desired and, to an extent, possible," and, secondly, that "the curriculum is a series of experiences so selected, guided, and coordinated that what is learned in one experience contributes to the elevation and enrichment of any succeeding series of experiences."

With this outlook upon education, Denver observed in its curriculum-making procedure the three following steps, namely, the selection of present home activities of the schoolgirl; an enrichment of these experiences through subject-matter content, and the elevation and direction of the girl's present home activities and experiences to higher levels, thereby safeguarding her preparation for home activities occurring in her life at some future time.

Besides the problems discussed, time allotment, efficient types of equipment, and opportunities for research in various phases of home

economics education have, during the biennium, been duly recognized.

CONTRIBUTIONS OF HOME ECONOMICS TO GENERAL EDUCATION

A questionnaire was addressed to leading educators of the United States by the Bureau of Education asking their opinion as to the contribution that home economics makes to general education in the elementary and secondary schools and in institutions of higher education. This questionnaire was sent to the presidents, deans of education, deans of women, and heads of home economics departments of State and private universities and colleges, of normal schools, and of State colleges for teachers, to superintendents of schools and supervisors of home economics of cities with a population of 2,500 or more, and to State supervisors of home economics.

Replies to this questionnaire were received from 70 presidents of universities and colleges, 30 presidents of normal schools, 54 deans and professors of education, 37 deans of women, 170 school superintendents, 71 directors of home economics departments of colleges and universities, 33 State and 45 city supervisors of home economics.

Eighty per cent of the presidents of State and private universities, 68 per cent of the deans and professors of education, 58 per cent of the deans of women in the leading universities and colleges, and 100 per cent of the city superintendents of schools, heads of departments, and supervisors of home economics state that "worthy home membership" is the conspicuous contribution of home economics to general education. They believe that this cardinal principle of education is realized through the home economics offerings of educative experiences and opportunities which lead to the development of the following abilities:

1. To live within the laws of health.
2. To appreciate home and family relationship and the place of the home in the community.
3. To contribute to the highest welfare of the child.
4. To budget income and to weigh values regarding time, energy, and resources.
5. To perform daily household processes; to attack and solve home problems.
6. To appreciate the labor involved in the production of all household commodities.
7. To develop a capacity for a higher enjoyment of life.

RELATION OF HOME ECONOMICS TO HEALTH

Home economics makes a positive contribution to health through its teachings of adequate nutrition, clothing and personal hygiene, sanitary housing and living. It is now conceded that of all the

other health factors no one is greater than a proper food supply intelligently used. This principle is now exercised in many city schools. For example, in Columbus, Ohio, the nutrition expert of the home economics staff has outlined for grades one to six the following health rules:

1. Eat one leafy vegetable and some fruit every day.
2. Drink a pint of milk every day and at least four glasses of water.
3. Eat three wholesome meals a day.
4. Chew thoroughly and eat slowly.
5. Meals for children should include milk, vegetables, fruits, grain products, meat or its equivalent, such as fish, eggs, peas, beans, nuts, cheese.
6. Take a bath at least twice a week and keep your clothes clean and neat.
7. Dress in clean comfortable clothing to suit the weather. This health rhyme is the clothing slogan:

> "Wool or cotton, fur or leather,
> Proper clothing to suit the weather,
> Loose it is from neck to feet,
> And always tidy, clean, and neat."

8. Sleep at least 10 hours a day, with windows open.

The home economics classes of the Clemens Vonnegut School, of Indianapolis, Ind., have developed a folder for the children of their school and have named it "Good Health for Boys and Girls." This folder asks the following questions:

1. How much and what food does a growing child need each day?
2. Need a child who is now underweight remain underweight?
3. What is a food?
4. What is a calorie?
5. What quantities of food are necessary to yield 100 calories?

In a like manner these home economics classes developed the following personal hygiene and clothing suggestions for girls:

1. Clean the finger nails daily. Do not bite them.
2. Brush teeth thoroughly twice a day. Do not pick them with needles and pins.
3. Bathe at least once a week in winter and twice a week in summer. Use good toilet articles.
4. Wear simple hygienic undergarments and night clothes.
5. Wear the hair in a simple, girlish style. Brush and comb it every night before retiring. Shampoo it every three weeks.
6. Wear substantial stockings suitable for a schoolgirl.
7. Wear shoes according to season. They should be neat and comfortable. Polish often.

8. Rubbers should be worn in rainy weather. Never wear them in the house. Raincoats are a great protection.

9. Wear simple dresses suitable for the occasion and season. Use buttons or fasteners; no pins.

10. Cloaks should be medium or dark in color, of good wool material, styles suitable for several winters.

11. Hats should be simple, serviceable, and appropriate to season and occasion.

12. Knitted and crocheted sweaters and hats are good for girls.

A joint committee of the National Education Association and the American Medical Association, cooperating with a technical committee of 27 in outlining a health-education program for public schools and teacher-training institutions, gave a prominent place to nutrition and to the teaching of foods. Under the caption "School Luncheons as an Educational Feature," this joint committee declared that "The school luncheon can be made a means of providing for the child educational material in a way suited to his needs. In fact, the whole of the daily school program can be planned around a meal without undue emphasis upon the food itself."

The joint committee organized a health course beginning with the kindergarten and extending through the normal school that centered around food.

The State Department of Education of Oklahoma outlined a nutrition and health program for the elementary school, placing emphasis on the right kind of food for growing boys and girls.

In recent years pronounced progress has been made in State and city home economics courses as to the interdependence of foods, clothing, hygienic living, and health. Illustrations of this fact can be taken from practically all home-economics courses. Space limitation confines the illustrations to a small number.

Portland, Oreg.—The major home-economics aims for the seventh and eighth grades are—

1. To know and appreciate the value of the general health rules.

2. To know types of foods and their functions in the body and what are good for babies and children; how to plan attractive and well-balanced meals; how to care for food properly; how to set the table and serve a meal correctly; correct standards of foods, both cooked and uncooked; and to have some knowledge of food industries and a general idea of the cost of food.

3. Good habits in housekeeping duties, as to personal cleanliness and the importance of sanitary handling of foods.

New Mexico.—In the State course of study for the common schools, for the fifth grade in home economics, are these problems:

How can I keep my home clean and in order? What care should I give my clothing? Am I getting the food I need for my school

lunch? What can we do to keep the baby well? What does the baby need to make him grow? How can I keep well and happy?

In the sixth grade, under the topic "The Child: Its Health and the Health of the Family," are studied these problems:

What must be done to keep the baby well? What clothes are best for the baby? What shall we do to make the baby grow? How can the family keep well and happy? What should be done in case of illness in the home?

In the seventh grade, under "Child Care and Health of the Family," are stressed not only the care of the baby but also of the older child, as to the kind of food, clothing, home care, and environment essential to his well-being, how to prevent colds, information essential to prevention and spread of disease, and training in first aid.

Oklahoma.—The State department of education outlines for the ninth-grade girl in home economics such topics as "Foods and Health," under which are stressed the problems: How we help ourselves grow, how much do we weigh, why we should eat vegetables, why we should eat regular meals, what factors affect personal appearance, and other problems affecting health.

Home nursing and child care and elementary dietetics, among other courses, may be elected in the senior high school. Reasons given in the State home economics course of study for planning the first course are that girls may have an opportunity to learn causes and means of transmission of communicable diseases, simple and usable methods of prevention of them; how to secure and maintain physical and mental health from infancy through life; how to be intelligent and helpful in the sick room; and the second course is to teach girls, through diet, right food habits and health.

Indiana.—The State course of study in home economics for secondary schools states that the basis of the food section is the health of the girl in the adolescent period. The food discussion begins with the questions: Why should we eat the right food? What is the relation of diet to attractive appearance, success in athletics, and a good disposition?

Detroit, Mich.—For the sixth grade the work in household arts is divided into two main divisions. They are (*a*) health, and (*b*) cooking. The aim of the course is, "To emphasize attractiveness of good health and its advantages, not to make the child health-conscious, but scientifically and inspirationally to teach health as a natural result of right living."

The minor divisions under health are—

1. Personal hygiene.
2. Fresh air and exercise.
3. Rest—amount of sleep necessary.
4. Diet—the foods necessary to promote good health.

New York City.—The high-school girl in the clothing course is taught the interdependence of health and clothing. In this connection the clothing essentials to health outlined are, (*a*) warmth; (*b*) ventilation as to weight, porousness, absorption, and conductivity; (*c*) cleanliness; and (*d*) freedom.

Cleveland, Ohio.—A garment-making project for sixth-grade girls, the making of doll's clothes, is adapted to the needs and purposes of the sixth-grade classes. Hence no doll is permitted to wear French heels or pointed toes, transparent stockings, unpolished or unlaced shoes. The hygiene, suitability, economy, and care of each garment are discussed. Sixth-grade girls are not considered too young to learn that washable clothes should be washed and ironed frequently, other clothes should be aired and dry-cleaned often.

Des Moines, Iowa.—The clothing course for the seventh-grade girl includes the topics:

1. Standards for hygienic dress (simplicity, appropriateness, cleanliness, inherent properties of fibers).
2. Care of clothing in daily use—airing, folding, laundering, brushing, pressing, and repairing.
3. Formation of healthful habits of work.

Philadelphia, Pa.—In the grades, beginning with 5B, through the elementary clothing courses, the following health principles are taught:

5B. Proper sleeping conditions.
Importance of sleep.
Fresh air an essential.
Cleanliness of person, garments, and bed.
Number of hours of sleep.
Posture in sleeping.

6A. Amount and kind of clothing desirable.
Kinds of material used in making clothing.
How clothing becomes soiled.
Why clothing is washed or cleaned.
Why clothing should be loose.

6B. (1) Cleanliness—
a. Personal—
Body, hands, nails.
b. Clothing—
Clean underwear. Outer garments.
Suggestions for washing colored cotton materials.
Washing cooking outfit.
(2). Neatness—
a. Personal appearance—
Careful adjustment of clothing.
Neatly polished shoes.
Neatly combed hair.
All garments in good repair.

7A. (1) Study of the four fibers and their characteristics in regard to—
a. Retention or loss of body heat.
b. Retention or loss of moisture.
c. Laundering properties.
(2) Study of the effect of tight garments, shoes, or bands on circulation and health.
7B. (1) Adequate and equal protection of body from low temperature.
(2) Use of bathrobe and bedroom slippers.
(3) Care of the feet (shoes and stockings).
(4) Effect of constricting garments or bands, and of ill-shaped shoes and high heels.
8A. Clothing for baby—
a. Importance of cleanliness.
b. Importance of warmth.
8B. (1) Some essentials for correct care of skin—
a. Individual towel and wash cloth.
b. Frequent sterilization of towel and wash cloth.
(2) Some essentials for healthy living conditions—
a. Clean bedding with frequent changes of sheets and pillowcases.
b. Cleanly methods in kitchen, and clean, well sterilized, kitchen towels and dishcloth.

HOME ECONOMICS PROVIDES TRAINING IN CHILD CARE AND WELFARE

I. *In Teacher-Training Institutions.*

Training of collegiate character in child care and welfare for the pre-school child began in this country in the Merrill Palmer School of Homemaking, established in Detroit, Mich., in 1920.

This institution during the biennium has cooperated with a number of colleges and universities in providing for the seniors and graduate students of home economics laboratory facilities and courses in the problems of the child.

During the summer of 1924, 27 of the leading universities of America offered some courses in "The Health of the Child" designed for doctors and nurses, while, at the same time, 26 institutions—colleges and normal schools—were aiming through similar courses to give specific training in the problems of the child to the teachers of this country.

In 1924 the Chicago University Cooperative Nursery opened its three-story home and placed the nursery in charge of a graduate of home economics.

The practice houses of the college and university departments of home economics give opportunities to their students for the observation and care of children. This experiment has proved so successful that many of the practice houses are maintaining at least one child of pre-school age, and where this arrangement is impossible home-economics seniors have assigned to them for care and observation young children either in the nutrition clinics of the department of home economics or in the community.

The following topics on child care and training illustrate the emphasis placed by the college department of home economics on this subject. The topics are:

I. The child in relation to his environment.
II. The rights of the child.
III. Maternity problems.
IV. Care of the newborn infant. Positive health for the pre-school child. Height-weight charts. Clothing in relation to health.
V. Recognition of common dangers to health.
VI. Mental and physical growth.

Recently the Laura Spelman Rockefeller Memorial contributed $250,000 to maintain an institute of child welfare at the University of Minnesota. This institute by means of specialists in the various departments at the university, such as psychology, education, pediatrics, physiology, home economics, and sociology, will conduct studies relative to the child. It will also serve as a training center for nursery-school teachers and for leaders in parent education, and assist in an extension program concerning the education of parenthood.

The State Agricultural and Mechanical Arts College of Oklahoma organized a nursery for pre-school children in connection with its teacher-training courses, and the State course of study for home economics outlines a unit in "child care," for both the elementary and high school.

II. In Elementary and Secondary Schools.

In December of 1924 the Highland Park (Mich.) High School opened in connection with its home economics department a nursery school and enrolled 12 children ranging from 2½ to 4½ years of age. This forward-looking move in education is distinctive, for no other public high school in the United States has attempted to provide a laboratory in the form of a nursery for a course in child care designed for seniors in home economics.

Prerequisites for the child-care courses are nutrition and clothing for children. The following tentative outline for discussion periods in child care is given:

1. General instruction, and discussion of aims of nursery schools.
2. Educational importance of daily routine.
3. Food and principles of nutrition.
4. Play equipment, books, songs, plays, etc.
5. Physical care, food, clothing, medical attention.
6. Behavior problems.
7. Conflict of wills.
8. Punishments.
9. Habit formation.

The day nurseries of Los Angeles, Calif., were taken over for maintenance by the board of education of that city in 1917 and made an integral part of the school system. There are now 16 of these day nurseries which furnish for the elementary-school girl a laboratory for the training in her care of the pre-school child.

In Oakland, Calif., there is a similar organization.

Schenectady, N. Y., has an intermediate school with an enterprising home economics teacher who found that 50 per cent of the girls in this intermediate school "tended baby" when "out of school." Hence she offered to the seventh-grade girls eight 90-minute lessons, including:

1. Information necessary to make the baby grow.
2. Visit to health clinic.
3 and 4. Children's garments young girls can make and how to decorate them.
5. Ways and reasons for fastening baby's clothes.
6. Selection of materials for baby's clothes.
7. Baby's diet.
8. Planning and preparation of meals for an older sister and brother.

REPORT OF CHILD CARE AND WELFARE MADE BY THE RESPECTIVE STATE SUPERVISORS OF HOME ECONOMICS

The status of child care and welfare is reported by State supervisors of home economics of the following States:

Pennsylvania.—Eighty high schools have a child-care course in vocational home economics, with a baby in two of the three teacher-training practice houses.

Delaware.—Child care is not taught as a separate course, but is included in every food and clothing course in the high school.

Iowa.—Rural children in 35 counties have been reached with nutrition projects.

Montana.—In some high schools there are short units in child care. The State college offers a three-credit course with children under observation.

Kentucky.—A few schools offer a unit in child care and infant sewing.

Virginia.—Three children of the Crippled Children's Hospital were adopted by the John Marshall High School classes in home economics. Food, toys, and clothing were provided for them. Another school adopted two first-grade children.

Alabama.—All the high schools give one unit in child care. A number of elementary schools carry on practical projects with children.

New Hampshire.—Child care given in the Nashua public schools in cooperation with the visiting nurse.

Idaho.—Studied as a special unit in every class. Layettes and clothing for younger children made in many schools, special studies of diets, physical care of the baby, training of children.

North Dakota.—Child care is a part of the second-year home economics course in the high schools of the State and a two-point college course in the North Dakota Agricultural College for senior women. It is combined in the normals, State teachers' college, and university with the work in home nursing.

Louisiana.—Advanced courses of the high schools include the work.

Indiana.—High schools emphasize the work. Milk is served to school children; health records are kept of children, often of the younger children at home; doctors and nurses in a home nursing course offer lectures on this point.

Utah.—A mother craft course for high schools includes diet and clothing for children.

Nebraska.—Child care is taught in two-thirds of the 60 vocational schools.

Kansas.—All vocational schools give child care including observation of young children and some personal care.

New York.—For six weeks 130 high schools give 90 minutes daily. This training is part of the four-year home-making course.

New Mexico.—Is included under health of the family.

Vermont.—During the Christmas season, through cooperation of the Vermont Children's Aid Society, home economics classes adopted children dependent on the State.

The home economics girls made clothes, planned the yearly needs of their particular child, and sent off a box to meet these needs. Special child-care units are introduced in the schools at this time. Home nursing is offered in many schools.

West Virginia.—Fifteen high schools reimbursed by Smith-Hughes funds give a unit in child care.

Rhode Island.—Part of the Rhode Island State College course. A play school is maintained one afternoon each week for the preschool child.

Michigan.—Eighteen of the oustanding home economics seniors at the Michigan State College are admitted to the Merrill Palmer School each year. New and revised courses at all the colleges and normal schools are giving practical work.

Oregon.—The Oregon Agricultural College has an organized course in child care which is open to all students on the campus.

Mississippi.—Child-care units are offered in second year of high school, and many of the home projects are selected in this field.

North Carolina.—Some in connection with the home economics department of the Womans College at Greensboro.

Minnesota.—University offers course in child care and training in connection with the home management houses. Practically all the high schools in the State offer some work, length of course depending upon type of community.

Brookline, Mass.—Physical and mental care of child emphasized in home economics courses.

Detroit, Mich.—Unit course in high schools includes essentials for the mental and physical growth of babies, feeding, bathing, dressing, general care, importance of proper diet, formation of habits. These phases are included in the ninth grade of the intermediate course of study.

Springfield, Mass.—Through the home economics classes, child care is a focal interest.

Long Beach, Calif.—A unit course given for the first time in junior high schools—food, clothing, and simple care of the young child form the basis of the laboratory project.

Newton, Mass.—Special classes in junior and senior high school given by Red Cross nurse.

Los Angeles, Calif.—Sixteen public-school nurseries under the supervision of the department of home economics and correlated with elementary and junior high school.

TIME ALLOTMENT FOR CHILD CARE AND WELFARE IN THE SCHOOLS OF 62 CITIES

Number of cities reporting	62
Number of cities giving incidental work	23
Number of cities giving work with definite time allotment	39

Time allotment for child care and welfare

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Sixth	1	60	1	6
	1	75	[1]	[1]
	2			
Seventh	2	45	1	3
	1	60	[2] 3	
	1	90	5	8
	1	90	8	10
	1	90	[1]	[1]
	6			
Eighth	1	45	[2] 2	
	2	60	[2] 3	
	3	80	1	3
	1	100	2	8
	1	120	2	10
	1	168	8	[1]
	1	[1]	[1]	[1]
	10			

[1] No report.

[2] Lessons per year.

Time allotment for child care and welfare—Continued

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Seventh grade of junior high school	1	45	[2] 2	----------
	1	50	[2] 5	----------
	1	55	1	2
	1	180	5	20
	4			
Eighth grade of junior high school	1	45	[2] 5	----------
	1	50	[3] 1	----------
	1	55	1	(1)
	2	60	5	(1)
	1	80	(1)	(1)
	6			
Ninth grade of junior high school	1	40	1	5
	1	45	2	6
	1	50	2½	9
	2	55	3	10
	1	60	(1)	(1)
	1	80	(1)	(1)
	1	120	(1)	(1)
	8			
Ninth grade of senior high school	1	40	[2] 5	----------
	1	50	2	(1)
	1	55	3	(1)
	1	60	5	(1)
	1	90	(1)	(1)
	5			
Tenth grade of senior high school	2	40	[2] 5	----------
	2	45	[2] 16	----------
	1	50	2	2
	1	55	5	3
	1	90	8	(1)
	7			
Eleventh grade of senior high school	2	40	[2] 5	----------
	7	45	[2] 16	----------
	1	45–90	[4] 5	----------
	1	50	1	2
	1	55	2	4–6
	1	60	5	8
	1	80	6	9
	1	90	10	10
	15			
Twelfth grade of senior high school	2	40	[2] 5	----------
	4	45	[4] 5	----------
	1	45–90	[3] 2	----------
	1	50	1	2
	1	55	2	4
	1	60	5	4–6
	1	60–90	10	10
	1	90	(1)	(1)
	12			

[1] No report. [2] Lessons per year. [3] Lessons per month. [4] Short units.

NOTABLE IMPROVEMENT IN HOME ECONOMICS EQUIPMENT

Among the most noteworthy advances in home economics equipment is the general sentiment against housing such departments in the basement. This sentiment has gathered in such proportions that home economics departments have been forced to the surface where good light and air are possible. The old-fashioned hollow square is

everywhere being displaced either by the "unit desk arrangement" or unit kitchens. Housekeeping suites are generally used. One of the best examples of this type of equipment is found in New York City.

However, one of the most improved methods for making home economics function in the lives of the girls is the home economics cottage. These cottages have increased in number from 1 in 1907 to more than 200 in 1925. According to Better Homes in America, 64 per cent of this number "were acquired between the years 1920 and 1925." One high school in the past biennium acquired a place for its nursery school.

GRADES RECEIVING FOOD AND CLOTHING INSTRUCTION

The Bureau of Education sent a questionnaire to 116 leading cities of the Untied States, asking as to the instruction given in food and clothing studies. Replies were received from 97 of these cities. The grades in which foods and clothing are taught, either as required or elective, or both, are shown in the following report:

Number of cities having food and clothing studies in certain grades

Grade	Number of cities reporting	Number of cities in which required—			Number of cities in which elective—		
		Food	Clothing	Both	Food	Clothing	Both
Fourth	17	3	17	1			
Fifth	33	3	33	1			
Sixth	60	24	60	1			
Seventh	66	47	49	32			
Eighth	84	69	65	38			
Junior high school							
Seventh	63	43	49		54	56	50
Eighth	66	43	33		61	56	50
Ninth	55	8	9		50	52	45
Senior high school							
Tenth	16	7	6		14	13	16
Eleventh	14	3	2		14	13	11
Twelfth	15	2	3		12	13	10
Four-year high school							
Ninth	62	9	10	6	51	55	46
Tenth	55			2	48	47	41
Eleventh	49	2			36	43	33
Twelfth	39				33	20	27

EDUCATIONAL TESTS IN HOME ECONOMICS

Among the States reporting the use of educational tests in home economics are New Mexico, California, Utah, Idaho, South Dakota, Oklahoma, Minnesota, Indiana, North Carolina, Louisiana, Vermont, and Pennsylvania.

During the biennium the following home economics educational tests were published.

Home economics information tests for girls completing the eighth grade. New York, Bureau of Publications, Teachers College, Columbia University.

University of Illinois, Bureau of Educational Research. An information test in foods. Urbana, University of Illinois, 1924, pp. 8.

A test for girls completing food preparation courses in the junior high school. Department of Home Economics, University of Chicago.

A new analytic sewing scale, by Katherine Murdoch. Teachers College Record, 1922–23, pp. 453–458.

The Murdoch sewing scale. Manual of directions, by Katherine Murdoch. Teachers College Bulletin 14, Series No. 3, New York, Teachers College, Columbia University, October 7, 1922.

Murdoch Analytic sewing scale for measuring stitches. New York, Bureau of Publications, Teachers College, Columbia University, 1923.

Home economics sewing tests for girls. Anna M. Cooley and Grace Reeves, Teachers College Record, 1923–24, pp. 274–392.

Charts for diagnosing defects in buttonholes. Issued by the Bureau of Educational Measurements and Standards, State Normal School, Emporia, Kans.

Brown, Clara M. Modern educational measurements in home economics. Journal of Home Economics, 15, pp. 657–659, November, 1923.

——— What can educational measurements do for home economics, Journal of Home Economics, 16, pp. 191–196, April, 1924.

——— Construction and use of information tests in home economics. Journal of Home Economics, 16, pp. 251–256, May, 1924.

HOME ECONOMICS IN BUSINESS

Home economics in business is a new venture, but from all reports it is proving a most successful one, for the trained home economics woman is making known to the commercial world the needs of the 20,000,000 home makers. She stands as the coordinator between the home and industry. Her technical and scientific information is appreciated and demanded more and more from food producers and manufacturers of food, household equipment and furnishings, textiles and clothing, and from the industries engaged in banking, milling, dairying, and baking. Home economics workers are now found in all such industries and in a number of others.

Nutrition service for the employees is now made available through the foresight of many of the larger industrial concerns. The employees' health is now recognized as an asset. A number of home-economics women of national reputation have charge of the nutrition service in industrial concerns. Many department stores maintain in their clothing sections trained home-economics lecturers on dress, color, and design for the benefit of their patrons, for it is realized that the clothing teacher is responsible for increasing intelligence in this direction.

Journalism in home economics is practically an unexplored field, yet a number of colleges and universities, realizing its importance, are advising the election of courses in the psychology of advertising, salesmanship, and others.

Home-economics women have opened offices as consultants on the merchandising of home utilities, and, lastly, home economics has invaded the associated advertising clubs of the world in order that the truth concerning utilities for the home may be broadcast.

HOME-ECONOMICS RESEARCH

Home Economics Circular No. 18, published by the Bureau of Education June, 1924, gives the titles of completed research from home-economics departments in American colleges and universities from 1918 to 1923.

AMERICAN HOME ECONOMICS IN FOREIGN FIELDS

The American Home Economics Association in 1920 voted to raise $6,000 for the support of a professor of home economics for the Constantinople College for Women. This undertaking has proved so successful that two sisters, graduates of the college, have opened a school with most primitive equipment in Tirpna, the capital of Albania, and called it Kyrias Collegiate. Here, in this humble beginning, the fundamental principles of home life are to be taught.

In 1922 the United States Department of Agriculture loaned to France a worker to train county demonstration agents. The result was that two young French women were dispatched to this country to receive six months' training, one at Ames, Iowa, and the other at the Georgia State College of Agriculture. Upon their return to France they were each made responsible for the organization of home demonstration work in counties near Paris.

Both New Zealand and Korea claim American pioneers in home economics.

Perhaps the most outstanding accomplishment during the biennium is the survey of Chinese home life, made by the dean of home economics of the Oregon Agricultural College. Twelve hundred and fifty questionnaires were sent to Chinese homes in 16 different Chinese Provinces. This study was made preliminary to the introduction of home economics into Yenching College of Peking.

THE BETTER HOMES IN AMERICA MOVEMENT

The Better Homes in America movement was established in 1922 and reorganized on a national basis in December, 1923. It is an educational movement supported by public gifts and operated for the public service.

It is the aim of Better Homes in America to establish a local committee in every community in America. The chairmen of the local committees are appointed by the officers of the national head-

quarters of the movement, and the other members are selected to represent local civic associations, clubs, schools, parent-teacher associations, chambers of commerce, and other organizations interested in the improvement of the home.

Departments of home economics in our public schools and colleges have found it decidedly worth while to cooperate in the local Better Homes campaign, for participation in Better Homes demonstrations makes it possible for the children of any school to familiarize themselves with standards of home art and household economics, with the principles of selection of furniture and equipment, with budgeting of expenses, and with the whole range of the science and art of home making in so far as these can be imparted to persons of their age and background.

THE AMERICAN HOME ECONOMICS ASSOCIATION

The American Home Economics Association has, through the efforts of its executive secretaries, secured the affiliation of all the States except two, thereby increasing the membership of the association in the past two years from 2,717 to 5,995 and from 13 clubs to 42.

All the States now have well-organized associations engaged in various activities such as outlining the State policies in home-economics education, formulating home-economics information tests, sponsoring nutrition programs, extending their influence to the home makers through the State federated clubs and parent-teacher associations, and specifying their ideals regarding home-economics equipment in no uncertain terms.

Five national meetings have been held at the following places: Cleveland, Corvallis, Chicago, New Orleans, and Buffalo.

SOME CONTRIBUTIONS MADE BY THE BUREAU OF EDUCATION TO THE PROGRESS OF HOME ECONOMICS EDUCATION

The following include some contributions of the home economics section of the Bureau of Education to the progress of home economics education:

The Chicago conference called by the Commissioner of Education in July, 1923, in conjunction with the American Home Economics Association, directed attention to the necessity of better teaching methods in home economics and stimulated the formation of committees to study home economics in public schools.

At the national home economics conference called by the Commissioner of education to Washington, D. C., in April, 1924, the place of home economics in the health and citizenship training program was defined and stated. This conference was attended by 62

home economics supervisors of cities of 10,000 population or more, by 100 home economics teachers, and by 100 other interested persons representing many educative organizations.

In June, 1924, at Buffalo, in connection with the American Home Economics Association, a study was presented to 80 city supervisors concerning the specific contributions made by home economics to wholesome living not made by any other school subject.

The free supply of 10,000 copies of Home Economics Circular No. 18, "Titles of Completed Research from Home Economics Departments in American Colleges and Universities, 1918 to 1923," was almost immediately exhausted.

This circular did two outstanding things which had not been done before. First, it summarized for the colleges and universities the number as well as the subjects of home economics research accomplished in the various colleges and universities in the United States; this information was not available prior to the publishing of Home Economics Circular No. 18; and, secondly, it stimulated research in home economics departments, which now has been given a material impetus by the passage of the Purnell Act.

CHAPTER XI

PROGRESS IN KINDERGARTEN EDUCATION

By Nina C. Vandewalker

Associate Specialist in Kindergarten Education, Bureau of Education

Contents.—Increase in kindergarten enrollment—Better adjustment of kindergarten to the school—Progress in teacher-training—Kindergarten legislation—New kindergarten literature—New lines of interest and effort.

INTRODUCTION

Marked progress has been made in the field of kindergarten education during the period from 1922 to 1924. This is shown in the continued increase in the enrollment in the kindergartens of the country; the better adjustment of the kindergarten to the school as a whole; the improvement in the training of kindergarten teachers; and the marked increase in the output of literature bearing on the subject.

I. INCREASE IN KINDERGARTEN ENROLLMENT

During the period from 1920–1922 the number of children enrolled in the kindergartens of the United States showed an increase of 44,881. This brought the total enrollment to 555,830. Of this number 500,807 were enrolled in the public-school kindergartens and 55,023 in those "other than public." During the period from 1922–1924 the number enrolled was 617,373, which was an increase of 61,573. Of these, 562,897 were in the public schools and 54,456 in those of the other type. This was a falling off of 567 in the latter type of kindergartens. The greater increase during the period from 1922–1924 shows that the progress is cumulative. The estimated number of children of 4 and 5 years in the United States for 1920 was 4,765,661. The number enrolled in kindergartens was 11.7 per cent of that number. The estimated number for 1922 is 4,848,902. The increase in the enrollment for 1922–1924 has raised this to 12.7.

In the degree of progress made in each biennium there are marked differences among the States. In 1919–20, for example, the gain of 37,811 for both public and private kindergartens represented 32 States. The aggregate gain of 44,881 in 1920–1922 represented 39 and the District of Columbia. The gain of 61,373 in 1922–1924

represents 39 States and the District of Columbia. The States having gains and losses differ to some extent from year to year. In 1921–22, for example, the States having the greatest numerical gains in enrollment were, respectively: Missouri, 5,849;[1] New York, 5,497; Ohio, 3,696; California, 3,656. In 1922–1924 the list differed in some measure as to the States and the increases in each. They are: California, 14,666; New York, 6,048; Michigan, 5,772; Ohio, 5,732; Massachusetts, 3,862. A number of States report larger increases than usual. Pennsylvania has a gain of over 3,000; Illinois, Iowa, and Texas gains of over 2,000; and nine other States—Colorado, Connecticut, Florida, Georgia, Kansas, Maryland, Minnesota, Nebraska, and Wisconsin—gains of over 1,000 each.

The States also fluctuate in the matter of losses in kindergarten enrollment. Those that reported losses in 1920–1922 were Colorado, Connecticut, Delaware, Idaho, Iowa, Montana, Nevada, New Mexico, and Virginia. These losses in the Western States were not surprising, in view of the agricultural depression in these States. The losses reported in 1922–1924 were in Indiana, Louisiana, Maine, Missouri,[1] Montana, North Carolina, Rhode Island, South Dakota, and Utah. It is worth noting that but one State, Montana, reports losses for both years. Since the kindergarten gained but a slight foothold in the South for many years, the gains in the Southern States are deserving of special comment. In 1920–1922 all these States showed gains except Virginia. In 1924 Virginia also showed a gain, but Louisiana and North Carolina showed losses. Of these States, the four having the highest gains were Florida, 1,430; Georgia, 1,536; Maryland, 1,613; and Texas, 2,581. A study of the public-school kindergartens and those other than public would doubtless show differences in the groupings and in the changes from year to year, but the general character of the statistics would be much the same. A comparison of the statistics for 1922–1924 with those of 1920–1922 shows the following facts: That the number of school systems having kindergartens has increased from 1,203 to 1,477; that the number of children enrolled has increased from 555,830 to 617,373; the number of kindergartens from 8,889 to 9,813; and the number of teachers from 11,842 to 12,958.

II. BETTER ADJUSTMENT OF THE KINDERGARTEN TO THE SCHOOL

The improvement in the adjustment of the kindergarten to the school is evident, but it has been a matter of progressive development and can not easily be marked off into definite periods. In the

[1] The abnormal gain reported for Missouri in 1920–1922 was clearly erroneous. It is probable that no decrease occurred in that State in 1922–1924.—*Editor.*

early years of the movement the kindergarten was in the school, but not of it in the sense that its work had a definite relation to that of the grades to follow. There was a definite reason for this. The kindergarten illustrated a conception of education quite new at the time, that of the guidance of children's interests and activities at the successive stages of their development. Its work was therefore in marked contrast to that of the primary grades, which was still conceived of as the mastery of the tools of learning. This made the unification of the work of the two difficult.

THE NEW EDUCATIONAL AIMS THE BASIS FOR UNIFICATION

The advance in psychology in recent years has made great changes in educational theory and practice, and the conception of education as the guidance of children's interests and activities is being gradually accepted as the true one, not for the kindergarten only but, in a greater or less degree, for the school as a whole. In consequence, many changes have been made in the organization and equipment of the elementary school in recent years. Not only have such subjects as play and games, music, and art in its several aspects, been added to the curriculum, but playgrounds, gymnasiums, workshops, and art studios have been provided in order that the work in these subjects might be as effective as possible. The methods, too, have been changed to allow opportunities for initiative and self-expression. Since the new lines of work were of the active type the value of the kindergarten, whose work is largely active, became more apparent. The better knowledge of the child's development which these changes imply made corresponding changes in the kindergarten necessary, as it showed the play material devised by Froebel to lack the qualities that such material should possess. In consequence, there has been a change in the kindergarten materials; the small articles, such as sticks, rings, pricking and sewing cards, and fine weaving mats have been discarded or replaced by larger ones. Building blocks of several kinds are particularly favored to take their place. In this way the working material in the kindergarten and that in the grades have become more nearly alike.

These changes in the kindergarten and primary grades are based upon the recognized fact that the years from 4 to 8 constitute one psychological period, and that, in consequence, the work of the kindergarten and the first and second grades should be of the same general character.

KINDERGARTEN-PRIMARY SUPERVISION A MEANS TO MORE EFFECTIVE UNIFICATION

The unification of the kindergarten and the first grade has been in progress in individual schools and individual communities for several years, but conditions have prevented its complete success. The

pros and cons of the kindergarten have, in fact, been the subject of many discussions, personal and professional, and these have doubtless contributed materially to an understanding of its value. If the work of a school is to be so organized that the work of the kindergarten is to serve as a real basis for that of the first grade, the work of both must be organized to that end.

The appointment of a kindergarten-primary supervisor is one of the means to that end. Such supervisors are relatively new, but the number is rapidly increasing. A study of kindergarten supervision, made by the Bureau of Education in 1918, showed that there were at that time kindergarten supervisors in 131 cities, and the statement was made that "in some instances the supervisor of kindergartens is also the supervisor of primary grades." This implied that the supervision of both kindergarten and primary grades by the same person was unusual. At present 159 cities provide kindergarten supervision in some form. Ten of these have had such supervision for the past year only. In 100 cities the supervision covers both the kindergarten and the primary grades. In 7 of these the supervisors were originally kindergarten supervisors only, but became kindergarten-primary supervisors the past year. In 7 cities the supervision includes the supervision of the kindergarten and all the elementary grades. In 5 the supervision is done by the assistant superintendent.

The 12 largest cities vary in their type of supervision. In 4, Baltimore, Detroit, Los Angeles, and San Francisco, the supervisors are kindergarten-primary supervisors; in the others, Boston, Buffalo, Cleveland, New York City, Philadelphia, Pittsburgh, and St. Louis, they are kindergarten supervisors only. Chicago has no kindergarten supervision.

The standards of preparation have evidently been raised in recent years. Of the 100 kindergarten-primary supervisors, 74 report having had both kindergarten and primary training. Of the entire group, 41 have college degrees; 16 of these hold masters' degrees also.

PROBLEMS THAT NEED SOLUTION

The supervisors who recognize the unification of the kindergarten and primary grades as a means to the increased efficiency of the school have worked for the solution of definite problems. One of these has been the bringing of both the kindergarten and primary rooms up to the standards required by modern educational ideals. In this respect the kindergarten rooms have frequently had the advantage over the primary rooms in the matter of play and work space, and it has been the latter that have needed the greater attention. In the new buildings now in construction the need of adequate play space and equipment for young children is recognized and

met. Many rooms in old buildings lack these conveniences, but many of such rooms have been improved or play space has been found elsewhere. The kindergarten rooms are usually provided with cupboards and closets in which to keep the material, but with the adoption of the more active types of work the primary rooms need these also. One of the improvements made in these is to make the closet shelves low enough in both types of rooms so that the children themselves can get and put away the material.

The idea of continuity of progress from the kindergarten on has also brought about many changes in the furniture. In this respect, also, the greater changes are likely to be needed in the primary rooms, since the kindergarten has always had movable tables and chairs. The games, dramatizations, and construction work that now constitute a part of the early grade work make movable furniture essential in these grades also, and this has already replaced the stationary seats and desks in many places.

The progressive development of children's ability to use material of different kinds implies a reorganization of the materials used in both kindergarten and primary rooms. Much of the traditional kindergarten material, such as the pricking and sewing cards, the fine weaving mats, etc., are not now approved because of the strain on children's eyes and small muscles. These have been discarded, and other materials, such as small beads, sticks, and blocks, have been replaced by larger material of the same kind. Many new and larger types of building blocks have been devised, and in working out projects the smaller blocks, pegs, and beads can be used. With these changes the equipment and work of the kindergarten can be made to prepare children for the definite art work in the grades. Some differentiation, however, must be made in view of the development of the children's interest and power to use material. Beads and peg boards, for example, have an interest for the youngest kindergarten children but practically none for the children in the primary grades. This reorganization of the play equipment has already been effected in many places and is in process in many others. In the changes suggested and made in the furniture and equipment of the primary rooms in particular much credit is due the National Council of Primary Education.

The fact that these changes are well under way is shown in the replies to a questionnaire on certain phases of kindergarten supervision recently sent out by the bureau for compilation later. The point of this questionnaire was to determine the degree of responsibility in such matters as the planning and equipment of new rooms, the organizing of the curriculum, and related items. Replies were received from 89 of the 159 supervisors. Of these, 15 reported having from 75 to 100 per cent responsibility in the planning of new

kindergarten rooms; a large number that they had some voice in the matter; and only 14 that they had none at all. In some of these replies the explanation was made that this meant that their suggestions were asked for by school principals, superintendents, and architects, and these were carried out if possible. The replies to the questions concerning the purchase of supplies, the organization of work of the kindergarten and primary in relation to each other, and the development of the curriculum were of the same tenor. Indirectly they indicated that strategic work is in process and that it is being done with a fine spirit of cooperation between teachers, supervisors, and school executives.

PROBLEMS OF CLASSIFICATION AND PROMOTION

One of the important problems of the kindergarten-primary supervisor is the prevention of failures on the part of the children and thereby the prevention of "repeaters" often found in such large numbers in the primary grades. One of the main causes of these failures is that children have been classified and promoted on the basis of their chronological age instead of on the basis of their mental maturity as shown by psychological tests. The use of these tests is one of the forward steps in the organization of the school. If the failures due to wrong classification are to be avoided it is evident that children's mental ability should be tested early—at their entrance to the school. Tests for that purpose have been increasingly used with children in the grades, but with the exception of the Binet-Simon tests and the revisions of these, few of those in common use were adapted to children of kindergarten age. Within the past two years, however, several tests suitable for use with kindergarten children have been devised. Among these are the Detroit kindergarten tests and the Pintner-Cunningham tests, both of which are proving very serviceable. It has, therefore, become possible to classify and promote kindergarten children on a scientific basis.

In order to determine to what extent, if any, such tests are used in determining the classification and promotion of kindergarten children, an inquiry covering this subject was sent out during the past year. To this inquiry 95 people replied. Of these, 51 reported that they were using tests in a greater or less degree. The tests used are mainly the Detroit, the Pintner-Cunningham, and the Binet-Simon, or Stanford revision of the Binet test. According to the reports, the tests are used mainly for two purposes: (1) To determine children's readiness for promotion to the first grade and their classification into groups; and (2) to determine what to do with individual children of special types—those who are capable

of doing first-grade work but are below the entering age, those who have reached the promotion age but are below it from the standpoint of ability, and those whose promotion is doubtful for other reasons.

Much would be gained if children were tested on entering kindergarten, physically as well as mentally. An experiment in this direction was made in New York City in 1922 by the New York Chapter of the American Red Cross. The testing of more than 1,000 children is described in a booklet entitled "The Examination of Pre-School Age Children." This was issued by the health service of the organization named.

The testing of kindergarten children is practically a development of the past two years. Fewer than one-third of the cities having kindergarten supervision replied, it is true, and in many cases the use of tests is still limited, but the fact that they are in successful use in so many cities will stimulate their use in others. As the use of tests for determining children's ability in the primary grades is already established, their use in the kindergarten is needed in order that the children who attend it may be more fully prepared for successful work later on.

UNIFICATION OF THE KINDERGARTEN AND PRIMARY CURRICULUM

The complete adjustment of the kindergarten to the school is shown in the unified kindergarten-primary curriculum, which is the product of the past few years. This also has been a matter of progressive development. In the early years of the movement the kindergarten teacher had her outline of work or "program" and the primary teacher her course of study. Both were little more than statements of things to be done or subjects to be taught during a given period. Both were equally formal. The change in educational objectives during the past few years, with the broadening of the elementary curriculum and the changes in method which this entailed, has called a new type of curriculum into existence. With a clearer understanding of the new educational ideals and their implications for the work of the early years the essential unity of the aims and methods of the kindergarten and primary grades became apparent, and the new courses of study gave evidence of this. In 1920 the State of New Jersey published a "Manual for Kindergarten Teachers," which was, in effect, a kindergarten-primary manual in its emphasis upon the unity of the two. In 1922 the Bureau of Education published a kindergarten-first-grade curriculum to indicate how the primary teacher should utilize the work of the kindergarten as shown in the kindergarten curriculum published by the bureau in

1919. Since that time several cities have issued courses of study in which the kindergarten is recognized as the first stage in a complete school system.

III. PROGRESS IN THE TRAINING OF KINDERGARTEN TEACHERS

In the training of kindergarten teachers the progress has been especially marked during the years from 1922–1924. This is shown by the organization of kindergarten training departments in institutions that have not had them before; the movement for the lengthening of existing courses; the reorganization of the separate kindergarten and primary courses into unified kindergarten-primary courses, and the organization of graduate courses for teachers in service. In the past two or three years kindergarten departments or courses have been organized in the City Normal School, Atlanta, Ga.; Cotner College, Bethany, Nebr.; Ashley Hall, Charleston, S. C.; the State Normal Schools of Danbury and New Haven, Conn.; and the Maryland State Normal School, Towson. In this latter case the State of Maryland took over the Baltimore City Teachers Training School, which included a kindergarten department. Emory University, Atlanta, Ga., gave kindergarten courses in its summer session in 1924, and efforts looking to the creation of a kindergarten department as a part of its school of education are in progress. The total number of institutions that give kindergarten training courses is now 155. Of these, 79 are supported by States, 25 by cities, and the remaining 54 by private funds. In addition to these a few institutions give a brief general course in kindergarten education for the purpose of giving all students a general idea of the aims and methods of the kindergarten. There are also 15 or 20 that have kindergartens as a part of the demonstration school and use them for observation work in the methods courses.

LENGTHENING THE KINDERGARTEN TRAINING COURSES

The movement for the lengthening of all teacher-training courses included the kindergarten courses also. This effort was led in large part by the State institutions, and in 1921 the legislatures of several States empowered the normal schools in these States to give courses of more than two years in length and to grant degrees to those completing prescribed four-year courses. The States in this group having publicly supported kindergarten training schools or departments are California, Colorado, Kansas, Michigan, Minnesota, Montana, Nebraska, New Mexico, New York, North Dakota, Ohio, Texas, and Virginia. These States include 40 institutions that give such training, and in those therefore the more adequate courses may be given. Thus far, however, but two States have increased their graduation

requirements. All the courses in the California State teachers colleges have been increased to two and one-half years, and all those in the State teacher-training institutions in New York have been increased to three. Many other institutions, both public and private, are offering additional courses or summer courses of advanced character for which credit toward a degree is given. A few institutions are giving four-year courses. The course at Wellesley College is a graduate course and therefore requires more than four years. The course leading to a degree in the University of Cincinnati is a five-year course.

GRADUATE COURSES FOR KINDERGARTEN TEACHERS

The recent changes in the aims and methods of elementary education have created a need on the part of teachers in service for courses in the application of the new ideas to the daily schoolroom procedure. In order to meet this need many cities have organized extension courses for the several groups of teachers. These are sometimes optional, but more frequently required. Since the changes in the materials and methods of the kindergarten are very marked, courses in kindergarten education are usually included. These usually deal with the newer aspects, such as the use of the new materials, the new methods of recording children's progress, mental measurements, and the unification of the kindergarten and first grade. Such courses are being given in a number of the large cities—Cleveland and Detroit, under the auspices of their respective colleges of education; Baltimore, under the direction of the educational department of Johns Hopkins University; and Cincinnati, under the auspices of the University of Cincinnati.

Closely related to such courses in purpose and character are those given during the summer sessions of State normal schools and teachers colleges and private institutions. Among the State institutions kindergarten courses are given in many of those that give such courses during the year. The number of private institutions that give summer work is comparatively small. The teachers who attend these summer schools are likely to be of varying degrees of experience and to have varied needs. In consequence, varied courses are offered. Like those taking the city extension courses, these teachers wish for credits that will contribute to the securing of promotions or salary increases or that will count toward a degree. The number of teachers who attend summer sessions is astonishingly large, perhaps not fewer than 250,000. This attendance was required in many cases to enable teachers to meet the new professional qualifications that the States had set. Thousands of others attended of their own volition, because they wished to improve their preparation. Among these were many kindergarten teachers.

The offering of advanced courses in kindergarten education and the granting of degrees in that subject have contributed very materially to the progress of the kindergarten movement. Much of the kindergarten training in the past has dealt with the kindergarten only, and thereby prevented the kindergarten graduate from doing the best work because she did not see her own work as a part of the whole educational process. This condition could be remedied only by broadening the training teacher's preparation. That this broadening is in progress is shown by the replies to an inquiry sent out in 1924 asking for the names of the kindergarten instructors in the order of their rank and the degrees, if any, held by each. Replies were received from all but 10. They show that a remarkable advance in scholarship has been made in this group in the past few years. They show that 71 of the heads of the 145 kindergarten training institutions or departments that replied hold college degrees and that a corresponding number of the instructors in the kindergarten subjects in these institutions hold degrees also. Of the entire group, 51 hold master's degrees also, 2 hold doctor's degrees, and 1 the degree of doctor of laws. This progress is cumulative, like that in several other lines, and can not be measured by special years, but those who are familiar with the development of kindergarten training know how great an advance it is.

KINDERGARTEN-PRIMARY COURSES A STEP FORWARD

This larger scholarship on the part of training teachers has been one of the factors in the organization of combined kindergarten-primary courses to supersede the separate kindergarten and primary courses. The lack of unity between the work of the kindergarten and that of the grades has been due in no small degree to the differences in the training of kindergarten and primary teachers. Each may have been good of its kind, but the basis for unity was lacking when prospective kindergarten teachers were instructed in the work of the kindergarten only and primary teachers in that of the grades only. In consequence neither saw her own work in its right relation to that of the other, since neither saw it as a part of a continuous whole. With a larger knowledge of the child's development on the part of both and a type of training that covers both the kindergarten and the primary grades, a secure foundation is laid for the continuity essential to real progress.

The organization of such courses has been a matter of progressive development. A few have been in existence for a number of years, but the majority have been organized within the past five years. In Pennsylvania the curricula of all the State normal schools were reorganized in 1921 so that each school would have four types, each

of which would prepare for a definite type of work. A kindergarten-primary course was one of the four. Action of the same general character was taken by several other States—California, Kansas, Michigan, Minnesota, Nebraska, and perhaps others.

A study made in 1923 of the catalogues of more than 100 institutions that give such courses showed that considerable experimentation will be necessary to make these courses serve the purposes for which they came into existence. If the idea that underlies the course is carried out, the work should cover the four to eight year period; i. e., that of the kindergarten and the first and second grades. It is therefore evident that there should be a fair balance between the time devoted to the work of the children of kindergarten age and those of the primary age. In this respect, however, the courses are still far apart. A number of these, those in the State normal schools and teachers colleges in particular, devote relatively little time to the work for kindergarten children and the major part of it to the grade work. In the private kindergarten training institutions one is likely to find the emphasis on the kindergarten side and but a small amount of time devoted to the primary work.

In consequence, the first ones are in effect primary courses with a slight kindergarten flavor, and the second kindergarten courses with a slight primary flavor. This is doubtless due to the fact that the majority of graduates of the first-named institutions will teach in the primary grades and the majority of those in the second in kindergartens. This may be true, but it is evident that such courses are kindergarten-primary courses in name rather than in fact. The real purpose of such a course should be the preparation of teachers capable of teaching either kindergarten or primary work, or both. Unless this purpose is carried out the preparation of either the kindergarten or primary teacher will be inadequate. In a course in which the emphasis is on the primary side the training of the prospective kindergarten teacher will be weak, and in one in which the emphasis is on the kindergarten the prospective primary teacher will lack adequate training. As a result the work with the children will lack the continuity that it should have during the six to eight year period. A balance between the time devoted to the work of one type and that of the other is therefore essential if a kindergarten-primary course is to be true to its name. The organization of such courses is a step forward, but much remains to be done to make the progress real.

The study referred to was a response to many requests for information and suggestions as to the organization of kindergarten-primary courses, and it has therefore been issued as a Bureau of Education bulletin, entitled "An Evaluation of Kindergarten-

Primary Courses in Teacher-Training Institutions." This contains suggestions as to the means of improving the courses in order that they may accomplish their ultimate purpose—the strengthening of the beginnings of education by a more complete unification of the kindergarten and primary grades.

IV. PROGRESS IN KINDERGARTEN LEGISLATION

In the matter of kindergarten legislation there has been reasonably good progress. Two kindergarten laws were enacted in 1923. The first of these was in New Mexico, which up to that date had no kindergarten law. The second was in Illinois, which, in the same year, amended its permissive law by adding a mandatory-on-petition feature. The two laws are as follows:

New Mexico kindergarten law.—SECTION 1425. New Mexico School Code, 1923: Any school in a district having 200 or more pupils in average daily attendance shall have power to establish and maintain, through their governing authorities, kindergartens for the instruction of resident children of the district between 4 and 6 years of age, the cost thereof to be included in the budget allowance of the district and paid from tax proceeds as other maintenance expenses are paid. The State board of education shall have the power to prescribe the course of training, study, and discipline for said kindergartens. No person shall teach kindergarten schools without a diploma from a reputable kindergarten teacher's institute or without passing an examination in kindergarten work prescribed by the State board of education.

Illinois kindergarten law.[1]—SECTION 115. The board of school directors shall be clothed with the following powers: * * *

Sixteenth. To establish kindergartens for the instruction of children between the ages of 4 and 6 years, if, in their judgment, the public interest requires it, and to pay the necessary expenses of the same out of the school funds of the district. Upon petition of a majority of the parents or guardians of children between the ages of 4 and 6 residing within any school district where such kindergarten is proposed to be established, the board of directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition, and shall maintain such kindergarten as long as the annual average daily attendance therein is not less than 15: *And provided further*, That such petition must be signed by at least 50 persons living within 1 mile of said public school who are parents or guardians of one or more children between the ages of 4 and 6. No one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

There are now but four States that have not yet adopted kindergarten laws, viz, Arkansas, Georgia, Maryland, and Mississippi. In four others, Massachusetts, Nebraska, New Hampshire, and Rhode Island, kindergartens may be established without legislation for that purpose because of the low age for school entrance.

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[1] The School Law of Illinois. Circular No. 173. Issued by superintendent of public instruction. 1923. P. 22. Act approved June 20, 1923.

INFORMATION ABOUT KINDERGARTEN LAWS NOW AVAILABLE

One of the difficulties in securing the enactment of kindergarten laws, or the improvement of existing ones, has been that information about these laws and the respects in which they need improvement has been difficult to obtain. Bills have failed of passage because they did not show an acquaintance with the needs and conditions in a given State. To acquaint those interested in kindergarten progress with kindergarten legislation has been one of the needs of this biennium. This information can now be had. An article on kindergarten laws and the points in which those of the different States need improvement was published in the November, 1924, issue of *School Life*, an official publication of the Bureau of Education; and a bulletin entitled "Kindergarten Legislation" has just been issued. The bureau also has a mimeographed circular entitled "Suggestions Concerning Kindergarten Legislation," which can be procured free of charge.

V. NEW KINDERGARTEN LITERATURE

The number of books, bulletins, and circulars concerning the kindergarten and of value to it written during the period from 1922–1924 furnishes additional evidence of the progress of the kindergarten movement. Books on the kindergarten and the conception of education that it illustrates are not lacking, but many of these that have been written belong to an earlier period and do not meet present-day problems. A new type of literature is therefore needed, and the books of the past two years are of the kind to meet the new need.

The first kindergarten books in this country were the works of Froebel, or the translations of these, and the interpretations of their message by William N. Hailman, Susan E. Blow, James L. Hughes, and Denton J. Snider. These constituted a distinct contribution to the literature of American education, and some years later they were followed by a number of books of a different type. Among them were "Children's Rights" and "Kindergarten Principles and Practice," by Kate Douglas Wiggin and her sister, Nora A. Smith; "A Study of Child Nature" and others, by Elizabeth Harrison; and "Love and Law in Child Training," by Emelie Poulsson. The main purpose of these books was to acquaint the public, and mothers in particular, with the kindergarten as an institution and the principles that underlie its procedure. These also had a place in the educational literature of the period.

The better knowledge of the child's development, which recent years have made available, has shown the need of many changes in the curriculum and methods of the schools, the kindergartens included. The grades needed a curriculum broadened to include games

and play for the development of the child's body, experiment and construction for the acquisition of skill, and literature and music for the cultivation of the higher interests. They also needed methods that would allow initiative and self-expression on the part of the children. The kindergarten had games, handwork, song, and story-telling from the beginning, but its play material was open to criticism from the standpoint of size and organization and the methods of using these. Both kindergarten and primary grades, therefore, needed changes in material and methods, although in different lines. In consequence experimentation and adjustment were needed in both kindergarten and grades, separately, and in their relation to each other. The fact that such experimentation was in progress made those who were engaged in it hesitate to publish any conclusions they might draw, knowing that these might be tentative only. This is one reason why so few books on the kindergarten have been written in recent years. Many reports of studies and experiments have been made, some of which have been published in periodicals from time to time. But few of these have been put into permanent form and have not therefore been generally available. The studies entitled "Experimental Studies in Kindergarten Theory and Practice," made by a group of Teachers College specialists of Columbia University, were put into available form, however, and have been helpful and stimulating to other experimenters. The period of experimentation is by no means over, but the principles that are to guide the practice of the future have become fairly clear. As a result, a new educational literature is appearing in all phases of education. The several books that have been written about the kindergarten during the past two years represent the new educational ideals and practice and are therefore greatly needed.

These books may be divided into groups according to the problems with which they deal. The first three deal with current problems of curriculum and method and are therefore grouped together. The first one is "A Conduct Curriculum for the Kindergarten and First Grade." This was directed by Patty Smith Hill and compiled by a group of kindergarten and first-grade teachers from the Horace Mann School. This book is significant, in part because it is the first of a series of monographs on childhood education, and also because it stresses character training as the main objective in the work with young children. It shows how subject matter and method may be organized to that end.

The second of these books, in the order of publication, was "Early Childhood Education," by Lalla H. Pickett, director of the training school, and Duralde Boren, kindergarten director of the East Texas State Normal College, Commerce, Tex. It discusses the underlying principles of education for early childhood, the materials to be

used, and the curriculum of both kindergarten and first grade from the new standpoint. It illustrates the work of these by descriptions of typical days in each.

The third book, entitled "Unified Kindergarten and First-Grade Teaching," was written by S. Chester Parker and Alice Temple, both of the School of Education, University of Chicago. This book traces the history of the effort to unify the kindergarten and the first grade, shows the objectives in a unified program, the psychological organization of the curriculum, and the daily progress.

Closely related to the foregoing, in meeting a current need, is "A Practical Handbook for Students in Observation, Participation, and Teaching in Kindergarten, First, Second, and Third Grades." This book was compiled for use in teacher-training classes by Winifred E. Bain, Gertrude Burns, and Eva Jane Van Sistine, graduate students of the University of Chicago.

The other works on the kindergarten written during this biennium do not constitute a homogeneous group like those already mentioned but are valuable in meeting other needs. One of them is "A Beginner's Book in Religion," by Edna Dean Baker, of the National Kindergarten and Elementary College, Chicago, Ill. This book is practically a manual of suggestions for carrying on a Sunday-school kindergarten, on the basis of present-day educational and religious thought, but is equally valuable for the home.

Another book, "The Unseen Side of the Child's Life," by Elizabeth Harrison, is the third treatise of a trio by the same author and is marked by the same insight into child life that characterizes her other works.

A third book is "Spontaneous and Supervised Play in Childhood," by Alice Corbin Sies, formerly assistant professor of childhood education, University of Pittsburgh, and supervisor of playgrounds for small children, city of Pittsburgh. It is a study of the outdoor play of young children that has many suggestions for both kindergarten and primary teachers.

A book entitled "Parenthood and Child Nurture," by Edna Dean Baker, of the National Kindergarten and Elementary College, will have a great value for parents who wish to know the fundamental facts of their children's development and the methods of utilizing the facts so as to get the best results.

"Children's Drawings," edited and compiled by Stella Agnes McCarty, Goucher College, Baltimore, Md., contains many suggestions for teachers of young children. This study represents the purposing, planning, and collective labors of the child-study committee of the International Kindergarten Union for three years.

The books, "Pioneers of the Kindergarten in America" and "My Garden of Memories," constitute a notable contribution to the

history of the kindergarten movement. The first consists of sketches of the early leaders and was prepared by a committee of the International Kindergarten Union. The second is the autobiography of Kate Douglas Wiggin, who was herself one of the kindergarten pioneers.

The foregoing list would not be complete if it did not mention two books, each of which has a chapter on the kindergarten. The first is "The Preschool Child," by Arnold Gesell, M. D., director of Yale psycho-clinic and professor of child hygiene, Yale University. In this work Doctor Gesell characterizes the kindergarten as "the vestibule of our vast public-school system" and points out the responsibilities that devolve upon it because of its strategic position. This is a work of special significance in view of the present interest in the preschool child. The second book, "The Primary School," by Annie E. Moore, Teachers College, Columbia University, deals with the problems of the primary grades as a whole. The chapter on the kindergarten touches upon its history as a part of the school and its increasing adjustment to the school as a whole.

The literature of the kindergarten has been augmented also from other sources. In September, 1924, a new kindergarten periodical was launched, entitled "Childhood Education," which is the organ of the International Kindergarten Union. A monograph entitled "General Practice in Kindergarten Education in the United States" has been issued by the National Education Association. This is by Mary Dabney Davis, in cooperation with the research committee of the department of kindergarten education of that organization. The educational periodicals have published some 20 articles on the subject and the National Kindergarten Association several leaflets and circulars. The Bureau of Education has published 12 bulletins and circulars on different phases of kindergarten work. Those bearing on the training of kindergarten teachers and on kindergarten legislation have already been mentioned. Among the others are Circular No. 9, "How the Kindergarten Makes Americans," by Earl Barnes; Circular No. 13, "Prefirst-grade Training," by William T. Root; and No. 17, "How the Kindergarten Aids Children's Progress in the Grades."

VI. NEW LINES OF EFFORT

KINDERGARTENS IN CONSOLIDATED RURAL SCHOOLS

The fact that the number of children enrolled in kindergartens constitute but a small proportion of the children of kindergarten age in the country at large has been stated elsewhere. The outstanding reason for this is that nearly 50 per cent of the children in the

country at large live in small rural communities or the open country. Of these children, thousands have had no educational advantages except those which the one-room rural school affords. It is for the purpose of providing educational facilities, comparable in some degree to those of city children, that the consolidated rural school has come into existence. There is no reason why such schools should not include kindergartens or kindergarten-primary departments in which the needs of children from 4 to 6 years of age could be met. The movement for the consolidation of rural schools is still new, however, and has difficulties of its own to meet. It is not, therefore, surprising that only a few of these schools have yet included kindergartens. Several have been established, however—one or more in each of the States of Connecticut, Florida, Michigan, Ohio, and Iowa. The last-named State seems to have taken the lead in the matter, as its school directory for 1923–24 shows kindergartens to have been established in 18 consolidated schools in 15 counties. Of these, 10 are in communities of fewer than 1,000 inhabitants. In one of them the population is only 150.

The fact that kindergartens have been organized in the schools of these widely scattered villages implies an increasing recognition of the needs of children from 4 to 6 years of age, rural as well as urban, that only the kindergarten can truly meet. Rural life may and often does contribute much to a little child's development—in the contact with nature that it affords and the opportunities for play that it provides. The facts of nature need to be interpreted to children, however, if they are to become truly significant. In many schools these facts are given no place on the program, and the children see no connection between the trees, flowers, or sunset within their vision and the story of these as told in poem or picture. The farm affords companionship for the little child, that of parents, brothers, and sisters, and even that of the animals, but it seldom affords the opportunity for that most valuable type of play, that with children of his own age. In this play children need the guidance of an adult, just as they need direction in their nature observation and other activities. The guidance of children's interests and activities into worth-while channels is the specific work of the kindergarten. For the sake of children's fullest development and their greater happiness it is therefore hoped that the number of kindergartens in the consolidated schools may increase.

The needs of children of preschool age are at present in the focus of public attention. The establishing of kindergartens in such schools would furnish one way in which that interest could function for the benefit of the rural children. This movement originated

during the present biennium. It was at the Boston meeting of the National Education Association in 1922 that the first public address on the subject was given by Mrs. Katharine M. Cook, chief of the Rural Division of the U. S. Bureau of Education. It was during the same year that a circular was issued on the subject, entitled "Principles in the Consolidated Rural School." This is Bureau of Education Rural School Leaflet No. 18, written by Mrs. Cook.

THE NURSERY-SCHOOL MOVEMENT

The nursery-school movement is one of great significance for early elementary education, since some of these schools are serving as laboratories for securing more adequate knowledge of young children's development. This movement is new in the United States. A few such schools were organized several years ago, that in the Waldin School, New York City, in 1915; in the Bureau of Educational Experiments in 1919; and in the Merrill-Palmer School, Detroit, in 1920. The movement received a great impetus in 1922 from a course of lectures on the subject given by Miss Grace Owen, one of the leaders of the movement in England, who had been brought to the United States by Teachers College for that purpose. One of the New York day nurseries was used as a demonstration school to illustrate the character of nursery school work. During the same year the Ruggles Street Day Nursery, of Boston, was made into a nursery school. Since that time nursery schools have been organized in several cities. Just how many could not be learned, since many of the 600 day nurseries in the country have adopted the name, sometimes without justification. Day nurseries as such are philanthropic in character, and as a rule lack the scientific and educational aspects that characterize the true nursery school. As far as could be learned, about 25 real nursery schools have been organized in 16 different cities. They are as follows: Boston, Cambridge, Chicago, Cincinnati, Cleveland, Detroit, Highland Park, Los Angeles, Missoula, Montclair, New Haven, New York, Philadelphia, Pocatello, Schenectady, and Washington, D. C.

These nursery schools are of different types and serve different purposes. Some are practically underage kindergartens, often in public schools. Although it may not be possible to provide all the nursery-school features under these conditions, the children have clean and wholesome rooms, opportunities for play and handwork, usually under the guidance of a trained kindergarten teacher, and medical inspection such as that given the older pupils. Whether the session is for a half day or the whole day, and whether sleeping facilities are provided, depends on the conditions. In some cases the

work is so organized as to include instruction to the mothers. Kindergartens of this kind are to be found in Cincinnati, Cleveland, Washington, D. C., and several other cities.

Of a different type are the neighborhood cooperative nursery schools that have been established in several cities. As a rule these are organized and carried on by a committee of parents, under the guidance of or in cooperation with an expert in child care and training. Nursery schools of this type often serve as a laboratory for the mothers in a scientific study of the development of their own and their neighbors' children. It is in this type of work that the American Association of University Women is rendering a great service. The cooperation is of different types, sometimes financial and sometimes educational. The University Cooperative Nursery School of Chicago is conducted by the University Cooperative Nursery School Association, the university providing the room. In Missoula, Mont., the cooperation is between the parents of the children, the University of Montana, and the American Association of University Women. This organization has been instrumental in organizing 19 nursery schools of this type and 99 preschool study clubs. The participation of this organization in work of this type is very new, the resolution to do so having been made at the national meeting of 1923. The funds for this work are contributed by the Laura Spelman Memorial Fund.

The nursery schools of the types described doubtless contribute to the scientific training of a considerable number of parents, but this is but one of the purposes that the nursery school serves. One of these is the training of nursery school teachers. Since adequately trained teachers are essential to the progress of the movement, several institutions have organized courses and training facilities in these lines.

As far as known the institutions giving such training are the Merrill-Palmer School, Detroit; Teachers College, Columbia University, New York City; the Ruggles Street Nursery School and Training Center, Boston; the Cleveland Kindergarten Training School, Cleveland; Temple University, Philadelphia; and Southern Branch of the University of California, Los Angeles. It is evident that training for nursery school work must be based upon first-hand knowledge of children, and for this the nursery school furnishes one of the opportunities. The content of the courses must follow the lines in which knowledge is most needed. Most of the courses are still in the experimental stage, however, and need not be discussed here.

A number of nursery schools are serving as research centers for still another end. This is the securing of data concerning children's development in specific lines, for use as the knowledge of it may be

needed, or for the formulating of general principles for the guidance of educational procedure. Very valuable work has been done in these and related lines in the Iowa Child Welfare Research Station, the Yale Psycho-Clinic, and the Bureau of Educational Experiments in New York City. Such books as Doctor Gesell's "Preschool Child," Baldwin and Stecker's "Psychology of the Preschool Child," and Johnson's "A Nursery School Experiment" are the results of such experiments and of great value to all students of childhood.

CHAPTER XII

ADULT EDUCATION FOR FOREIGN-BORN AND NATIVE ILLITERATES

By Charles M. Herlihy

State Supervisor of Adult Alien Education for Massachusetts

Contents.—Americanism and Americanization—Significant Federal census data on size of the immigrant education problem—Size of national illiteracy problem among the native born—A national survey of State programs of adult education in 1925—Federal leadership in adult education—References.

AMERICANISM AND AMERICANIZATION

Americanism embraces the ideals of the good citizen in political, social, economic, and cultural relationships. The definition and interpretation of these ideals determine the scope of one's understanding of the movement of Americanization; that is, those programs and activities that aim to promote Americanism.

It is commonly understood that Americanization work is restricted to education and social service for the foreign born. The school programs of English and citizenship for adult aliens are generally termed Americanization. The school supervisors and teachers in this new type of work, however, are the first to deny that the foreign born are the only group that need instruction and help in learning the principles and ideals that govern the conduct of the good citizen. Moreover, the experienced worker with the foreign born realizes that we can not Americanize immigrants until our native born practice in their daily lives those principles which are commonly understood to be the distinguishing marks of citizenship in the United States. Granting the aim of this work to be the promoting of better citizenship, then the correction of every un-American condition may properly be termed "Americanization work."

Consider our outstanding social problems in America to-day. Ignorance based on illiteracy, due in turn to inadequate school support, racial and religious prejudices and intolerance, poverty, dependency, and all types of social inadequacies are certainly not limited to immigrants. And the correction of these conditions is very definitely a part of our national Americanization problem.

In our political life we have the discomforting situation illustrated in the national election of 1924, when 30,000,000 citizens failed to vote. The percentage of nonvoters in the native-born group was larger in several sections of the country than that of the naturalized

citizens. This neglect of the highest privilege of citizenship by 50 per cent of the eligible voters is a most serious phase of our Americanization problem.

The flood of trashy novels, magazines, motion pictures, and plays that is poured out annually to satisfy the low standards of the American public to-day deserves much more attention from parents, educators, and clergymen than is apparently given. Raising the general level of appreciation is obviously a part of our national problem of bettering citizenship.

The term "Americanization" is in disrepute among a large number of the intelligent leaders of the foreign groups in this country. This is due very largely to the utterances of those Americans who believe that the immigrant must conform absolutely to certain fixed standards of thinking and acting in the United States. Despite the fact that there is no agreement and obviously never will be any agreement as to the definition of these standards, it would be absurd for America to scrap the magnificent contributions which her immigrants have brought not only to our industrial and agricultural productivity, but more important still, to the spiritual and cultural life of America. As a Jewish mother in an English class in Chicago well said:

> Some of the things taught me in the Old World which I want my children to preserve are respect for parents, the teacher, and old age. The tradition for thoroughness and honesty of purpose is also one that the people of the New World would do well to follow. The race for success may result in subordinating religion, high moral standards, and the fine arts, and in considering material gain as the height of achievement.

Are not the standards of conduct and the appreciation of the nobler things of life as expressed by this immigrant mother valuable contributions to America?

John Daniels, in America Via the Neighborhood, states that Americanization does not mean rigid conformity or injection, but does involve the intelligent participation of native and foreign born in America's upbuilding.

The aim of any sound Americanization program is to promote an intelligent, loyal, united citizenry. The millions of immigrants who have come to America in the past, and those who will continue to come voluntarily in the future, have services to render and gifts to offer, if we but understand their motives and treat them fairly. The evolving of American life and the raising of our standards of citizenship depend on the joint contributions of native and foreign born working together in a spirit of friendly understanding and cheerful cooperation. Americanization applies directly to the immigrant, but the native American must see to it that his life exemplifies the Americanism which we wish the immigrant to emulate.

SIGNIFICANT FEDERAL CENSUS DATA ON SIZE OF THE IMMIGRANT EDUCATION PROBLEM

Granting the general definition that Americanization has to do with promoting good citizenship for the native and foreign born, we shall consider now the problem of education for immigrants, and especially the approximate number that need school help.

No immigrant can participate intelligently in American life unless he has a good working knowledge of English. He must speak and understand our language, and should be able to read and write simple English. Moreover, he should be familiar with the important eras of American history and the significant facts in our national development. He must understand the form of our Government, the duties and privileges of a citizen, and the real meaning of citizenship in our Republic. The ability to use English and a knowledge of American history and Government are not as essential for his Americanization as a genuine feeling of loyalty to the United States. No one can command or control the immigrant's feelings toward America, but fortunately most of these newcomers are well disposed when they come. The schools can teach English, history, and civics, but the inculcation of loyalty can come only through inspiration from contacts with good American citizens.

How many immigrants are there in the United States, and how many need school help in the Americanization process? The 1920 Federal census shows the following:

1. Total number of foreign-born persons	13, 712, 754
2. Total number of aliens	4, 364, 909
3. Total number of illiterate foreign born (unable to write in any language and presumably unable to read)	1, 763, 740

It is obvious that all illiterate immigrants who possess normal physical and mental faculties would be helped by attending English classes.

No data are available to show what percentage of the 4,364,909 aliens need school help. Undoubtedly many well-educated immigrants can fit themselves for citizenship by private home study and reading. On the other hand, most aliens, from non-English-speaking countries in particular, would be benefited by instruction in English and citizenship. This means attendance at evening classes by all except those who would benefit from private or correspondence instruction. Regardless of educational attainments, any immigrant who aspires to become a citizen should receive from the United States Government authoritative, definite, practical information as to the methods and requirements of naturalization. On these general principles it is fair to assume that more than 3,000,000 aliens need school help before taking the oath of allegiance to the Government of the United States.

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Number of aliens and of foreign-born illiterates, according to States (1920 Federal census)

State	Adult aliens	Foreign-born illiterates	State	Adult aliens	Foreign-born illiterates
Maine	40,427	11,604	West Virginia	33,382	14,548
New Hampshire	34,598	13,746	North Carolina	1,772	474
Vermont	14,263	4,837	South Carolina	1,504	391
Massachusetts	442,351	135,720	Georgia	3,873	861
Rhode Island	57,007	28,169	Florida	16,446	2,657
Connecticut	159,928	63,131			
			Kentucky	5,272	2,244
New York	1,011,120	389,603	Tennessee	3,356	1,263
New Jersey	275,027	111,595	Alabama	3,669	1,893
Pennsylvania	541,510	258,812	Mississippi	2,065	1,057
Ohio	218,288	84,387	Arkansas	2,385	1,145
Indiana	35,662	17,555	Louisiana	18,294	9,707
Illinois	272,391	131,996	Oklahoma	9,499	5,456
Michigan	204,549	70,535	Texas	166,061	112,417
Wisconsin	98,941	38,359			
			Montana	13,626	5,178
Minnesota	72,649	26,242	Idaho	66,706	2,501
Iowa	29,070	11,004	Wyoming	6,756	2,233
Missouri	37,093	17,669	Colorado	28,142	14,224
North Dakota	13,719	7,238	New Mexico	14,032	7,250
South Dakota	7,500	3,848	Arizona	40,785	19,291
Nebraska	22,195	9,468	Utah	12,984	3,504
Kansas	21,396	11,291	Nevada	5,044	1,241
Delaware	7,164	3,373	Washington	52,526	11,630
Maryland	30,634	13,575	Oregon	23,126	5,172
District of Columbia	6,333	1,728	California	231,671	69,768
Virginia	8,119	2,150			

Care must be exercised in interpreting the above statistics on the number of foreign born reported as aliens in 1920. These totals have been increased by the number of new arrivals and have been decreased by the number who have been naturalized during the five-year period from 1920 to 1925. The number of aliens admitted to citizenship in the United States during the fiscal year July 1, 1923, to June 30, 1924, was 150,510. Using this figure as an average, the total number admitted since 1920 is 750,000, which represents approximately 17 per cent of the total number reported in 1920. A deduction of 20 per cent from the total for any State would give a fair estimate of the number of aliens in 1925.

No statistics are available to show the number of illiterate foreign-born adults who have learned to read and write during the five-year period since 1920.

SIZE OF NATIONAL ILLITERACY PROBLEM AMONG THE NATIVE BORN

The native illiterate population in the United States by the 1920 Federal census, is as follows: Native white illiterates, 1,242,572; native negro illiterates, 1,842,161. It is significant to note that the native illiterate group represents 64 per cent of our total national illiteracy problem. The total number of native illiterates in 1920, however, shows a marked decrease as compared with the number in 1910 and 1900. The 3,000,000 citizens of the United States who are

unable to read and write constitute a challenge to American education. The immediate extension of adequate programs of adult elementary education would insure a marked reduction of illiterates in the census of 1930.

Number of native illiterates, according to States

State	Native white	Native negro	State	Native white	Native negro
Maine	8,396	64	West Virginia	44,324	10,513
New Hampshire	1,973	33	North Carolina	104,844	133,674
Vermont	3,613	28	South Carolina	38,742	181,422
Massachusetts	7,780	2,565	Georgia	66,796	261,115
Rhode Island	2,255	839	Florida	13,169	55,639
Connecticut	2,927	1,078			
			Kentucky	112,206	40,548
New York	28,406	5,032	Tennessee	101,809	79,532
New Jersey	9,696	5,910	Alabama	65,394	210,690
Pennsylvania	38,870	14,645	Mississippi	22,242	205,813
Ohio	33,726	12,715	Arkansas	41,411	79,245
Indiana	27,929	6,476	Louisiana	81,957	206,730
Illinois	30,907	10,476	Oklahoma	30,418	14,205
Michigan	14,172	2,203	Texas	80,643	102,053
Wisconsin	10,449	182			
			Montana	1,067	87
Minnesota	5,955	241	Idaho	914	44
Iowa	8,275	1,283	Wyoming	421	66
Missouri	47,066	18,528	Colorado	8,624	619
North Dakota	1,307	16	New Mexico	25,519	228
South Dakota	1,490	35	Arizona	3,233	338
Nebraska	3,360	556	Utah	925	59
Kansas	7,179	4,228	Nevada	157	313
Delaware	2,427	4,700	Washington	2,379	245
Maryland	15,368	35,404	Oregon	1,990	89
District of Columbia	640	8,053	California	8,747	1,579
Virginia	70,475	122,322			

The social, political, economic, and cultural losses due to illiteracy can not be estimated. Disrespect for law, disregard for personal and community health standards, suspicion, ignorance, and an undemocratic point of view—all these undesirable conditions are generally found in districts with high percentages of illiterate adults.

A NATIONAL SURVEY OF STATE PROGRAMS OF ADULT EDUCATION IN 1925

In May, 1925, the Federal Commissioner of Education sent a questionnaire [1] on elementary education in English and citizenship for adults to every State superintendent of education in the United States. The questions asked in this report covered the following:

1. State legislation favoring this work.
2. State educational leadership.
3. State financial assistance.
4. Number of local communities providing adult classes.
5. Number of adult students enrolled in 1923 and 1924.
6. State teacher-training help for adult classes.
7. Present outlook for this work.

Returns were received from 44 of the 48 States and from Alaska, Virgin Islands, Canal Zone, and Hawaii.

[1] Results of the questionnaire appear on a following page.

The following summaries show the returns according to geographical districts:

States that have enacted legislation favoring the establishment of adult schools number 34, as follows:

Minnesota.
Iowa.
Missouri.
North Dakota.
South Dakota.
Alabama.
Mississippi.
Arkansas.
Maine.
New Hampshire.
Wyoming.
Ohio.
Michigan.
Wisconsin.
Tennessee.
South Carolina.
Arizona.
Utah.
Nevada.
Washington.
Oregon.
Virginia.
Virgin Islands.
Massachusetts.
Rhode Island.
Connecticut.
Montana.
Idaho.
Delaware.
District of Columbia.
New York.
Pennsylvania.
California.
Alaska.

States that furnish leadership for adult education in the State departments of education number 27, as follows:

Alaska.
Virgin Islands.
Vermont.
New Hampshire.
Wyoming.
Utah.
Wisconsin.
District of Columbia.
Arkansas.
Minnesota.
North Dakota.
South Dakota.
New York.
Pennsylvania.
Ohio.
Delaware.
Mississippi.
Maine.
Massachusetts.
Rhode Island.
Connecticut.
Nevada.
Oregon.
California.
Alabama.
South Carolina.
Oklahoma.

States that provide financial aid to local districts conducting adult classes number 24, as follows:

Wyoming.
Alaska.
Virgin Islands.
New York.
Washington.
Tennessee.
District of Columbia.
New Hampshire.
Minnesota.
North Dakota.
South Dakota.
Nevada.
Wisconsin.
Delaware.
Maine.
South Carolina.
Massachusetts.
Rhode Island.
Connecticut.
Pennsylvania.
California.
Alabama.
Virginia.
Arizona.

Local communities in which adult classes are conducted, reported from 28 States, number 1,310.

Students enrolled in classes for adult illiterates and adult foreign born in 25 States numbered approximately 286,000 in 1924.

States conducting special teacher-training courses for adult schools number 14, as follows:

California.
Delaware.
South Carolina.
New York.
Arkansas.
Wisconsin.
Massachusetts.
Rhode Island.
Connecticut.
Oklahoma.
North Dakota.
Michigan.
Maine.
Pennsylvania.

In addition to the 286,000 students recorded officially from the 25 States in the above survey, there are undoubtedly 50,000 adults enrolled in classes in the larger cities of those States, which have not provided State leadership for this work; for example, Chicago, Detroit, St. Louis, Baltimore, Trenton, New Orleans, and Milwaukee.

This grand total of more than 336,000 adult students is the most significant proof of the strength of the adult elementary education movement in the United States. Despite waning of public interest in Americanization and the serious retrenchment policy in public expenditures, the school programs for native illiterates and adult foreign born have steadily improved during the past five years, and the general outlook for the Nation is most promising.

The 1920 Federal census shows that every State in the Union has more than 10,000 foreign-born adults and native illiterates. Thirty-four States to date have recognized the importance and the need of public-school programs for adults needing elementary civic instruction and have enacted legislation favoring this work. It is significant to note, however, that in only 27 of these States has the work been recognized by the State department of education as deserving the services of a supervisor on full time or part time.

The rapid development and expansion of adult programs in those States where trained leaders have been appointed in the department of education prove the value and need for personal leadership in the 25 States and Territories where no professional leadership has been provided.

Financial aid to local communities conducting adult classes is provided by 27 States. The form of State aid varies considerably, but the general practice in most of the States is to furnish reimbursement on the dollar for dollar basis. The Massachusetts State-aid law,[2] which has been copied in several Eastern States, is as follows:

SEC. 9. The department, with the cooperation of any town applying therefor, may provide for such instruction in the use of English for adults unable to speak, read, or write the same, and in the fundamental principles of government and other subjects adapted to fit for American citizenship, as shall jointly be approved by the local school committee and the department. Schools and classes established therefor may be held in public-school buildings, in industrial establishments, or in such other places as may be approved in like manner. Teachers and supervisors employed therein by a town shall be chosen and their compensation fixed by the school committee, subject to the approval of the department.

SEC. 10. At the expiration of each school year, and on approval by the department, the Commonwealth shall pay to every town providing such instruction in conjunction with the department one-half the amount expended for supervision and instruction by such town for said year.

The teaching of English and citizenship to adult aliens requires a methodology and subject matter quite distinct from the work in day schools for children. Special training is essential for good teaching

[2] Gen. Laws, ch. 69, secs. 9 and 10; amended May 27, 1921.

of adults, and the increased enrollment in States where such training has been provided is due in large measure to the indorsements of the new type of teaching by the immigrants and native illiterates who have been taught by trained experts who know what to teach, how to teach, and how much to teach. There is no more important or valuable form of State service than that of training teachers. Fourteen States offer such training. Obviously, there is an urgent need for the immediate expansion of this phase of the work in every State.

Elementary education in English and citizenship for adults, by States

State	Has the State legislation favoring adult classes in English and citizenship?	Does State department of education help supervise adult classes?	Does State give financial aid to local communities for this work?	Number local communities having classes for foreign-born or native illiterates	Enrollment of adult illiterates and foreign born in all classes in State		Does State conduct special teacher training courses for adult classes?
					Year	Number	
Montana	Yes	No	No	Very few.			No.
Idaho	Yes	No	No	10			No.
Wyoming	Yes	Yes	Yes	34	1922–23 1923–24	724 912	No.
Colorado	No	No	No				No.
New Mexico	No	No	No	10	1923–24	90	No.
Arizona	Yes	No	Yes	5	1922–23	160	No.
Utah	Yes	Yes	No	4	1922–23 1923–24	1,123 350	No.
Nevada	Yes	Yes	Yes	Not known.	No data.		No.
Washington	Yes	No	Yes	16	1922–23 1923–24	1,862 3,777	No.
Oregon	Yes	Yes	No	No data.	No data.		No.
California	Yes	Yes	Yes	103	1922–23 1923–24	27,463 39,908	Yes.
Minnesota	Yes	Yes	Yes	40	1922–23 1923–24	9,399 10,679	No.
Iowa	Yes	No data	No data	No data.	No data.		No data.
Missouri	Yes	No	No data	4	No data.		No.
North Dakota	Yes	Yes	Yes	22	1922–23 1924	2,283 954	Yes.
South Dakota	Yes	Yes	Yes	5	No data.		No.
Nebraska	No	No	No	0	No data.		No.
Kansas	No data	No data	No data	No data.	No data.		No data.
Kentucky	No	No	No	6	No data.		No.
Tennessee	Yes	No	Yes	No data.	No data.		No.
Alabama	Yes	Yes	Yes	No data.	1922–23 1923–24	5,409 7,488	No.
Mississippi	Yes	Yes	No	No data.	No data.		No.
Arkansas	Yes	Yes	No	210	1922–23 1923–24	3,460 3,901	Yes.
Louisiana	No	No	No	No data.	No data.		No.
Oklahoma	No	Yes	No	500	1924	5,000	Yes.
Texas	No	No	No	8	No data.		No.
New York	Yes	Yes	Yes	140	1922–23 1923–24	87,000 102,384	Yes.
New Jersey	No report	No report	No report	No report.	No report.		No report.
Pennsylvania	Yes	Yes	Begins 1927	60	1923–24	21,000	Yes.

Elementary education in English and citizenship for adults, by States—Continued

State	Has the State legislation favoring adult classes in English and citizenship?	Does State department of education help supervise adult classes?	Does State give financial aid to local communities for this work?	Number local communities having classes for foreign-born or native illiterates	Enrollment of adult illiterates and foreign born in all classes in State		Does State conduct special teacher training courses for adult classes?
					Year	Number	
Ohio	Yes	Yes	No	40–60	1922–23	18,000	No.
					1923–24	22,000	
Indiana	No	No	No	No data.	No data.		No.
Illinois	No	No	No	Many, but no data.	No data.		No.
Michigan	Yes	No	No	No data.	No data.		Planning to conduct courses this year.
Wisconsin	Yes	Yes	Yes	47	1923–24	2,806	Yes.
Delaware	Yes	Yes	Yes	15	1923–24	5,000	Yes.
Maryland	No	No	No	3	No data.		City course in Baltimore.
District of Columbia	Yes	Yes	Yes		1922–23	815	No.
					1923–24	971	
Virginia	Yes	No	Yes	No data.	No data.		No.
West Virginia	No report	No report	No report	No report.	No report.		No report.
North Carolina	No	No	No	No data.	No data.		No.
South Carolina	Yes	Yes	Yes	310	1922–23	6,428	Yes.
					1923–24	9,673	
Georgia	No	No	No	No data.	No data.		No.
Florida	No report	No report	No report	No report.	No report.		No report.
Maine	Yes	Yes	Yes	18	1922–23	1,127	Yes.
					1923–24	2,078	
New Hampshire	Yes	Yes	Yes	17	1922–23	1,292	No.
					1923–24	1,762	
Vermont	No	Yes	No	No data.	No data.		No.
Massachusetts	Yes	Yes	Yes	104	1922–23	28,000	Yes.
					1923–24	30,000	
Rhode Island	Yes	Yes	Yes	16	1922–23	2,536	Yes.
					1923–24	3,187	
Connecticut	Yes	Yes	Yes	42	1922–23	8,979	Yes.
					1923–24	11,481	
Territories and possessions							
Alaska	Yes	Yes	Yes	10	1922–23	85	No.
					1923–24	340	
Virgin Islands	Yes	Yes	Yes	1	1923–24	62	No.
Canal Zone	No	No	No	0	0	0	No.
Hawaii	No	No	No	0	80 adults enrolled in Y. M. C. A. class.		No.

FEDERAL LEADERSHIP IN ADULT EDUCATION

From 1915 to 1919 the Federal Bureau of Education provided educational leadership for immigrant education programs in the United States. Mr. H. H. Wheaton and Mr. Fred C. Butler rendered valuable assistance to the school people and representatives of civic organizations who were interested in improving the then limited programs of Americanization. This work of the bureau was discontinued soon after the war, owing to financial retrenchments. The schools suffered when Federal direction was withdrawn, and especially in 1919, when public opinion had been educated as to the need for Americanization programs by the war-time propaganda on this subject.

The State and local directors of school programs for aliens in 1920 organized as a department in the National Education Association. The outstanding aim of this organization has been to secure Federal educational direction for this work. The department of immigrant education was enlarged in 1924 to include the supervisors and teachers of native illiterates, and the name was changed to the National Department of Adult Education of the N. E. A. At the 1925 meeting of this department in Indianapolis, resolutions were adopted indorsing the recently announced competitive examination for the position of specialist in adult education in the United States Bureau of Education. The appointment of such a specialist will undoubtedly strengthen the work nationally and will insure the necessary development of adult-education programs in the large number of States where the ambitious illiterate and immigrant have no opportunity for learning English and preparing for citizenship.

The immigration restriction laws of 1924 have cut down considerably the number of new immigrants to be admitted to the United States in the future, and consequently the number needing instruction in English and citizenship. Attention is called, however, to three significant considerations, as follows:

1. The number of immigrants admitted under the new law in 1924 was 706,896.
2. The total number of illiterate foreign-born persons residing in the United States in 1920 was 1,763,740.
3. The total number of aliens residing in the United States in 1920 was 4,364,909.

Obviously we have a tremendous educational problem on our hand in the number of foreign born now here who need school help, and an annual influx of approximately 500,000 under the new law is large enough to need a continuous program of adult citizenship education.

There is considerable misunderstanding in the minds of many people about the need for further work. Surely the facts set forth in the three considerations listed answer this question in convincing

form. No extended reference will be made in this report to the educational activities of the Bureau of Naturalization. Suffice it to say that this Federal office has furnished the public schools an abundant supply of lesson materials for English and citizenship classes. The schools have been helped also by the lists of names and addresses of applicants for first and second papers provided by the bureau. The school people generally have cooperated with the Bureau of Naturalization in preparing petitioners for naturalization procedure.

The present outlook for effective cooperation between all public agencies that touch the immigrant in his adjustment to the normal life of an American citizen is most hopeful. The schools can not accomplish this work alone. School leaders and teachers must invite and seek the active cooperation of every group of citizens interested in helping immigrants to become truly Americanized.

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CHAPTER XIII

HEALTH AND PHYSIQUE OF SCHOOL CHILDREN

By James Frederick Rogers,

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Contents.—School housing—Playgrounds—Medical inspection—Dental work—Nutrition—Open-air schools and open-window rooms—The summer camp—Other special schools and classes—Health education—Physical training—Safety and first aid—Preschool work—College health—Health of teachers—Teacher training—Parent-teacher organizations—Legislation—School health agencies

SCHOOL HOUSING

Steady progress in recent years has been made in the safe and healthful housing of school children. From a none too carefully constructed box, poorly lighted, and fitfully warmed by a central stove, which failed in making comfortable the wind-chilled floors, furnished with unsuitable benches and with blackboards which belied the name, and provided externally with toilets which were often striking examples of what such appointments should not be, we have come, in a half century or so, to single or consolidated schools having suitable heating apparatus in the basement, the latest toilet and lavatory arrangements under the same roof, a well-equipped lunchroom, blackboards that are black, abundant illumination, suitable seats, some special features for the comfort of the teacher, and, in a word, all necessary facilities (so far as we can now see them) for the health of all concerned. Many schools have gone still further and have supplied special rooms and equipment for the study of home economics, and have provided materially for the physical development of the child by furnishing gymnasiums, baths, and swimming pools.

In some respects we may have gone too far in the use of creature comforts. We have made use of playrooms and gymnasiums in seasons when the playground would have been far more appropriate, and it has been discovered that frequently the schoolrooms have been kept at such a high temperature as to interfere with the loss of body heat and to cause coincident interference with mental activity.

Perennial reports continue from many quarters of overcrowding and double sessions, and the picture of the safe, sanitary, and well-

equipped school does not hold universally. In many parts of the country deplorable conditions still exist. According to a Parent-Teacher Association survey of the schools of Delaware, "two-thirds of the buildings now in use are violating practically all of the health standards which it is one of the supreme tasks of the school to teach to the children."

The water supply of schools is not always chosen with the care that one would expect. An examination of the supplies of 97 of its rural schools by the State department of health in Connecticut was recently made; of these only 24 were considered satisfactory, and 16 were pronounced unsafe.

PLAYGROUNDS

Toward the middle of the nineteenth century the educator, intent on adding new subjects to the curriculum and zealous to increase the intellectuality of his pupils at all costs, lost sight of the importance of the playground and often begrudged the child his two blissful respites, the traditional recess periods. Old school grounds were encroached upon, and with the rising cost of city lots new school sites were limited to little more than a mere space for the building. However, in the last quarter of the past century an effort at rescue of the playground was begun, and with the efficient assistance of the Playground and Recreation Association of America not only is more adequate room for play now included in the newer school-building programs but opportunity is supplied elsewhere and trained organizers and directors of play are widely employed. In many cities the municipal playgrounds are under the control of the board of education and are directed by employees of that department throughout the summer as well as at other seasons. It is the opinion of the superintendents of schools in 91 out of 136 large cities that all playgrounds should be under the supervision of the department of education.

Out of 164 cities affording information on the subject 143 stated that playgrounds are provided for every new school building. Doubtless in many instances there is much to be desired in the size of these grounds, but in at least one State a minimum standard has been set of 2 acres for every one-teacher school, 3 acres for every two-teacher school, 4 acres for every three-teacher school, and 5 acres for every larger elementary school. Ten acres has been set as the minimum for high schools. These dimensions have been greatly exceeded by many schools in more than one State.

Besides furnishing playgrounds, some effort is made to put the grounds in condition for use on as many days of the year as possible and to make use of them under special or regular teacher supervision

not only during the school session but after school and on Saturday. There is no time in the regular curriculum, unless it should undergo radical revision, for an adequate program of physical training, and it is to wisely supervised after-school and vacation activities that we must look for full value in this kind of work.

MEDICAL INSPECTION

Medical inspection, or health examination (to use a better term), began a half century or so ago in Europe with the examination of the vision of pupils. In many sections of this country it has not in practice advanced beyond this stage of development, and, although 42 States have laws requiring or permitting medical inspection, it is estimated that half of the children of the country have never so much as had their vision tested. The examination of vision was an acknowledgment that the eye is an essential intellectual tool with which the pupil works and with which he works best when it is most nearly perfect. This idea has not, however, as yet penetrated through the dense layer of materialistic tradition with which all our minds are still incrusted; for many a teacher wastes time and effort year after year working not only with pupils handicapped with defective vision, but with children who are dull because deaf, and stupid because of badly fueled brains.

It is true that the mere removal of defects does not affect the hereditary basis of poor or good intelligence. It is inadvisable, however, to attempt to train children who are mentally hampered by remediable bodily defects; though this is carried on to an incredible extent. There are bright spots, it is true, but the general picture the country over is not what could be wished. In at least one European State every child is thoroughly examined, stripped, by a physician three times in his school life, and oftener if his condition seems to warrant it.

There is no longer need for examination for the mere sake of piling up appalling statistics on the subject of human defects. Whether in city or country, East, West, North, or South, the proportion of physical defects is much the same and is a depressing commentary on the fall of man from physical perfection.

Although the examination by a thoroughly trained physician of each child fully stripped would be the ideal practice, the recent tendency has been to make of the school nurse or the regular teacher at least the preliminary examiner. Even where there are other examiners it is the teacher's business to know the instruments upon which she plays, whether they are at their best and remain at their best. Without the use of any kind of special instrument she should know whether a child is doing good work, whether he shows signs of

defective vision, is dull of hearing, can not breathe through his nose, has decayed teeth, is stooped, or shows other evidence of being improvable. As for the detection of communicable disease, the teacher can be the only first-hand observer, and first-hand knowledge of such conditions is the only kind worth while. It needs only a comparatively brief period of instruction and of practice to make the teacher an excellent examiner, and such training promises to be afforded hereafter in her professional education. It has, in fact, been begun in a few teacher-training institutions.

No matter who makes the preliminary examinations, there is need in every school system of a thoroughly trained and well-paid medical inspector and consultant, for the end of such examination is not to find defects but to decide which need to be removed or improved, and to have something done about them.

In the health examination heretofore the persons most concerned and whose cooperation is most needed—the parents—have been ignored. It is notable that in the past few years this method has been undergoing change, and in some cities, where an invitation has been extended, the parents have been present to the extent of 75 per cent. They furnish to the examiner much valuable first-hand information concerning the child's physical history and reduce the labors of the school nurse whose most important business has been the "follow-up" work of home explanation and persuasion after examinations.

It is a high tribute to the usefulness of the school nurse that, although there has been some diminution in the number of full-time school physicians, the number of nurses has increased in both urban and rural regions; and the number of pupils has, in many instances, been reduced to 1,000 per nurse. The employment of school nurses in rural communities is increasing rapidly, and wherever a sufficiently trained and tactful person has been employed she has been found to be indispensable.

A few years ago the administration of medical and dental inspection was about evenly divided between departments of health and departments of education, but there is an increasing balance on the side of educational authority, especially in small cities. In 80 per cent of cities with a population of 10,000 to 100,000 furnishing information on this subject, the administration of medical inspection is under the department of education. This division has been occasioned by the presence of communicable disease, the management of which always falls within the province of the health officials. As these diseases are stamped out the health work will become more exclusively the field of the department of education, though the crest of the wave of public-health activity itself has become purely educational.

Half of the children of the country are in the rural schools, and though these are not better off physically than their city cousins, health work, except in spots, is far from adequate. It is particularly lacking in organization and direction. In most instances it is still waiting on the progress toward better county or district organization in public-health work, if not in education, and these await the approval of the taxpayer.

It is to be regretted that in this country more men broadly interested and qualified for directing the health activities of schools, both urban and rural, can not be given attractive salaries with sufficient time for research, as the opportunities for valuable investigation are unlimited.

DENTAL WORK

There has been a steady development of dental work in schools. In many instances this has been inaugurated by the local dentists, though most satisfactory results are obtained where it has been incorporated as a part of the general health work of the school. Besides the school dentist who attends to fillings, extractions, and alignment, dental hygienists are employed in increasing numbers. In addition to examining and cleaning teeth, these workers assist in the training of the child in the care for the appearance and preservation of these valuable structures.

Mouths which have never been entered by brush or dentifrice may contain the most beautiful teeth, while others which have known the most persistent and approved efforts at artificial cleansing may contain few sound specimens. School work on a large scale has proved conclusively that oral hygiene alone has little effect, at any rate during school life, in reducing the tendencies to decay. On the other hand, recent experiments indicate that the amount of caries is noticeably affected within a few months by the character of the food.

The Children's Bureau, in a study of preschool children in Gary, Ind., found that in those whose diet was almost wholly deficient, or lacked one or more essential food elements, there were 75.6 per cent with carious teeth as compared with 52.1 per cent for others; and in experiments on three groups of 7-year-old children, conducted by Mellanby, Pattison, and Proud in a London hospital, the effect of deficient diet on the extent of existing caries, and on the increase in number of decaying teeth, was evident within a few months.

Though proper nutrition is essential for good teeth, efforts at oral cleanliness are worth while, from the point of view of æsthetics if from no other, and preservation by prompt filling of all cavities is of the utmost importance. The trend, however, in dental prophylaxis is at last toward the removal of the causes of caries through the

use of a diet which will furnish from their prenatal beginning the right materials for the making and maintenance of the teeth.

NUTRITION

For nearly a century and a half it has been found advisable in European States to furnish meals for poorly fed pupils, but otherwise the most fundamental subject in hygiene, namely, nutrition, has until very recently been nearly neglected. The efforts at improving the daily food habits of the child constitute the most important movement in health work of the age and give promise of the most far-reaching results not only healthwise but economically. We have hitherto been too much inclined to take it for granted that a child is "well fed if he does not starve" or that any kind of food will do for him. We are much concerned about the kind and amount of gasoline and oil which we put in an automobile, but it has not entered our heads that the amount and character of work of the school child is at all connected with what he has had for dinner, or, as was long ago pointed out by Voltaire, that his disposition depends on his digestion.

In the efforts at improving the nutrition of the more evidently malnourished children, whether selected by crude measure of relative weight for age and height or by the more trustworthy method of a general examination for all the signs of this condition, special classes have been organized and even open-air treatment has been afforded them. The tendency is, however, except in the most serious cases, to go direct to the root of the matter and secure the right feeding and other conditions affecting nutrition for all children in the home, if possible, and give supplemental feeding in the school only where this is deemed necessary for the time being.

Certainly where children have not sufficient time, or where the distance from home is too great for them to return home at noon, a suitable noon lunch, planned and superintended by the teacher of domestic science, is now deemed essential, and this function is made use of not only for mere feeding but as an objective part of the teaching of hygiene. About one-third of all cities are now furnishing this lunch. In rural schools, where suitable provisions for the noon meal are of especial importance, the serving of hot chocolate or soup with the food brought by the child is arranged for, while suggestions to parents and the distribution of such publications on the subject as those issued by the Bureau of Education have made an improvement in the contents of the lunch basket.

OPEN-AIR SCHOOLS AND OPEN-WINDOW ROOMS

Open-air schools and open-window classes are a part of the special equipment in about 25 per cent of cities having a population

of 30,000 and more and in about 10 per cent of those from 10,000 to 30,000. The proportion has not increased much in a decade. The success of these schools, which grew out of methods employed in sanitoria for the tuberculous, has, of course, depended on much more than pure or cool air; for extra feeding, rest periods, and a sympathetic atmosphere have been as important factors in the results obtained.

Open-window classes have been used for the same type of pupils where no open-air schools exist or for presumably nontuberculous cases of malnutrition.

As Newmayer says, open-window classes were a "confession that only malnutrition cases shall receive fresh air, and this to be given at times at uncomfortable temperature." It is the duty of educators to furnish such a necessity as pure air at a comfortable temperature to every child in every class. "The lack of fresh air in our schools is an indictment against the designers and builders of our school plants." Even if we furnish a pure and not superheated atmosphere to only our tuberculous children, we shall have to make such conditions for a very large per cent of them.

Children who are suffering from active tuberculosis or other serious chronic diseases have no place even in an open-air school. Their physical care is paramount, and they should be placed in a preventorium or sanitorium, where they can have for 24 hours a day the best conditions for healing and recovery. Even in cases of serious malnutrition (which may often be due to tuberculosis) as much progress will be made if the mental work be made decidedly secondary to physical welfare.

The rulings made in New York City as to cases suitable for open-air schools are as follows:

1. Those who show tuberculous infection but have no sign of active disease.
2. Children exposed to active tuberculosis, particularly those of a marked degree of malnutrition.
3. All definitely arrested cases of pulmonary or other forms of tuberculosis.
4. Marked cases of malnutrition.

Besides learning that pure air and comfortable temperature are essential for body-mind activities, we need to be reminded by the more recent studies of nutrition that "the human flower is, of all flowers, the one which has most need of sunlight." In this connection we may well spend some time in informing ourselves as to the work of Doctor Rollier, of Switzerland, who gives his pupils not only pure air but abundant light and bodily movement. His methods are having an influence in schools in other European countries.

THE SUMMER CAMP

The summer-camp idea dates back some centuries, but in practice it has only lately had its phenomenal development. Like other schools, it began and chiefly remains a private institution, but it is made use of to an increasing degree as an adjunct of the school for the treatment of tuberculous or malnourished children. In the camp the child, during a season when he is often left too much to his own ill-considered ways, can be placed without thought that he is being schooled, under an ideal régime for health in which every condition from the foundations of diet and rest, up, can be supervised while he is brought into that intimacy with nature, too much lacking in our modern life. This deserves to become a part of the experience not only of the ailing child or the child with well-to-do parents but of every child and at public if not private expense. The cost might be considerable, but the results would be worth it. In 83 cities the camp has established itself as a part of the recreational system, and it only needs to be absorbed by the schools.

OTHER SPECIAL SCHOOLS AND CLASSES

Besides the open-air schools and classes for those crippled constitutionally by bad feeding or chronic bacterial disease, there has been much progress toward special assistance for those locally crippled in eye, ear, heart, or limb. "Sight saving" or "sight conservation" classes are being established in increasing numbers for children with corneal opacities, pronounced or progressive near sight, or other causes which greatly impair the vision. These classes are given an especially good light; extra large print is used; and the methods of training are especially adapted to these half-blind children.

The number of children who are hard-of-hearing is large, and classes with appropriately adapted methods have been organized in many cities for those children who, because of this defect, can not profit as they should by the regular school activities. A study of best methods of selecting and training such children has recently been undertaken by the American Federation of Organizations for the Hard of Hearing in cooperation with the Bureau of Education.

Children with speech defects are given more attention chiefly through special teachers who work with the children individually or in small classes at special periods in the school day. They help also indirectly by advising the regular teacher as to general methods of handling these children so that they may not suffer from consciousness of their distressing ailments. In the city of Philadelphia 10 of these special teachers are employed.

Children with damaged hearts are given special attention in some of our larger cities by the establishment of special heart clinics

and by placing the children in special classes where their exercise and nutrition can be supervised.

HEALTH EDUCATION

Training in the practice as well as in the theory of hygiene (or health education, as it has been called) is widely adopted in the school program, and excellent progress has been made in the perfection of methods for arousing interest and for securing results. This development has been powerfully stimulated by the efforts of the American Child Health Association, the joint committee of the National Education Association and the American Medical Association, the American Red Cross, the National Tuberculosis Association, the National Child Welfare Association, and other private agencies. Such work hinges on the attitude and degree of cooperation of the home, and this fact is still too much ignored. The work of health education has its objective beginning in the first physical examination of the child, and the presence on that occasion of one or both parents should start the welding of a link of mutual understanding as to what the school is driving at when it attempts to improve the child's daily habits. Periodic weighing and measuring of the child serves as a concrete reminder of his bodily being and as a peg on which to hang health lessons that endure.

This work is placed, in many school systems, under the supervision and direction of a special health teacher or of a physical director or nurse well grounded in these methods, and preparation in this subject has been introduced in teacher-training institutions.

Besides the helps for teachers in the practical teaching of hygiene issued by this bureau, we would mention the reports of the conferences on health education held by the American Child Health Association and the report of the joint committee on health problems in education, issued in 1924, and entitled "Health Education."

There has been increasing improvement in the methods of teaching and in the textbooks used in the elementary school. In high schools, however, except incidentally in connection with general science, biology, or civics (none of which subjects are always required of all pupils), the matters of health are too much neglected for subjects of less moment save for obtaining entrance to college.

There is a steady increase in the number of schools making some effort at presenting the facts connected with sex; and, though progress in this direction seems painfully slow, there is promise that schoolmen are coming to the opinion that this subject is of importance and that they can transmit information on human origin with as much success as those to whom the precious task has hitherto been so generously confided.

The teaching of practical home hygiene, the care of children and of the sick, has found a foothold in many schools to the great benefit of all concerned. This work has been furthered in many quarters through the activity of the American Red Cross.

PHYSICAL TRAINING

There is a most unfortunate confusion of terms and of understanding as to what is meant by physical education. Whereas in some school systems the words are still applied in their former broad meaning as covering all activities having to do principally with bodily development, health, and efficiency; in others they are applied in a limited sense to those more primitive (but none the less essential) body-mind activities in which the larger muscles are brought into play with coincident exercise of underlying functions.

Taking this subject in its narrower meaning, there has been a decided widening of interest in physical education in the past decade, brought about particularly by the war.

The movement for physical training of children in public schools, which arose in Europe in the early years of the nineteenth century, reached this country in due season. The systems adopted from Sweden and Germany were admirably adapted to fit into the routine order of classroom work. It was asserted and hoped that these exercises would counteract the effects of long sitting and of unavoidable bad posture. It was not likely, however, that gymnastics carried on for a few minutes a day could have much developmental or recreative effect or any great mental or moral influence. In fact, the time element in itself (seldom more than 15 minutes a day) negatived any notable influence on physical development. Nevertheless, gymnastic exercises did much good, and were worth all the scant time and effort bestowed on them.

Interschool athletics were pursued in many schools with considerable outlay for coaching and for outfits, but this interest was bestowed where it was least needed from a purely physical standpoint.

The trend has been in late years, so far as the school curriculum and facilities will permit, to add to the formal gymnastic exercises the more natural training afforded by dancing, games, and a general participation in athletics. Methods of classifying elementary and secondary pupils for participation in sports are sought, and rewards of excellence in the way of badges or letters are employed to stimulate interest.

Thirty-three States have passed laws making physical education a part of the school curriculum, and in all but two instances the law is, in effect, mandatory. Fourteen States have appointed State directors, and the preparation of teachers in this subject, as well as

the general organization of this work, is advancing satisfactorily under their direction.

While the content of the course in physical training is broadening, its extent, so far as the school period is concerned, is still small. As a purely instructional exercise perhaps 15 or 20 minutes a day is adequate, but from a "study period" point of view, or rather from a joy-of-living, developmental, and recreative aspect, two hours a day is not too much.

There is a healthy tendency for the educator to view again the recess period with the respect it so long deserved, and some added time is gained for supervised physical activity after school and on Saturdays with direction by special or by regular teachers. Probably the time is not far distant when the special teacher of physical training will begin his work in the afternoon and continue it after school hours and on Saturdays.

The development of playgrounds and swimming pools, with supervision through municipal or school authorities, has added much to the opportunity for physical and therefore mental and moral health of the school child. According to the last report of the Playground and Recreation Association of America, 711 cities now maintain playgrounds, with an expenditure of more than $20,000,000 a year for their upkeep and supervision. It is not sufficient that playgrounds should exist. They need to be in charge of well-trained directors.

The value of the summer camp as a place for training in physical education and hygiene has been mentioned elsewhere. It is the missing link between school sessions and is a place for physical education in its fullest sense. It should be made the connecting link for all pupils and not simply for those who can afford the present cost of this experience.

Besides the summer camp, the Boy Scouts, Girl Scouts, and Camp Fire organizations have been of much help in promoting physical and social education during vacation periods, and the work of these organizations is becoming more effective as its leaders are better trained. The Young Men's Christian Association and Young Women's Christian Association remain worthy all-the-year promoters of physical, social, and mental health and development.

Among the notable events along the line of the promotion of participation in sane physical activities has been the birth and development of the Women's Division of the National Amateur Athletic Federation of America. The aims of this organization are to secure the adoption by women of those forms of athletics which seem best fitted for them, to have all such athletics supervised by their own sex, and to encourage research in this field. The division already has

a large membership of colleges and secondary schools throughout the country and promises to be a great power for good.

SAFETY AND FIRST AID

In addition to fire drills, the efforts to reduce the number of street accidents has become a fairly necessary part of the school program. The number of accidents from speeding vehicles has been reduced not only by classroom teaching but by closing certain streets for play and the providing of better playgrounds, with special traffic directors in the neighborhood of schools at the beginning and end of sessions.

The teaching of rescue of the drowning and the resuscitation of the partially drowned has been stimulated by the American Red Cross. The subject of first aid has been furthered by the foregoing agency and by the United States Bureau of Mines, as well as independently by the local school nurses and other teachers.

PRESCHOOL WORK

Physical examinations with the purpose of finding and securing the cure of disease or removal of hampering defects were first carried on in this country in universities and colleges. From these higher institutions they filtered into the public schools, and after 50 years it is recognized that it would be wisest to extend the privilege of this examination and bodily betterment to children before they are admitted to school. In Germany, for a number of years, children have been examined on entrance to school and if found malnourished or otherwise unfit are returned to their homes until they are in better condition for school work. In this country more forehanded proceedings have been instituted in a few cities by the examination of children previous to entry.

The nursery school, which prior to the war flourished to some extent in England and Scotland under recognition by the educational authorities, has found a foothold recently in this country. It is not to be confused with the day nursery, but is related on the one hand to this institution and on the other to the elementary schools. We quote from the annual report of Sir George Newman, chief medical officer of the English Board of Education:

> It will be generally agreed that the best place for the child under 5 years of age ought to be with his mother in his own home, but when the home surroundings are unsatisfactory and likely to retard the physical and mental development of the child a properly organized nursery school would seem to be the most suitable alternative. Such a school should clearly be free from the type of control and discipline which may be appropriate to older children. It should aim primarily at building up physique and fostering the mental growth of the children it cares for by placing them in happy, healthy surroundings where

they will be fed, warmed, and cleansed and taught by homely methods how to help themselves, contract good habits, and respect the wishes and desires of their fellows. * * * It is generally conceded that the nursery school should be in charge of a specially trained, certificated teacher with less highly qualified assistants for nursing and attendance.

Although the health of the child before he becomes a candidate for school may seem beyond the province of the school, it is of the greatest moment from every point of view that the grist which enters the educational mill should be of the highest quality which heredity will allow. It becomes, then, incumbent on the community of which the school is but a part to see that everything possible is done for the preschool welfare of the child.

Besides the nursery school, there have been developed for the earlier care and guidance of the child and his parents, under public-health administration, habit clinics, infant welfare, and maternal welfare clinics, all of which aid in the delivery to the school of better material on which to exercise its very expensive machinery.

COLLEGE HEALTH

Attempts at putting and keeping the student in his best condition for school work began in higher institutions for learning. There were giants in such work in those days, a third of a century ago, and the health program in the college and university as carried out in a few schools, such as Amherst, Yale, and Harvard, have been surpassed since in only a few institutions, and in a very large percentage it has not yet been approached.

In the matter of exercise, however, there has been progress in most quarters in furnishing all students with facilities for and in the promotion of intramural sports, financed in part by returns from intercollegiate games.

Of 182 colleges and universities of the first rank about 70 per cent require a medical examination of some kind at entrance. About 60 per cent of the schools of liberal arts of these institutions require physical training for men, and of these, 61 per cent allow semester-hour credit. In the schools for women the percentage is somewhat less. Systematic exercise is required usually in the first two years only, but in some it is required for three or four years.

Although the number of colleges giving instruction in personal hygiene has greatly increased, more than 50 per cent of such institutions of the first rank do not yet offer such a course, and comparatively few present the subject of personal and public health adequately.

Courses having reference to parenthood and the maintenance of a healthy home have been considered foreign to the academic atmos-

phere of the college for women, but the endowment and establishment of a "course in euthenics" at Vassar is seemingly an entering wedge in the direction of education which has a direct bearing on the art of living.

HEALTH OF TEACHERS

The health of all workers is looked after to a very considerable extent, and conditions which make for the effectiveness of the teacher are not wholly neglected. The teacher-retirement acts of State and city schools have had their effect in reducing to some extent the anxiety necessarily felt for the future, and anxiety is depressing to physical and mental activities.

Some States and cities have made wise requirements as to the physical condition of teachers, so that the evidently unfit will not fall into an occupation for which they are not well adapted. The schooling in hygiene and physical training which the teacher in training is now receiving also improves her own health.

The improvement in the schools as to ventilation, light, and cleanliness react (unintentionally) for the benefit of the health of the teacher, as do also her efforts at improving the health habits of her pupils. It is easier to work with children who, with a minimum of defects, are clean, well fed, well rested, and sufficiently exercised than with a dirty, malnourished, fatigued, restless, or listless crew.

In providing suitable houses for the teachers in connection with the schools many communities have done much to conserve the energies of the teacher and to improve her work.

TEACHER TRAINING

Facilities for training the grade teacher for work in hygiene and physical training are developing slowly. In some States, notably Connecticut, the departments of education are putting into execution very comprehensive courses of training beginning with physical examinations and the requirements that, within a given time, the candidates shall have their physical defects corrected. If such programs are carried out as planned, the teachers of a few years hence will constitute a strong force for improving personal and public health and vigor.

There has been of late a phenomenal growth in size and number of schools giving professional courses in hygiene and physical education. Whereas 40 years ago there were but two schools giving a two-year course in "gymnastics" or "physical training" to a handful of students, some 50 prominent universities and colleges now give courses in hygiene and physical education leading to a degree in this subject, while the number of State normal and of special

schools giving such courses will bring the total of schools to more than 100.

Very few school nurses have had any special preparation for school work, but opportunities for training in public health nursing are increasing in number, and school work is being included in the courses. Special summer courses have also been arranged for in a few instances.

Courses for oral hygienists are now offered in 10 dental schools, and the number of these schools will be increased in the near future.

Most physicians have had to learn the special problems of their school work chiefly through experience, but the trend of medical instruction toward preventive work is fitting them better than formerly for this task. The special schools in public health, which had their beginning in 1906, now number 12, and these are adding a small quota of better trained workers to the public school field.

PARENT-TEACHER ORGANIZATIONS

Medical inspection brought the school, of necessity, into contact with the home in a new way. The earlier workers in this field, however, exhibited a strangely indifferent attitude toward those most interested, in that they never invited the parents to be present at the examination of their children. This attitude is, however, now corrected to some extent.

The attempt at modifying the fundamental habits of the child, his eating, sleeping, etc., made it again apparent that we must have the thorough cooperation of the home. By tactful address this can be accomplished to an unexpected degree and with a far-reaching benefit on the home, but again the contact has usually been a distant one.

The parent-teacher association, which has spread so widely, serves everywhere to bring the town and gown together in better understanding and has stimulated and improved school work for health, at the same time making the home more sensible with regard to its obligations toward the work of the school.

LEGISLATION

Legislation for health work in the schools in this country may be said to have originated about 40 years ago in the practically universal introduction of the teaching of physiology and hygiene with special reference to the effects of alcohol and narcotics. It was instruction in the effects of these rather than any other feature of hygiene that was aimed at, and the knowledge conveyed as to the mechanism of the human body was incidental.

Legislation for the physical examination of school children began in 1907, when Connecticut made it obligatory for the teachers to test the vision of pupils every three years. At present 42 States have passed laws on the subject. Though in many States the law is only permissive, the majority make it mandatory and specify a full examination.

A State law making physical education a part of the curriculum was first passed in 1904, but up to 1915 only three States had enacted such legislation. The war gave a great impetus in this direction, and by 1924 such laws had been passed by 33 States. In all but two of these States the laws are mandatory in effect. Nearly half of them emphasize the teaching of hygiene, and many of them make provision for teacher training in this work.

Although in 14 States a division of health work under a special director has been created in the department of education, legislation in other States has not led to much improvement of the chaotic condition in the field of general school health administration which exists the country over outside of the cities. To a certain extent improvement along these lines awaits the development of county or district health units.

The operation of the "school hygiene districts," authorized by law of 1924 in New York State, will be looked upon with interest. In such districts—

> a committee is created which is authorized to employ a full-time school health director. This committee consists of the city, village, and district superintendents of the district; the chairman of the (county) board of supervisors, and the sanitary supervisor. The county pays one-half of the expense, the State the other half.

In New York $1,000 State aid is granted to districts that employ full-time medical inspectors and $700 to districts "that employ full-time dentists, dental hygienists, nurses, health teachers, nutrition or other experts, approved by the commissioner of education."

SCHOOL HEALTH AGENCIES

The existence of manifold agencies, public and private, working for the advancement of health work for the school child, evidences great interest in this work on the part of many persons, but at the same time it indicates that such work is either not fully appreciated by the schools or has not yet been assimilated with the mechanism of the school program. The list of organizations which are doing excellent service in promoting health work in schools is a long one.

CHAPTER XIV

GENERAL UNIVERSITY EXTENSION

By Thomas H. Shelby
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Contents.—Significance of university extension service—Extension activities—Statistical study—New lines of service, or lines having unusual development during the biennium—Extension practices and efforts at standardization.

This report concerns itself with the growth and progress of *general* university extension for the biennial period 1922–1924. By general university extension is meant extension activities of universities and colleges in the fields not covered by agricultural and home economics extension under the Federal subsidy acts through the Federal land-grant colleges.

The report makes no pretense at thoroughness. The limitations of time and resources for securing data render such an ambition impossible. The information upon which the report is based has come largely from universities and colleges holding membership in the National University Extension Association, of which there are 41 at present. The reason for this limitation is the fact that in these institutions the work has been sufficiently standardized to enable some degree of comparison, and to arrive at some evaluation of the results in general terms. There is a further limitation to the report in the fact that data were not available from all the member institutions, though a request for such data was sent to every institution on the list, together with questionnaires concerning matters of special interest and importance. Duplicate requests were sent to those who failed to report the first time.

It is believed that the data and conclusions here reported are indicative of the progress and development in this field of service. Probably in no other field of university work has progress been more notable or more significant.

SIGNIFICANCE OF UNIVERSITY EXTENSION SERVICE

The significance of the service is shown not only by the variety and comprehensiveness of the activities engaged in, but by the ever-increasing number of people reached through the service. When one considers the progress of extension of our leading institutions, including 31 State universities, he is led to the conclusion that before many decades have passed all Americans, both old and young, will have the advantages of university training and university service at

their very doors. Such is indeed the program and the ambition of general university extension.

Is not this as it should be? We have agricultural and home economics extension under Federal subsidy because, in the main, it is desired to increase material production and to conserve resources in the home and on the farm—in a word, to increase the ability to make a living. Shall we not have equal emphasis placed on other vocational and industrial development through instruction given in class and correspondence courses in trades and professions, other than those covered by the extension work of the land-grant colleges, which are equally important in gaining a livelihood for a large portion of people? Should there not be even greater emphasis placed upon the elements of social inheritance whereby we acquire training for making a life, as well as for making a living? These aspects of education belong peculiarly to the field of general university extension.

President Birge, of the University of Wisconsin, whose institution was not only a pioneer in general extension, but which has through the years continued to occupy a position of leadership in this field, declared significantly in 1924 that general university extension is essential not only for individual progress on the part of those who are unable to attend campus classes, but is equally important as a means of preventing the crystallization of social groups. To meet the ever-increasing demands of modern life, in the opinion of President Birge, the social mind must be kept in a state of fluidity. In other words, people must study and read for themselves, must constantly acquire new ideas, and must constantly revise their ideals, if social life in a rapidly changing democracy is to go forward.

Because of its resources of personnel, laboratories, libraries, and research material, the university is best equipped to render this service. Since general extension of knowledge is essential to social and economic development, and the universities are in the most advantageous position to extend it at a minimum of cost, they must furnish this service. In so far as State universities are concerned, probably the large expenditures of money taken from the pockets of the taxpayers of the State can be justified only by rendering service to the whole people.

It has been appropriately stated by leaders in this field of thought that the functions of a modern State university should consist of the following: (1) The teaching of students on the campus; (2) research and the advancement of learning by its faculty; (3) the extension of its resources to the people of the entire Commonwealth.

Notable progress is in evidence in the institutions of the South and West, where extension has found its richest fields of development and where State universities exist in largest numbers.

For convenience this report is divided into four parts: First, extension activities in different institutions; second, statistical data as indices of progress; third, activities that have had unusual development during the period covered by the report; and, fourth, movements for the standardization of extension courses.

The data here presented were secured from two sources, as follows:

1. Published reports and bulletins issued by the various extension divisions, sent in response to a request for such material as would set forth activities and indicate lines of development and progress during the two years covered by the report.
2. Answers to questionnaires.

I. EXTENSION ACTIVITIES

Dean L. E. Reber, of the extension division in the University of Wisconsin, whose services in the field of extension are outstanding, has suggested[1] that extension services should be divided into *formal* instruction and *informal* service. By formal instruction is meant correspondence or home study; class instruction involving systematic and consecutive teaching; study group programs involving a definite program of study for a period of time; short courses, institutes, and conferences, given on the campus or in centers throughout the State; and radio lectures of an organized and consecutive sort. The aim of this type of instruction is systematic and consecutive teaching resulting in the permanent acquisition of a definite portion of knowledge. By informal service is meant service involving flexible methods and materials. The results are often inspirational and informational, but are less permanent than the results of formal instruction. The latter type of service is represented in our general university extension program by a great group of activities which might appropriately be styled the service line of university extension.

A large majority of institutions place great emphasis on the formal side of extension work, and this service may be said to constitute the backbone of university extension. Formal instruction may be of both credit and noncredit types. The credit type covers courses given either by correspondence or class work off the campus, or by means of radio, which are in all essential respects equivalent to courses given on the campus, and with the same prerequisites that are enforced on the campus. Noncredit courses are given by correspondence, class work, radio lectures, study club outlines, etc., the aim being to educate and to give the benefits of college instruc-

[1] Proc. National University Extension Association, Madison, Wis., May 8, 9, and 10, 1924, p. 27.

tion without any thought of credit in the institution. It is but fair to say that many of the noncredit courses are in all essential respects of college grade, and it is also true that many of them are much below college grade. For instance, courses for college entrance are often given by correspondence, and courses for teachers' examinations are sometimes offered in this connection. Many other courses that meet special requirements of noncollege grade are included in the list.

In the list of informal instruction and service lines, a survey of the literature reveals the following: Lectures, both singly and in series; lyceum courses; general radio broadcasting, including lectures and entertainment features; package library service; visual education service, including the distribution of films, slides, art collections, exhibits and stereographs (some of this material is used for entertainment features, but a large part of it is educational and informational); general information service, including the answering of inquiries and questions of various groups and individuals throughout the State; women's club work; conducting high-school debating leagues; high-school athletic associations; school and community drama service; school and comunity music service; bulletin service; contests in literary and other events; school service, especially rural service; welfare week-ends; the conducting of Good Roads essay contests; health service; special fair exhibits; workers' education; technical service; library extension service other than package library service; debate and public discussion outside of, or in addition to, high-school service in this line; Government research or municipal reference bureau; service to women's clubs in assisting in the organization and extension of activities; play and recreation service; community institutes; community center aids; surveys (economic, social, and school); short graduate medical courses; assistance in community organization and improvement; assistance in problems of rural economy and sociology; surveys, information, etc., on community and industrial relations; high-school visitation; music extension; fostering bible study in high schools; forestry extension service; engineering extension service; citizenship education; retail salesmanship, including short courses and institutes on business.

TABLE 1.—*Extension activities of institutions*

Name of institution	Correspondence	Class instruction	Public information [1]	Public lectures	Visual instruction	School or community service	Institutes, conferences, and short courses	P. T. A. or other club service	Study club programs	Community drama	Home reading course	Graduate medical lectures	Labor education	Municipal reference	Lyceum	Physical training and high-school athletics	Community center	Publications	Community institutes	Radio
University of Alabama	X	X	--	X	X	X	X	X	X	--	--	--	--	--	--	--	--	--	--	--
University of Arizona	X	X	X	X	X	--	--	--	--	--	X	--	--	--	X	--	--	--	--	--
University of Arkansas	X	X	X	X	X	--	--	X	--	X	X	--	--	--	--	--	--	X	--	X
University of California	X	X	--	X	X	--	--	--	--	--	--	--	X	--	--	--	--	--	--	X
University of Chicago	X	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
University of Colorado	X	X	X	X	X	--	X	--	--	--	X	--	--	X	--	--	X	X	--	--
Columbia University	X	X	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
University of Florida	X	X	X	--	X	X	X	X	--	--	X	--	--	--	--	--	X	X	X	X
Harvard University	--	X	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Indiana University	X	X	X	X	X	X	X	--	X	--	X	X	--	X	X	--	X	X	X	X
State University of Iowa	X	--	--	--	X	X	X	X	--	--	X	--	--	--	--	--	--	--	--	--
Iowa State College	X	X	X	X	X	--	X	--	--	--	--	--	--	--	--	--	--	X	--	--
University of Kansas	X	X	X	X	X	X	X	--	--	--	X	--	--	--	--	--	--	--	--	X
University of Kentucky	X	--	X	X	--	--	--	--	X	--	X	--	--	--	--	--	--	--	--	--
Massachusetts Department of Education	X	X	--	--	--	--	--	--	--	--	--	--	X	--	--	--	--	--	--	X
University of Michigan	--	X	X	--	X	X	--	--	--	--	X	--	--	X	--	--	--	--	--	--
University of Minnesota	X	X	--	X	X	--	X	--	--	--	X	--	--	X	X	--	X	--	--	X
University of Missouri	X	X	--	X	--	X	--	--	--	--	--	--	--	X	--	--	--	X	--	--
University of Nebraska	X	X	X	X	--	X	X	--	--	--	--	--	--	--	X	--	--	X	--	X
University of North Carolina	X	X	X	X	--	X	X	--	X	X	X	X	--	X	--	--	--	--	--	--
University of North Dakota	X	X	X	X	X	X	--	X	--	X	X	--	--	--	--	X	--	--	--	X
University of Oklahoma	X	X	X	X	X	X	--	--	--	--	--	--	X	--	--	--	--	--	X	--
University of Oregon	X	--	--	X	X	X	--	--	--	--	X	--	--	--	--	--	--	--	--	--
University of Pennsylvania	--	X	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Penn State College	X	X	--	--	--	X	X	--	--	--	--	--	X	--	--	--	--	--	--	X
University of Pittsburgh	--	X	X	X	--	X	--	--	--	--	--	--	--	--	--	X	--	--	--	--
University of South Carolina	--	--	X	X	X	X	X	--	--	--	X	--	--	--	--	--	--	X	--	--
University of South Dakota	X	--	X	--	X	X	--	--	--	--	X	X	--	--	--	--	--	--	--	--
University of Southern California	X	X	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
University of Texas	X	X	X	X	X	X	X	X	X	--	--	--	--	X	--	X	--	X	--	X
University of Utah	X	X	X	X	X	X	X	--	--	--	X	--	--	--	--	X	--	X	--	--
University of Virginia	--	X	X	X	--	X	X	--	--	--	X	--	--	--	--	X	--	X	--	--
University of Washington	X	X	--	--	--	--	X	--	--	--	--	X	--	--	--	--	--	--	--	--
State College of Washington	X	X	--	X	X	--	--	--	--	--	X	--	--	--	X	--	--	--	--	--
University of West Virginia	--	X	X	--	--	X	X	--	--	--	--	X	--	--	--	X	--	--	--	--
University of Wisconsin	X	X	X	X	X	X	X	X	--	--	X	--	--	X	X	--	--	X	X	X
Total	29	30	21	23	21	21	18	8	4	7	17	3	4	8	6	6	4	12	4	--

[1] Including package library service.

In Table 1 an effort is made to set forth the various types of service, both formal and informal, offered by the different institutions under general heads that are typical of the service found in most institutions. All but seven of the institutions give correspondence courses. Of the 29 institutions listed as giving correspondence courses, all except one or two give college credit for such work, a notable exception being Columbia University. A large majority of them also offer correspondence courses of a noncredit grade. Of the 30 institutions offering class instruction, the vast majority give courses of this kind for credit.

Several extension divisions give noncredit class work, among them, California, Columbia, Massachusetts Department of Education, Michigan, Minnesota, North Carolina, and Wisconsin. There is a well-defined tendency to give work in this connection which might be designated as workers' education, or an Americanization program. Noteworthy examples are the University of California

and the Massachusetts Department of Education, in both of which organizations thousands of students are enrolled. This movement follows, somewhat, the lead of the Workers Education Movement in Great Britain, where tutorial classes have been organized through cooperation between the colleges and the labor organizations. This movement gives promise of splendid results in the program of adult education. A notable by-product is the conclusion reached by those in charge of the movement in Great Britain that adults of non-collegiate grade can, nevertheless, profit greatly by instruction of collegiate grade when such instruction is properly given.

It is interesting to note from the table that, if one takes the first eight lines of service, including correspondence instruction, class instruction, public information, and package library service, public lectures, visual instruction, school or community service, and institutes, conferences, and short courses, one has a large majority of the activities of the various extension divisions. The other activities in which we find three or more institutions participating, up to as many as 12, include 13 different groups of activities. The number of detailed activities included in these groups is indicated by reference to the above list.

II. STATISTICAL STUDY

The list given below indicates the extent of offerings in the two major fields of extension service. The correspondence list carries 48 subjects. Included in the list we find the laboratory sciences of anthropology, bacteriology, botany, chemistry, geology, paleontology, physics, and zoology. The effective teaching of the elementary aspects of the physical and natural sciences is made possible in such institutions as Chicago and Wisconsin by providing small laboratories which are sent to the individual student for experimental purposes. Extra charges for these courses cover the extra cost involved. Reports from these institutions indicate that such an arrangement is satisfactory, and that in this way standard work can be done.

Offerings are more extensive in class centers, with 83 subjects listed, a few of which doubtless overlap.

COURSES OFFERED BY CORRESPONDENCE

1. Accounting.
2. Agriculture.
3. Anthropology.
4. Art.
5. Astronomy.
6. Bacteriology.
7. Botany.
8. Chemistry.
9. Church history.
10. Comparative religion.
11. Drawing.
12. Early Church literature.
13. Economics.
14. Education.
15. Engineering.
16. English.
17. Forestry.
18. French.
19. Geology.

20. German.
21. Greek.
22. History.
23. History of art.
24. Home economics.
25. Household administration.
26. Latin.
27. Library economy.
28. Library science.
29. Mathematics.
30. Meteorology.
31. Music.
32. New testament.
33. Old testament literature and oriental languages.
34. Paleontology.
35. Pharmacology.
36. Philology.
37. Philosophy.
38. Physics.
39. Preaching and parish ministry.
40. Psychology.
41. Public school art.
42. Religious education.
43. Social science.
44. Sociology.
45. Spanish.
46. Swedish.
47. Theology.
48. Zoology.

COURSES OFFERED IN CLASS CENTERS

1. Advertising.
2. Anthropology.
3. Archæology.
4. Architecture.
5. Armenian
6. Art.
7. Astronomy.
8. Banking and finance.
9. Biology.
10. Botany.
11. Business administration.
12. Business law.
13. Celtic.
14. Chemistry.
15. Chinese.
16. Commerce.
17. Commercial education.
18. Corporation finance.
19. Cost accounting.
20. Dentistry.
21. Drawing.
22. Economics.
23. Education.
24. Engineering.
25. English.
26. Factory manufacturing.
27. Finance.
28. Fine arts.
29. French.
30. Geography.
31. Geology.
32. German.
33. Government.
34. Greek.
35. Health.
36. Health education.
37. Hebrew.
38. History.
39. Household arts.
40. Household science.
41. Hygiene.
42. Indo-Iranian.
43. Industrial management.
44. Italian.
45. Japanese.
46. Journalism.
47. Law.
48. Library economy.
49. Mathematics.
50. Medicine.
51. Money and banking.
52. Music.
53. Nature study.
54. Neurology.
55. Oriental seminary.
56. Paidology.
57. Personality analysis.
58. Philosophy.
59. Phonetics.
60. Physical education.
61. Physical science.
62. Physics.
63. Physiology.
64. Political science.
65. Portuguese.
66. Psychiatry.
67. Psychology.
68. Public speaking.
69. Real estate.
70. Rhetoric.
71. Rumanian.
72. Salesmanship.
73. Scandinavian.
74. Selling and advertising.
75. Semitics.
76. Siamese.
77. Slavonic.
78. Social science.
79. Sociology.
80. Spanish.
81. Speech.
82. Surgery.
83. Zoology.

Tables 2 to 4 give statistical data concerning correspondence study and class centers. Table 2 shows the number of new enrollments and the number of individual students enrolled for each of the years 1921 to 1924. By enrollment is meant registering for a correspondence course of unit of instruction. By number of individual students is meant the number of different persons enrolling for correspondence study or class center work. While data are incomplete, the evidence of growth both in enrollments and in number of individuals served is conclusive. Total new enrollments reported for 1921 and 1922 are 81,362, and for the biennial period of 1923 and 1924 the number is 102,025. In individual students enrolled the numbers for the two biennial periods are 49,672 and 57,323, respectively.

TABLE 2.—*Number of new enrollments and number of individual students enrolled for correspondence courses*

University [1]	Number new enrollments in correspondence courses for years indicated				Number individual students for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	98	167	245	390	98	167	245	390
University of Arizona	202	228	215	226	135	149	143	163
University of Arkansas	261	490	325	527	230	433	285	475
University of California	4,387	5,036	5,060	5,980	[2]	[2]	[2]	[2]
University of Chicago	4,476	4,709	4,729	5,248	[2]	[2]	[2]	[2]
University of Colorado	517	603	875	1,060	[2]	[2]	[2]	[2]
Columbia University	[2]	[2]	[2]	827	[2]	[2]	[2]	[2]
University of Florida	[2]	[2]	[2]	3,947	[2]	[2]	[2]	[2]
Indiana University	847	940	1,005	1,131	742	798	883	992
Iowa State College	25	25	16	17	23	21	16	17
University of Iowa	[2]	[2]	[2]	1,108	[2]	[2]	[2]	961
University of Kansas	2,113	2,485	2,306	2,110	1,597	1,895	1,801	1,664
University of Kentucky	[2]	[2]	408	522	[2]	[2]	[2]	350
Massachusetts Department of Education	5,282	6,362	4,981	4,796	3,707	4,690	3,034	2,639
University of Minnesota	888	1,149	1,302	1,386	779	1,012	1,146	1,235
University of Missouri	868	937	1,629	2,080	713	797	965	1,519
University of Nebraska	709	1,154	1,163	1,279	861	926	931	967
University of North Carolina	111	245	609	1,232	111	202	376	838
University of Oklahoma	[2]	956	1,362	1,216	[2]	917	1,309	1,180
University of Oregon	1,136	1,110	1,228	1,417	828	885	947	1,084
Pennsylvania State College	1,300	1,550	1,420	3,450	580	740	850	1,890
University of Southern California	[2]	[2]	28	174	[2]	[2]	28	174
University of Tennessee	[2]	[2]	178	339	[2]	[2]	150	262
University of Texas	2,706	3,366	4,247	5,253	1,924	2,351	2,596	3,395
University of Utah	670	534	625	582	[2]	[2]	[2]	[2]
State College of Washington	370	476	492	524	126	187	264	282
University of Wisconsin	11,505	10,269	10,566	11,164	10,892	10,156	10,103	10,774
Total	38,471	42,791	45,014	57,985	23,346	26,326	26,072	31,251

[1] The Universities of South Carolina and Virginia do not give correspondence courses.
[2] No figures available.

TABLE 3.—*Number of enrollments and number of individual students in class centers*

University [1]	Number of enrollments for years indicated				Number of individual students for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	403	673	1,016	1,020	403	673	1,016	1,020
University of Arizona	177	184	[2] 134	[2] 165	161	146	131	154
University of Arkansas	82	142	716	840	[3]	[3]	[3]	[3]
University of California	19,755	18,976	23,464	30,133	9,876	[3]	[3]	[3]
University of Colorado	2,550	2,092	1,728	1,858	[3]	[3]	[3]	1,482
Columbia University	[3]	[3]	[3]	17,846	[3]	[3]	[3]	[3]
Indiana University	5,419	6,609	7,264	7,334	3,233	5,044	5,254	5,474
Iowa State College	1,012	1,048	1,054	1,526	[3]	[3]	975	1,426
University of Kansas	626	620	377	494	582	574	354	427
University of Kentucky	[3]	[3]	926	1,226	[3]	[3]	[3]	671
Massachusetts Department of Education	23,141	26,745	27,751	30,011	[3]	[3]	[3]	[3]
University of Minnesota	7,802	7,269	7,237	8,315	4,847	4,461	4,272	4,599
University of Missouri	111	6	121	110	111	6	121	110
University of Nebraska	1,022	545	699	709	954	432	536	594
University of North Carolina	46	199	696	1,406	46	199	600	1,257
University of Oklahoma	183	423	675	867	[3]	[3]	[3]	[3]
University of South Dakota	[3]	[3]	107	297	[3]	[3]	107	297
University of Oregon	2,585	3,106	3,650	3,944	[3]	[3]	[3]	[3]
Pennsylvania State College	580	645	1,300	1,935	200	210	430	635
University of Southern California	[3]	[3]	406	1,752	[3]	[3]	406	840
University of Texas	166	159	211	159	162	133	205	159
University of Utah	1,668	1,398	1,424	3,387	[3]	[3]	[3]	[3]
University of Virginia	415	585	340	242	399	478	279	231
State College of Washington	374	425	1,092	947	345	394	987	835
University of Wisconsin	3,212	4,334	4,749	[3]	[3]	[3]	[3]	[3]
Total	71,329	76,183	87,137	116,523	21,319	12,750	15,673	20,211

[1] The University of Florida reports information not available, and South Carolina and Iowa State Universities have no class center service. Chicago has no *extension* class center service, though it conducts a down-town college in the city of Chicago.
[2] 33 in 1923 and 26 in 1924 enrolled as "auditors with no credit."
[3] No information available.

TABLE 4.—*Number of courses completed by correspondence and in class centers*

University	Number of correspondence courses completed for years indicated				Number of courses completed in class centers for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	87	150	220	350	360	600	915	918
University of Arizona	58	78	79	85	83	66	92	103
University of Arkansas	132	194	188	(1)	(1)	(1)	(1)	(1)
University of California	960	1,148	1,212	1,431	(1)	(1)	(1)	(1)
University of Chicago	2,389	2,536	2,669	2,989				
University of Colorado	(1)	(1)	(1)	827	(1)	(1)	(1)	(1)
Indiana University	339	446	504	595	4,996	5,081	5,615	5,802
Iowa State College	(1)	(1)	16	17	(1)	(1)	910	1,300
University of Kansas	651	845	1,090	945	438	430	265	342
University of Kentucky	(1)	(1)	210	(1)	(1)	(1)	(1)	(1)
Massachusetts Department of Education	3,422	4,899	6,558	4,301	12,170	14,421	12,817	15,806
University of Minnesota	396	445	582	684	(1)	(1)	(1)	(1)
University of Missouri	523	585	668	944	105	6	90	110
University of Nebraska	(1)	334	453	546	(1)	(1)	(1)	(1)
University of North Carolina	(1)	134	357	900	(1)	158	520	1,114
University of Oklahoma	(1)	(1)	(1)	(1)	183	423	675	867
University of Oregon	298	359	387	458	(1)	(1)	(1)	(1)
Pennsylvania State College	380	425	360	640	405	425	820	1,235
University of Tennessee	(1)	(1)	50	98	(1)	(1)	50	138
University of Texas	2,438	2,826	3,578	4,524	153	113	209	147
University of Virginia				(1)	188	469	278	120
University of Wisconsin	4,436	4,563	6,334	8,058	2,238	3,043	3,903	(1)
Total	16,509	19,967	25,515	28,392	21,319	25,235	27,159	28,002

[1] Information not available.

III. NEW LINES OF SERVICE, OR LINES HAVING UNUSUAL DEVELOPMENT DURING THE BIENNIUM

Requests were sent to the different extension divisions asking for information concerning new lines of extension activities begun during the years 1923 and 1924. The results of that inquiry are here indicated:

University of Alabama: Development of package library service to high schools; community service; employment of full-time expert for visual instruction bureau.

University of Arkansas: Broadcasting station established for lectures and entertainment programs; publication of monthly bulletin of public service; circulation of print collection of 300 prints in color.

University of Indiana: Nutrition institute for the State; regional antituberculosis institutes for the States of Indiana, Ohio, Illinois, and Kentucky.

University of Kentucky: Development of women's club work.

Massachusetts Department of Education: Courses broadcasted by radio.

University of Missouri: Play and recitation service; extension class centers developed.

University of North Carolina: Visual instruction service inaugurated.

University of Oklahoma: Workers' education service begun.

University of Oregon: Americanization work; radio broadcasting of university lectures; local history contests; development of welfare week ends, the aim being to give people of the communities practical demonstrations of the services of various State agencies.

Pennsylvania State College: Foreman training; utility economics.

University of South Carolina: Package library service inaugurated.

University of South Dakota: Inaugurated service to debating in the high schools.

University of Southern California: Inaugurated courses in real estate under correspondence study department.

University of Virginia: Temporary organization of Virginia society for crippled children; home reading courses of Bureau of Education; institutes of citizenship; publication of News Letter edited by the department of rural economics and rural sociology; championships in tennis, current and monthly high-school publications, and prizes for the best verse and short story, inaugurated through Virginia High School Literary and Athletic League; package libraries.

State College of Washington: Inaugurated classes in salesmanship and personnel efficiency. These classes are conducted intensively for a period of two weeks each.

In response to the request, "Please give details concerning lines of service that have had unusual development for the years 1923 and 1924," the following information was obtained:

Visual Instruction: The University of Alabama reports that visual instruction made rapid strides, stating, "We obtained the services of a full-time expert, bought some $2,000 worth of material, and circulated reels of high-grade educational pictures." The University of Colorado reports that motion-picture service, slide service, and art prints were distributed throughout the State. In motion pictures, 144 reels, 41 recreational and 103 educational, were distributed. The educational films were classified under industrial, scenic, historical, patriotic, and health. Seventy-one sets of stereopticon slides on patriotic, scenic, industrial, scientific, and general topics, including war slides, health, religious, etc., were distributed. There were 97 communities served, with a reported attendance of 65,351. The service was well distributed throughout the State, according to the report of the director of extension.

Community Service Work: The University of Alabama reported that the community service work was very successful, more than 500 lectures and addresses being delivered in the State.

Women's Club Work: The University of Alabama reported that the women's club programs furnished by the extension division were very widely used, more than 6,000 women being enrolled in groups in which programs were used. The University of Kentucky also reported unusual development in their women's club work program.

Workers' Education: This phase of extension work had unusual development in the Universities of California and Oklahoma and in the Massachusetts Department of Education. In California hundreds of classes were organized, and these were attended by thousands of students. In addition to the class work, the extension division supervised a number of lectures for the benefit of workers. The University of Oklahoma reported the organization of 24 classes in workers' education, with subjects as follows: Philosophy, 6; economics, 1; psychology, 4; English, 5; arithmetic, 5; debating, 1; Spanish, 1; shorthand, 1. According to the director of extension, 366 persons enrolled in these classes. The work is received with great enthusiasm. In addition to the class work, lecturers in workers' education visited 42 communities, lecturing to 3,550 persons, and holding personal interviews with some 1,250. The total number of persons served through the workers' education program is estimated at 5,282. In the class work special textbooks are used, and the classes constitute discussion groups. The work is for both men and women, and for all trades and occupations.

The adult alien education under the supervision of the extension division of the Department of Education of Massachusetts, as authorized by the general laws of that State about 1920, has had a steady development since it was inaugurated. The work is conducted in what is known as English and citizenship classes in evening schools, in factories, and in neighborhood classes (clubs, homes, churches, day classes). While reports for 1924 were not available, the 1923 report indicates a total of 1,567 classes organized, 849 being in evening schools, 306 in factories, and 412 in neighborhood classes. The work is carried on under the provisions of the law, through the cooperation of industrial plants and public schools, under the general supervision and direction of the extension division. Statistics show that factories in 34 cities and towns cooperated in conducting adult immigrant classes during the school year 1922–23, while 113 cities and towns operated under the provisions of the law in carrying out this type of education. Of these, 74 employed full-time or part-time directors and supervisors for this type of work. Enrollment in classes for adult immigrants increased from 9,030 for the first year after the passage of the act to 27,658 for the year 1922–23.

Merchants' institutes represent types of unusual activity in the Universities of Colorado and Kansas. In Colorado the institutes are held for a period of four to five days, usually under the auspices

of the local chamber of commerce and the university extension division. One or more specialists are brought in for two periods a day for lectures and discussions. These institutes are entirely supported by the local merchants and those desiring to take the course. Statistics indicate that the institutes are largely attended and are very fruitful in stimulating merchants to bring about better business conditions and closer cooperation between the farmers and the business interests of the town. The following is a program showing the topics discussed at a merchants' institute held at Trinidad, Colo., November 2–6, 1925:

Monday, November 2—

9.30 a. m. "Planning for More Business."
7.30 p. m. "The Winning Salesman."

Tuesday, November 3—

9.30 a. m. "How to Get returns from Advertising Expenditures."
7.30 p. m. "The Human Side of Retailing."

Wednesday, November 4—

9.30 a. m. "Retail Credits and How to Control Them."
Noon. "The Merchant and His Problem."
7.30 p. m. "Knowing the Goods You Sell."

Thursday, November 5—

9.30 a. m. "Cost of Operating Retail Stores in Colorado."
Noon. "Building a Community."
7.30 p. m. "Fundamentals of Business from the Personal Standpoint."

Friday, November 6—

9.30 a. m. "How to Write Advertising that Pulls."
Noon. "Teamwork for Community Development."
7.30 p. m. "Cashing in on Sales Opportunities."

The director of extension in the University of Kansas reports that the greatest development in any single activity of extension work during the year 1924–25 was in the merchants' institutes, in which programs were offered in cooperation with the local commercial organizations, ranging in length from two to five days. Speakers were furnished both from the university faculty and specialists from outside to discuss the special problems of retail merchants and general problems having to do with community development. These institutes were conducted in 12 communities, the communities in general bearing practically all of the expenses. The university assisted in only a few cases in bearing the administrative expenses. In addition to general lectures on salesmanship, advertising, store management, etc., regular courses were conducted in such special subjects as showcard writing, window trimming, preparing advertising copy, and accounting. The purpose of these courses is to provide both the

employers and the employees in retail stores with the benefit of the experience of the most successful retailers throughout the country, as well as the information accumulated by such agencies as the Graduate School of Business Research of Harvard University, and many large commercial organizations which are conducting special investigations along retail lines. In addition to the merchants' institutes, a merchants' short course is annually held at the University of Kansas.

Municipal research had unusual development in the University of Colorado. The Bureau of Government Research is headquarters for the Colorado Municipal League, and as such serves as a clearing house of information for municipal officials. Studies requiring investigation, such as installation of bookeeping systems, efficiency studies of municipal departments, etc., are made for cities or civic organizations at cost; that is, actual necessary traveling expenses. Surveys and reports for State departments, counties, school districts, and towns and cities, covering specific problems confronting these organizations are made and recommendations made looking toward securing greater economy and efficiency in administration. Assistance in legislative drafting is also furnished. The bureau is the headquarters for the State Association of Commercial Organizations, and, as such, renders assistance to chambers of commerce and other commercial and civic organizations in dealing with their problems of organization and operation.

Child health clinics were also a feature of progress made in extension in the State of Colorado. Five State organizations that engage in State-wide health work cooperate in these conferences and clinics, including the Colorado Tuberculosis Association, the State board of health, State dental association, Colorado child welfare bureau, and the bureau of community organization of the extension division. These conferences and clinics are held for the purpose of giving physical examinations to children, preferably children of pre-school age, and of furnishing parents of such children with information concerning the results of the clinics. In addition to the clinics, public lectures on health are given in the community in which the clinics are being held.

Correspondence study work, or class center work, or both, had unusual development, according to reports from the Universities of Indiana, Missouri, North Carolina, Oregon, South Dakota, and Texas.

In Indiana the number of different students enrolled in class centers increased from 3,233 for 1921–22 to 5,406 in 1923–24, an increase of approximately 50 per cent during the biennium.

The development in correspondence instruction in the University of Missouri has been in the general field of agriculture, including animal husbandry, entomology, farm management, field crops, horticulture, poultry husbandry, and soils. These are noncredit courses.

From November 1, 1922, to October 31, 1924, figures furnished for Missouri show that there were 49 extension class centers and 139 different classes conducted. There were 2,307 registrations by 2,158 different students in these classes. University professors traveled to these 49 communities once or twice each week to meet the classes. The director reports that center classes and correspondence instruction work doubled in size during the biennial period.

The University of Oregon had almost 30 per cent increase in enrollments in correspondence study and class centers during the biennial period, notable growth being reported from the Portland center.

The University of South Dakota reports that its correspondence study work has been trebled during the biennial period.

The University of Texas has had an increase of approximately 60 per cent in enrollments for correspondence work during the biennial period.

Package library service had unusual development in the Universities of Indiana, South Carolina, Kentucky, and Texas. In Indiana the circulation increased for the biennial period from 2,359 to 3,812. This service for 1923–24 was furnished to 413 communities, serving 28,212 persons. Hundreds of modern, everyday topics of interest to the people were the bases of package libraries.

The University of South Carolina, through its director of extension, reports that in 1923–24 the package library service had its greatest growth, its work being shown in the following figures: Plays distributed, 2,414; readings, 15,018; reference books, 306; package libraries, 2,466; articles, 15,544; club programs, 735; reading courses, 62.

The University of Kentucky reports a large increase in package library service and study-club programs in connection with the development of women's clubs in the State in 1924. The increase in circulation of package libraries in the University of Texas has been from a little more than 10,000 in 1922 to 12,700 in 1924, an increase of about 30 per cent. There were 1,800 permanent package libraries distributed on more than 1,000 different subjects.

Radio courses were broadcasted by the extension divisions of the University of Arkansas, University of Pittsburgh, University of Oregon, Pennsylvania State College, University of Florida, the Massachusetts Department of Education, and the University of Wisconsin.

In 1924 the Legislature of Florida appropriated $50,000 for a radio broadcasting station to be placed in the University of Florida under the supervision of the general extension division. Of especial interest in this connection is a report on Massachusetts university extension courses given from Westinghouse Electric broadcasting station WBZ, as reported by Director James A. Moyer. In the

fall of 1923 Director Moyer, with Mr. Dennis A. Dooley, supervisor of university extension classes, saw the utility of radio for purposes of sound instruction, and devised a plan for broadcasting university lectures. It was arranged with G. H. Jaspert, director of station WBZ, Westinghouse Electric Co., to broadcast through that station. The following courses have been given: Household management; radio reception for amateurs; music appreciation; contemporary American literature; short story writers; French lessons; and the making of a music lover. These courses were given largely by members of the faculties of universities, colleges, and public schools. There were from 8 to 10 lectures in each course, with a total of 1,636 students enrolled. An enrollment fee is charged each student, the purpose being to aid in defraying expenses. This matter was arranged in the following manner: Those who desired to receive mimeographed study material and to do the prescribed assignments of study and reading, and receive a special radio certificate, sent an enrollment fee of $1 to the Department of Education, Boston. Paid enrollments have been received from Canada and from more than one-half of the States of the American Union. They came from as far west as the Rocky Mountains, and as far north as Newfoundland and Labrador. The director states that the experiment is entirely satisfactory, that the work will be continued, and that new courses will be planned to meet developing interests. Among the new courses planned to begin soon after the report was made are: Chief English writers of our day, French conversation and literature, and business psychology. The director further states that there are undoubtedly tremendous possibilities in this method of providing education for adults who want an education, and broadcasting courses will become a significant part of the work done by the Massachusetts Department of Education.

The beginning that has been made in giving courses by radio indicates the possibilities for service in this direction. It is evident from the experiments made that lecture courses, foreign languages, social sciences, and other courses of a similar nature can easily be given by this method, which combines the lecture with written reports. The experience which we have had in this connection indicates that in the future the lecturer may have thousands of students in his classes. This type of work is not confined to universities and colleges. A prominent pastor of one of the Dallas (Tex.) churches now has more than 25,000 students enrolled in his Sunday school lecture class, to whom he lectures every Sunday afternoon from 6 to 7.

A course in real estate is offered by the correspondence study department of the University of Southern California. This course

was adopted by the State Real Estate Association; 58 classes have been organized to pursue the work.

An institute of one week is held in the University of Washington in which graduate medical lectures by the most noted physicians of America and England are given for the benefit of the physicians of the State. In like manner a graduate nurses' institute of intensified advanced instruction is given for graduate nurses each year.

The University of North Carolina offers graduate medical lectures in various communities of the State throughout the summer months. These institutes may be secured by any community in which a sufficient number of physicians desire to secure such lectures and will pay the necessary fee. The work is entirely self-supporting and the university secures for this service outstanding authorities in the United States. The movement has been eminently successful in North Carolina.

Another type of extension service in which North Carolina has taken a position of leadership is the work of the Bureau of Community Drama, working in cooperation with the Carolina Playmakers. The latter is an organization of students and faculty in the University of North Carolina. The purpose of the playmakers is to produce plays as a part of the work in English in the university, and to stimulate the development of play writing of local flavor throughout the State. The purpose of the Bureau of Community Drama is to assist communities in staging native Carolinian plays. Contests in playwriting and playproduction are held and Statewide awards made on the basis of the best production and the best performance. The work has proved eminently successful in that State.

EXTENSION ACTIVITIES WORKING IN CLOSE COOPERATION WITH THE PUBLIC SCHOOLS

An interesting phase of university extension development has been the tendency in certain quarters to work through the public schools, or to cooperate with them in the solution of some of their problems. The director of extension in the University of Virginia reports that "the most outstanding development in the past two years has been in the high-school league, which has extended its activities and effected its organization for the conduct of athletic and literary contests throughout the State." An example of this type of service which has attracted considerable notice throughout the country is found in the University Interscholastic League Bureau of the division of extension of the University of Texas. The work is in the nature of an extension service offered to the schools of the State by the university. Rules and regulations governing the 28 different contests have been worked out, and the conduct of the league is in the hands of an executive committee composed of members of the faculty, appointed annually by the president of the

university. Schools joining the league agree to abide by the rules and regulations and the decisions of the executive committee in all matters of dispute. Member schools pay a graduated fee ranging from $1 to $8, depending upon the size and classification of the school.

There is a county executive committee in each county, and a district executive committee in each of the 32 districts into which the counties are grouped. These committees pass on matters of eligibility with respect to their territory, conduct county and district meets, etc.

The winners in the various events in the county meet represent the county in the district meet, and the winners in the district meets in general are brought to Austin in May of each year for the final State championship contests. The pupils are divided into various groups on the basis of schools and ages, and contests are held according to certain eligibility requirements, one of which is that a pupil must be a bona fide student and must be passing in at least three-fourths of his work before being allowed to participate in the contests. Contests are conducted in football, basket ball, track and field events, tennis, debate, declamation, essay-writing, music memory, spelling, journalism, and arithmetic.

Each of the various contests—local, county, district—represents eliminations and the selection of winners for the next higher contest. The winners in the State contests are given the title of champions for the State, and are awarded suitable trophies. Approximately 4,000 schools are annually enrolled in the league. Many thousands of students participate in local, county, and district meets, bringing to the schools hundreds of thousands of parents and stimulating an interest not only in these activities, but in the work of the school in general. Approximately 1,200 boys and girls are active participants in the final State meet. The benefits to the State in raising the standard of scholarship for athletes, and in stimulating better scholarship and educational activities in literary events, have been outstanding.

Another type of extension service in the University of Texas, which works directly through the public schools, is the nutrition and health education program. This program includes two aspects: (*a*) School-health programs are fostered through the organization of what is known as the Health and Happiness League. Public-school classes become members of this league upon the payment of a nominal fee, and the teachers of the classes agree to use graded lessons on health habits and how to form them, which are furnished to the teachers weekly by the bureau during the school year. (*b*) A nutrition and health education institute is held each year in connection with the Texas State Teachers' Association meeting, and to this are brought some of the leading authorities on health education in the United States. The bureau also conducts conferences

and furnishes suggestions on health habits and their formation to organizations and individuals throughout the State. Special lectures on health work are provided, and club programs on health education are furnished the club women through the cooperation of the package loan library bureau. Posters and exhibit material are furnished to community, county, and sectional fairs throughout the State.

A unique feature of the health program is the conducting of an experiment in rat feeding, which is carried on in the grades of the public schools under the direct supervision of a nutrition specialist from the university. This experiment has stimulated interest in the work and has been beneficial to communities in which it has been held.

There is a well-marked tendency in certain extension divisions, including the University of Texas, to direct the activities of the visual instruction work in the line of service to public schools in classroom teaching. Films and slides of an educational nature are provided and are sent out to schools desiring to use them in connection with their class instruction. The slide service has been particularly helpful in Texas, where sets of slides worked out on a given topic, with a view to their use in classes in geography, history, nature study, literature, architecture, etc., have been made available. An effort has been made to secure pictures of Texas wild flowers, birds, farm life, and shipping. Various phases of Texas industrial activities, points of historical interest, types of Spanish architecture, etc., have all furnished material for slides. Material has not only been furnished in this way, but an effort has been made to develop technique for its use in the classroom. Reports indicate that the effort has been quite successful.

The extension division of the University of Oklahoma reports a program of tests and measurements, conducted in the public schools, which has stimulated an interest in the test and measurement movement and a knowledge of how to use tests to advantage in the solution of administrative and classroom problems.

The University of North Carolina is fostering a movement, which gives much promise, of furnishing from the university well-trained instructors in education who organize classes in the various communities of the State for the benefit of public school teachers and others interested in the study of education. Practical courses, which the teachers and administrators may use in their daily work, are given, and thus the most advanced thought in educational practice is passed directly to the teachers and school officials. A new organization of this sort in the University of Louisiana has had encouraging success during the last year, and points the way to still greater service in this direction.

The "package library service" in several States is finding its greatest field of usefulness through the public schools. Lists of sub-

jects on which package libraries are available are sent to teachers of English, and from these lists subjects are assigned to pupils for composition work. Pupils secure the package libraries from the university and work out the material for the composition. Such service is of special benefit in those States where public libraries have been slow of development.

Several extension divisions conduct school surveys and school studies. In some cases the study is limited to a single system of schools, and in others it extends to the schools of an entire county. The benefits to the communities studied are unquestionable. They, moreover, stimulate a closer study of school conditions throughout the State.

IV. EXTENSION PRACTICES AND EFFORTS AT STANDARDIZATION

Several studies have been made of practices throughout the country with respect to various aspects of extension work. The most comprehensive one was the study made by a committee appointed at the St. Louis meeting of the National University Extension Association in 1923. The report of this committee was made at the meeting of the association in Madison, Wis., May 8–10, 1924. The committee consisted of W. D. Henderson, director of extension, University of Michigan, chairman; J. C. Egbert, director of extension, Columbia University; H. F. Mallory, director of extension, University of Chicago; W. H. Lighty, secretary of correspondence study, University of Wisconsin; and F. W. Reynolds, director of extension, University of Utah.

The full report of the committee has been published both in the Proceedings of the National University Extension Association, Madison, Wis., meeting of 1924, and also as a special bulletin published by the National University Extension Association. Only a very brief summary of the report will be given here.

The following summary is taken from the committee report:

(*a*) *Institutions offering extension credit courses.*—Practically all the educational institutions of university grade in this country now have more or less well-established extension divisions as a part of their regular university organization. The notable exceptions are Princeton, Cornell, Ohio State University, and the University of Illinois. It should be noted, however, that the last three institutions named have well-organized agricultural extension departments, but no extension divisions including all phases of academic university activities. Illinois offers a limited amount of extramural work by class instruction through the college of education only.

(*b*) *Enrollment in university extension credit courses.*—The enrollment in extension credit courses in the institutions enumerated in this report at the close of the last fiscal year was as follows: Extension credit courses, class instruction, 81,550; extension credit courses, correspondence study, 37,400; total enrollment (nearly), 119,000.

From the figures given it is computed that, of the total extension enrollment as given above, 65 per cent represents the total student enrollment; that is, the number of different students enrolled in university extension credit courses during the past fiscal year was, in round numbers, 77,000.

(*c*) *Extension credit courses like or unlike residence courses.*—In 29 of the 40 institutions listed, extension credit courses are practically the same in character and content as are the corresponding courses offered on the campus.

Extension credit courses differing in certain particulars from the courses given in residence are offered by 11 institutions. In most cases this difference is very slight. In general, the object of this modification is to meet certain peculiar local situations and special cases. It should be noted in this connection, however, that in the case of practically all institutions coming within this latter classification, the courses which differ in any particular from those listed in the regular semester, term, or summer announcement are organized in practically all cases with the approval of the head of the academic department concerned, and in a number of cases approval is required also by the dean of the department or other administrative officer.

(*d*) *Range and content of subjects offered.*—The data here presented reveal the fact that a grand total of about 5,000 courses are offered through university extension. These courses include 75 different general subjects. By the term "general subjects" we mean department subjects, as, for example, economics, mathematics, philosophy, etc.

(*e*) *Instructors.*—Twelve of the institutions listed employ as instructors in extension credit courses members of the resident faculty only. In the remaining 18 cases, additional instructors are employed; that is, instructors other than those of the regular resident faculty. In the great majority of these cases, however, such nonresident or special instructors are approved and appointed in accordance with the usual official procedure governing the appointment of members of the resident staff. There are a few exceptions to this rule, however.

(*f*) *Cost of instruction.*—In the case of extension courses by class instruction, 27 of the institutions giving more or less complete information as to the cost of instruction reported as follows:

Number paying a fixed fee per unit of class work independent of the rank of the instructor	10
Number of institutions grading the fees strictly according to the rank of the instructor	7
Number of institutions in which variation in instructors' fees depends upon the distance of the class center from the base, the need for special instruction in individual cases, income from the class, and various other conditions	10

In the case of correspondence study, a few institutions pay a fixed fee per course, as is done in class instruction. Others pay a definite fee per student per unit of credit. Most institutions, however, pay from 25 to 50 cents per assignment for the reading and correction of papers.

(*g*) *Preparation and method of conducting correspondence courses.*—Correspondence study outlines are, in general, prepared by regular faculty members, such outlines being subject to the approval of the director of the extension division and of the dean of the department concerned. In general, the reading, correction, and instruction given in connection with correspondence study assignments are done by regularly appointed instructors who have the specific courses in charge. In a few cases, persons below the academic rank of instructor are employed to read and grade papers. The appointment of such persons, however, is in general subject to the approval of the director of the extension division and the head of the department giving credit.

(*h*) *Income from extension credit courses.*—For extension credit courses by class instruction the fees paid by the students vary from $2 per unit of credit to $15. The average fee received, as reported by 30 institutions, is $5 per credit hour.

The fees received for extension credit courses by correspondence study cover about the same range as in the case of class instruction.

Of the 29 institutions reporting definitely as to the relation of income from extension credit courses to the total cost of conducting the same, 23 report that the fees received are sufficient to cover practically the cost of maintaining the courses, not including office overhead.

(*i*) *Residence requirements for graduation.*—In general the institutions listed require one year of residence work for graduation, this year in the great majority of cases being the senior year.

In nearly all cases, extension courses do not count as residence courses. There are a few exceptions, as follows: In Indiana, a year's work for the master's degree may be taken in extension classes and counted as residence work; in Minnesota, extension credit courses offered in St. Paul, Minneapolis, and Duluth are recognized as meeting residence requirements for the B. A. degree; in Oregon, extension courses in the Portland center count as residence work; in Pittsburgh, in some special cases; in Syracuse, courses by extension count as residence work; in Wisconsin extension classes in the Milwaukee district are being developed under university administration as residence courses; at Yale, extension courses given under the direction of the department of education count as residence work.

(*j*) *Undergraduate credit allowed for extension credit courses.*—Of the 35 institutions furnishing data, 3 report "no ruling" as to the total number of hours of credit which may be earned through the medium of extension credit courses; 9 allow one year of credit toward graduation; 11 allow two years; the remaining 12 institutions have set no special limit, subject to the restriction incident to the requirement of the senior year in residence and certain special courses which require the work to be done in residence.

In general, students are allowed to take as many hours of extension credit work as they can carry satisfactorily, this last point to be determined by the director of the extension division in conference with the instructor in charge.

Twelve institutions reporting do not permit students to carry extension credit courses while in residence. The remaining 23 institutions permit students to carry extension courses while in residence, provided permission is granted by the dean.

(*k*) *Graduate credit allowed for extension credit courses.*—The question of allowing graduate credit for work done in extension classes is subject to great variation. For example, Chicago allows extension credits earned by correspondence to count toward the doctor's degree under certain specific conditions; Colorado, on the other hand, allows credit toward the master's degree but not for the doctor's degree.

Eighteen universities accept credits for graduate work under certain conditions. In general, such credits are allowed subject to the condition that cases be passed upon individually by the dean of the graduate school.

(*l*) *Attitude of universities regarding extension credits earned in other institutions.*—The University of Oklahoma accepts full credit for work done only through its own extension division.

The following universities accept extension credits only when the work is done under the direction of regularly organized extension divisions: Columbia, Harvard, University of Pennsylvania, Virginia,

The following universities accept full credit for work done in extension courses from institutions which are members of the Association of American Universities: Alabama, Chicago, Kansas, Missouri.

The following universities accept extension credits from any college or university of "high standing": Kentucky, Michigan, Tennessee, Washington State College.

The following universities accept extension credits from those institutions which are members of the National University Extension Association: Colorado, Minnesota, Missouri, Nebraska, South Dakota.

The following institutions accept no correspondence study credits: Columbia, Harvard, Mississippi Agricultural and Mechanical College, University of Pennsylvania, Virginia.

The following universities accept extension credits that have been approved by the institution from which the credits are transferred: Arizona, California, Chicago, Kentucky, Michigan, Nebraska, North Carolina, Oregon, Tennessee, West Virginia, University of Washington.

The following institutions limit the number of extension credits which they will accept: Chicago, 18 majors, about 60 hours; Colorado, one-fourth of requirements for B. A. degree; Kansas, 60 hours; Kentucky, 32 hours; Michigan, 15 hours; Texas, 60 hours; Washington University, St. Louis, none after the sophomore year.

The following recommendations with reference to the standardization of university extension credit courses, conducted both in class centers and by correspondence study, were adopted by the National University Extension Association at Lexington, Ky., 1922:

(*a*) *Character and content of extension courses.*—The content of extension credit courses shall be practically equivalent to that of similar courses offered in residence. Such courses shall be approved by the head of the department directly concerned and such other authorities as the rules of the institution provide for, and also the names and numbers of such courses shall appear in the proper place in the general announcement.

(*b*) *Conditions of admission to extension courses.*—Students shall be admitted to extension credit courses, provided that they satisfy the proper official that they can pursue the courses with profit, and provided that they pay the regulation fee.

(*c*) *Time allotted for extension class work.*—In the case of direct class instruction, extension credit courses shall involve practically the same number of hours of class instruction as are devoted to similar classes in residence, and in the case of correspondence study the extension courses shall be equivalent in scope to those of the corresponding courses offered on the campus.

(*d*) *Examinations.*—No student shall be given credit in any extension credit course unless he satisfies the instructor of his mastery of the course by means of a thorough examination or other suitable test.

(*e*) *Extension instructors.*—All instructors of extension credit courses shall be members of the regular university faculty, or shall be appointed as nonresident members of the faculty, their names to appear in the regular faculty list.

(*f*) *Credits.*—Students who pursue an extension credit course and who meet all the requirements laid down with reference to attendance, class work, and examinations shall be given the same credit as that given for a similar course conducted in residence.

(*g*) *Records.*—In recording extension credit courses, it is suggested that note shall be made that such credits were earned through extension work, either by direct class instruction or by correspondence study.

CHAPTER XV

PARENT-TEACHER ASSOCIATIONS AT WORK

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Junior Specialist in Home Education

Contents.—Introduction—Training for leadership in parent-teacher associations—Financial work of parent-teacher associations—Scholarship foundations and student loan funds—Parent-teacher movement in States—Field service—National organization of parent-teacher associations—Work of committees—Associations in high schools—Legislation—Preschool study circles, mothers' circles, and reading circles—Methods of reading circles—Bureau of parent-teacher associations—Cooperation of State departments—Parent-teacher associations in churches—National conference on home education—School improvement associations—Rural parent-teacher associations—Literature of parent-teacher associations.

INTRODUCTION

Need of cooperative action for the benefit of the children is at the root of the movement to organize teachers and school patrons into working units as auxiliaries to the schools. For many years parents have turned their children over to the school with little thought of whether the children were physically fit for school life; with little attention to the question of habit-forming during preschool years, and perhaps in many cases with a sigh of relief that with the children's entrance into school the responsibility for matters of morals, manners, and habits were to be placed in the hands of the teachers.

Originally, organizations of parents approached the schools with the desire to do something to benefit them; that is, to improve physical conditions and to offer new opportunities by furnishing equipment for playgrounds, hot lunches, and school equipment usually furnished by the use of school funds but which for one reason or another were not available. All of this was good, and produced results of great value. Material assistance is still necessary in some States because of the existing conditions, and these auxiliaries to the schools continue to supplement inadequate appropriations.

But the sentiment is growing that parents may make their best contribution to the schools by training their children during the preschool period, so that when they enter school they will be physically fit, mentally alert, and morally upright. Parents are already beginning to take back into the home some of the responsibilities which, in the past, they willingly surrendered to the schools.

The parent-teacher associations have emphasized the necessity of an educated parenthood, and to accomplish this they have organized within the associations small groups for the study of child problems. These groups are called mothers' study circles, preschool

study circles, reading circles, etc. The work of these circles is in harmony with the original purposes for which the National Congress of Mothers was formed in 1897. The incorporation of the parent-teacher association in the organization of the National Congress of Mothers took place when mothers discovered that they could do their work better by close association with the teachers, and the further inclusion of fathers as parents interested in the welfare of their children brought about finally another change of name for this organization to include fathers and mothers as well as teachers, when it became the National Congress of Parents and Teachers in 1924.

During the biennium of 1922–1924 new and important levels have been reached, according to reports, in parent-teacher associations in respect to growth, stability of organization, efficiency in methods, responsibility in leadership, and practical results obtained. The gradual molding of many small groups of school patrons into an efficient machine capable of giving effective service to a nation is a task requiring patience, and one that will hardly be accomplished in a decade of efficient management; but this is the goal set by the National Congress of Parents and Teachers.

In 1923 this organization set for itself a program which included an all-the-year-round parenthood; an effort to bring the things of the home back to the home; educating the membership and interpreting the value of education to the American people. This program has formed the foundation of the work of not only the National but of State and local parent-teacher associations.

Several types of auxiliaries to the public schools have appeared from time to time, emphasizing some of the needs of the schools. The names of these organizations have been varied, but their purposes have been more or less common. They are sometimes called home and school associations or parents' leagues, or school improvement associations or leagues, or parent-teacher associations. The parent-teacher associations, however, have reached the stage of development into a state-wide and national movement reaching every State and with the exception of the State of Nevada organized into a national group of considerable size. Nebraska, Minnesota, Oklahoma, Wyoming, and Louisiana associations were formed into State organizations during the past two years.

Other state-wide movements, however, of some importance have developed to meet school needs, such as school improvement associations which in the past accomplished excellent results for the schools of the Southern States and still function in Alabama, Arkansas, Maine, and South Carolina. Another example of state-wide organization of school patrons is to be found in the community leagues of

Virginia. Here and there, city-wide federations of parents or school patrons have supported the interests of the schools. The best examples of these are found in the home and school leagues of Boston and Philadelphia, the parents' league of Washington, D. C., and the Salt Lake City (Utah) home and school leagues.

TRAINING FOR LEADERSHIP IN PARENT-TEACHER ASSOCIATIONS

One of the most difficult problems facing the parent-teacher movement has been that of securing persons who were willing and prepared to lead either locally or in the States. There were no courses on parent-teacher associations in any of the educational institutions until 1922, when Columbia University offered its first course. In 1923 and 1924 this university began to offer credit courses in its summer sessions. This was reported to have been made possible in each case by the cooperation of the National Congress of Parents and Teachers. In 1924 a credit course was offered in the summer session of the University of Georgia for workers in parent-teacher associations. These courses were attended by superintendents of schools, principals, teachers, and parents who studied the problems of organization and development of these groups of parents and teachers. Radcliffe College offered a course, in 1922 and 1923, in the beginning course in education in which there was a treatment of the purposes and activities of parent-teacher associations. Students in this course were required to study and report upon their own communities in Massachusetts.

The demand for trained instructors to give courses in educational institutions was and continues to be greater than the supply, but in spite of this many institutions inaugurated lectures, courses, or institutes during 1924 to develop leadership in these organizations. The following is an incomplete list of the institutions giving such courses during 1924 in some form or other: University of California (southern branch); University of Delaware; George Washington University, District of Columbia; University of Georgia; Indiana University, Biological Station, Winona Lake, and Fort Wayne Extension Center, Indiana; Chicago (Ill.) Normal College; State Normal School, Maryland; Boston University; Radcliffe College; Hyannis, Fitchburg, and North Adams (Mass.) normal schools; Central and Northern State Normal Schools and Ypsilanti State Normal College, Michigan; University of Minnesota and five Minnesota teachers' colleges; University of Missouri; State Teachers College, Nebraska; Newark, Ocean City, and Glassboro State Normal Schools, New Jersey; Columbia University; Bowling Green Normal College and Ohio State University; University of Oregon; Winthrop College, South Carolina; East Ten-

nessee and West Tennessee Normal Schools, Tennessee Polytechnic Institute and University of Tennessee; University of Texas and the seven teachers' colleges of Texas; four State normal schools of Virginia.

FINANCIAL WORK OF PARENT-TEACHER ASSOCIATIONS

Parent-teacher associations take the stand generally that equipment for public schools should be provided by public funds. But these same organizations have met emergencies rather than to deprive their children of the necessary and proper means of securing an education.

The almost universal attempt at retrenchment in the use of public funds for educational purposes during the past five years has made it necessary for parent-teacher associations and other similar organizations to assume many financial burdens. The total amount raised and expended by these organizations has reached considerable proportions.

Finance committees devise ways and means of raising funds. In a thoroughly organized State like California, the finance chairman reports to the federation chairman, who reports to the district chairman, who in turn compiles the report and submits it to the State chairman on finance. Even in this State complete financial statements are not available, but 12 out of 15 districts reported that they raised and spent, during 1924, $160,000. This amount financed various projects, including nutrition, scholarships, and school equipment and play equipment. Three types of organizations, local, State, and National, present three kinds of financing. Membership dues for the national organization are 5 cents per capita for members in each local organization; the State organizations receive a like amount. Local organizations may tax themselves for any amount, and there is a wide range in the amounts which they actually raise. Besides the per capita dues, the national organization of parents and teachers receives the income of a small endowment fund, from loan papers, from bequests, from the annual child welfare day contributions, and from life memberships.

Funds for local parent-teacher associations are raised by numberless methods apart from the per capita dues—by salvage shops, bazaars, county fairs, moving-picture shows, food sales, fathers' dinners, carnivals, teas, plays, candy sales, dances, card parties, penny drives, minstrel shows, etc.

From the incomplete report of parent-teacher associations of Georgia, it appears that more than $120,000 has been raised and expended by the parent-teacher association for school and association libraries, school lunches, family service work, scholarships,

school and athletic equipment, medical inspection and clinics, scholarship loan funds, and other purposes.

In another Southern State, Mississippi, the parent-teacher associations are reported to have contributed during 1923–24 a total of over $66,000 for health programs, school and play-ground equipment, libraries, hookworm tests, student loan funds, free lunches to needy children, and aiding school authorities in enforcing the attendance law.

In Delaware the organization is financed by the per capita dues, but it is promoted also by the Service Citizens of Delaware. During 1923–24 nearly $18,500 was expended by the Service Citizens on the parent-teacher associations.

In Virginia, two organizations serve the public schools, the Community League of Virginia and the State parent-teacher association. The community league, with a reported membership in 1924 of 37,107, is financed by State funds, a community fund, the Laura Spelman Foundation, subscribers, the Virginia Tuberculosis Association, the Carnegie Foundation, and local league dues. The budget of the Virginia community leagues for a year is $26,625. Local leagues report that they raised $165,125 during 1924.

SCHOLARSHIP FOUNDATIONS AND STUDENT LOAN FUNDS

Loan funds, under several titles, have been promoted by a committee of the National Congress of Parents and Teachers, which does not furnish funds but promotes the idea throughout the States, acting as clearing house for information on methods of procedure.

In a number of States student loan funds or scholarship foundations have been the means of keeping children in school who could not be maintained by their parents. Many children are kept in the grammar grades or the high school, and a few are sent to college or teacher training schools. In some organizations the children are required to give a note for the loan; in others no pledge is required, but it is expected that the loan will be paid back as soon as the student begins to earn.

The California parent-teacher associations have conducted this work since 1923. The Kansas City (Mo.) council of parent-teacher associations has established a scholarship foundation which is financed by gifts from circles and by private contributions and by one-fourth of the income of the council.

Twenty-three children were enabled to remain in school during 1924 by the student loan fund of the Louisville (Ky.) Parent-Teacher League. In addition to the scholarships, this organization provided car fare to 38 children. Its budget for the year amounted to upwards of $14,000.

Texas parent-teacher associations have accumulated a student loan fund of $10,000, which is handled entirely by local clubs.

The movement in Oregon for student loan funds was started in 1923. Tennessee State and local organizations have assisted at least 45 students in the university, State normal schools, high schools, and business colleges.

Michigan parent-teacher associations inaugurated a student loan fund in 1923, which provides mothers with the same amount of money that a girl or boy would earn if taken out of school and put to work. Local organizations raise the funds, and the distribution is made by superintendents of schools, county commissioners, or other county officials.

State organizations of parent-teacher associations in New Jersey Indiana, and Colorado also provide scholarship funds. In Ohio the student loan committee recommends that parent-teacher associations work through the Harmon Foundation for at least a year.

PARENT-TEACHER MOVEMENT IN STATES

Results of an inquiry instituted by the Massachusetts Parent-Teacher Association and the Massachusetts State department of education have been made public. It appears that 113 towns, out of 316, reported one or more associations each and a total of 273 associations throughout the State; 140 of them are affiliated with the State and National organizations. Thirty-seven towns reported organizations of somewhat similar character, called mothers' clubs, community clubs, etc. One hundred and twelve union superintendents consider the parent-teacher association a vital factor in promoting closer relationship between the school and the home; 28 replied favorably with qualifications, and 20 superintendents have not found that results have been produced; 82 superintendents depend upon these organizations to support programs for educational improvement.

The State organization of Michigan was effected in 1918, and it stood third in size of membership in 1924, when it was reported that 161 cities and towns and 97 rural communities have 521 associations, with a membership of 40,000.

The Ohio Parent-Teacher organization made a gain of 11,000 members during 1923–24, which gives to Ohio the fourth place in size. This increase is reported to be due to membership drives.

Unprecedented growth is reported in Minnesota, whose membership increased 267 per cent in one year; and in West Virginia, with a reported increase of 255 per cent in the same year. Both of these State organizations came into being in 1923. In 1923–24 Illinois showed a gain of 98 per cent in membership.

Membership of State parent-teacher associations, 1924

1. California	79,808	27. Wisconsin	5,920
2. Illinois	54,007	28. Alabama	5,293
3. Michigan	40,567	29. South Dakota	5,034
4. Ohio	40,027	30. Nebraska	4,874
5. Missouri	34,239	31. Rhode Island	4,787
6. Washington	32,158	32. Idaho	3,846
7. Texas	30,608	33. Vermont	3,824
8. New Jersey	29,114	34. Arizona	3,798
9. Colorado	25,888	35. Virginia	3,493
10. Iowa	25,126	36. District of Columbia	2,960
11. New York	24,648	37. North Dakota	2,751
12. Pennsylvania	20,150	38. West Virginia	2,041
13. Kansas	17,383	39. South Carolina	1,796
14. Indiana	16,427	40. Florida	1,626
15. Kentucky	16,000	41. Wyoming	1,226
16. Georgia	14,184	42. Maine	1,126
17. Minnesota	12,551	43. Louisiana	967
18. Oregon	11,164	44. New Mexico	776
19. Mississippi	10,504	45. Utah	500
20. Massachusetts	10,397	46. Nevada	444
21. North Carolina	10,108	Hawaii	254
22. Delaware	9,698	47. New Hampshire	106
23. Tennessee	7,792	48. Arkansas (unorganized)	70
24. Connecticut	7,624		
25. Oklahoma	7,617	Total	651,387
26. Maryland	6,009		

FIELD SERVICE

The National Congress of Parents and Teachers employed, during 1923–24, two full-time field secretaries and two part-time workers, whose duties were to train leaders and to extend the work in districts which volunteer workers were unable to reach. This service was furnished in at least nine States. Several State associations, including North Carolina, Texas, Massachusetts, and Virginia, employ field secretaries.

NATIONAL ORGANIZATION OF PARENT-TEACHER ASSOCIATIONS

Thirty-three standing committees and one "bureau" constitute the machinery through which the National Congress of Parents and Teachers works. The standing committees are in five departments, which are under the general supervision of vice presidents. The committees have come into existence from time to time to meet definite needs. The committees assigned to the department of organization and efficiency include parent-teacher associations in churches, preschool circles, child welfare, child-welfare magazine, literature, membership, and publicity. Six committees function under the department of extension, parent-teacher associations in colleges, in high schools, in grade schools, and study circles.

Committees on children's reading, home economics, home education, social standards, standards of literature, and thrift are grouped under the department of home service; and under the department

of public welfare are committees on American citizenship, juvenile protection, legislation, motion pictures, recreation, and safety.

The department of education is made up of committees on art, humane education, illiteracy, kindergarten extension, music, school education, and students' loan fund; and the health department includes child hygiene, physical education, and social hygiene.

The resolutions adopted by an organization usually anticipate its future progress and program. For several years resolutions have been adopted by the parents and teachers on the bill to establish a Federal department of education, with a secretary in the Cabinet; the bill for Federal aid for the promotion of physical education; the bill to reduce the sale of drugs and narcotics; the program for peace; the effort to suppress the sale or distribution of salacious literature; the effort to secure better motion-picture films; and the wiping out of illiteracy.

WORK OF COMMITTEES

A good example of the procedure of a committee is the campaign to eliminate salacious literature from bookstands, which has been instituted by the committee on standards of literature. Three "information forms" have been prepared and distributed.

The first form deals with: The "glorification of the woman libertine," in literature and on the stage; periodical literature ridiculing virtue and making vice attractive, which is sold at reputable bookstores and family drug stores; reputable dealers who do not wish to sell objectionable literature and will welcome some basis for discrimination; the insidious process of becoming accustomed to evil which has led to confusion with regard to standards of decency; the fact that parents are at a loss to know how to select literature for the family reading table; how organizations may be provided with bases for asking cooperation of reputable dealers; to find for reputable dealers a consensus of opinion on dangerous literature of value in shaping their policies; the aid in interpreting and enforcing existing laws which a survey will give public officials; the problem of photoplay regulation and other fields in which confusion as to standards of decency exists.

The second form is addressed to parents, and it takes up questions regarding their own reading habits and the effects of certain types of stories upon the character.

Two other forms contain directions for the procedure of active workers in the survey and a data sheet for use in judging a story.

The parent-teacher associations have been working on this problem for more than three years in the interest of the morals and character of the boys and girls of high-school age.

Another important movement is that of bringing representatives of national organizations together for counsel and advice on questions

of common interest. The National Congress of Parents and Teachers sits in the following councils, although it is not bound by the actions or opinions of the groups: The National American Council and the National Committee on Law Enforcement. It had membership on the (moving picture) committee on public relations, but withdrew just before the committee was dissolved. It has membership upon the committee on public relations of the National Safety Council.

The California Parent-Teacher Association has installed a radio program service to its 32,000 members in Los Angeles and to the Berkeley membership. This new method of informing the parent-teacher associations has also been inaugurated in Missouri and in Boston, where the Massachusetts Parent-Teacher Association gives a 15-minute talk once a week at the Shepard Stores Radio Station.

PARENT-TEACHER ASSOCIATIONS IN HIGH SCHOOLS

Parent-teacher associations in high schools have become a factor in the solution of many of the present-day problems of high-school boys and girls. This is indicated by the reports of their activities in various States. Group action by parents has settled many difficult questions which would have baffled individual parents, even when they apply to their own children.

High-school parent-teacher associations in Illinois stress the value of nourishing food, more rest, less excitement, no indiscriminate automobile riding, no cigarette smoking, an appreciation of good music, of good books, and of good times at home, athletics of every kind for every boy and girl, hikes, glee clubs, orchestras and bands, dramatic clubs, neighborhood parties, and suitable dress.

The Austin High-School Parent-Teacher association of Chicago, with 1,573 members, claims to have the largest membership in the State, including a 100 per cent teacher membership.

At Springfield, Ill., the matter of testing the law barring secret societies from high schools was brought before the parent-teacher association in a resolution and adopted. A test case supported by both parents and school officials was tried in the courts. The validity of the law was sustained.

A high-school parent-teacher association in Spokane, Wash., undertook to understand the school better by use of a list of queries prepared by the school principal and used as the basis for the program of the association throughout the year. It brought to the attention of parents such questions as, what course their child is taking; whether the child is ahead or behind her grade; the equipment used for her work; the child's interests in school aside from regular classes; the responsibility for moral training; actual knowledge of the library and whether the child is using it; cooperation

with the teacher. Parent-teacher associations are organized in several high schools in six cities of Washington State.

Not only senior high schools and junior high schools nave parent-teacher associations in Oklahoma but also ward schools, the opportunity school, the school for crippled children, and a "find yourself school." The Oklahoma State organization has developed these activities within three years.

LEGISLATION

Since all of the interests of the fireside are affected by National and State legislation, it is considered by parent-teacher associations the duty of all parents to study bills that are introduced into State legislatures and into Congress. Therefore parents are urged to give strict attention to laws affecting child labor, education, and all public welfare measures. In one State the members of parent-teacher associations are urged definitely to study the qualifications of those who aspire to fill public offices in order to work for a better National, State, civic, and community government. Monthly bulletins of these organizations in some States publish a list of the bills pending in the legislature, with comments on the status of the bills and the action taken by the State board of managers for or against them. Other State organizations urge their members to give their assistance in promoting good legislation and in defeating bad legislation.

PRESCHOOL STUDY CIRCLES, MOTHERS' STUDY CIRCLES, AND READING CIRCLES

The formation of preschool study circles, mothers' study circles, and reading circles, fulfills the original purposes for which the National Congress of Mothers came into existence.

Realizing the universal lack of knowledge of child training, the Washington State branch of the National Congress of Parents and Teachers promotes these circles in order to study all problems of child nurture prior to the school age and to promote training for motherhood and home making. Among the subjects in these programs may be found such questions as the child as heir to the past; how the child impulses can be strengthened or subdued; putting good in the place of evil; the blighting effect of fear, etc.

Among the States reporting that special emphasis has been placed upon these study or reading circles are California, Colorado, Georgia, Iowa, Wisconsin, and Washington.

Sixty-one reading circles have been organized in Los Angeles County, Calif., in which it is stressed that the reading circle is the training ground for efficient membership in local associations; that it is a place where every mother may ask herself how nearly she approaches 100 per cent efficiency, and where mothers may work toward this end. Cooperation with the county library is one of the

necessities of this work. In many of the reading circles the home reading courses of the United States Bureau of Education are used as guides to the reading. Leaders are trained in these circles who go into districts to interest the parent-teacher membership in reading.

Council Bluffs, Iowa, reports that 12 preschool-age circles are organized, and others are reported in Des Moines and Iowa City. Membership in these circles includes mothers of children under 6, expectant mothers, recently married women, engaged women, and others who are keenly interested as nurses, kindergarten and primary teachers.

Such circles are organized in seven counties in Colorado, and nine new circles were started during 1923–24. In Georgia the preschool study circles have been active for several years, and the movement has grown and has proved itself valuable. The work is to be operated from the extension department of the State college of agriculture.

Preschool circles have been in operation for several years in Washington State, where it is reported that there are 35 affiliated preschool circles. In a few of the States training for parenthood is emphasized.

Kansas City, Mo., has 42 active circles.

METHODS OF READING CIRCLES

The first large reading circle in California for mothers was organized in Glendale, Los Angeles, by the chairman of the committee on education of the federation of parent-teacher associations. From this organization the idea spread, and there are now 61 circles in Los Angeles. The second largest group is in Berkeley. Methods of this group, as well as of the other circles, are patterned after the original Glendale circle.

The aim is the enrichment of child life through the application of scientific knowledge of child development. Meetings are held in the children's room of the public library once each week from 10 a. m. to 1 p. m. The reading is done by the same person each week, for the listeners grasp the meaning better when they get accustomed to the same voice. Handwork is carried on during the reading, and there are frequent interruptions for discussions and suggestions from personal experiences from members. Each member brings her own light lunch, and a tea committee serves tea. The half-hour for luncheon is the opportunity for mothers to become better acquainted.

The Berkeley circle has chosen the reading course of the United States Bureau of Education, No. 21, "Twenty Good Books for Parents," for their reading. All books in the course are on the library shelves, and from two to six copies of some of the books are provided.

By questions placed upon the blackboard, the leader outlines the reading taken up at each meeting, and reports on the book under consideration are given in response to the roll call. Reviews of

magazine articles enliven the program, and clippings of interest are placed upon the bulletin board. Dues of 25 cents per year are used to meet the expenses of the meeting, for subscriptions to the Child Welfare Magazine, School Life (issued by the Bureau of Education), and the Federation for Child Study bulletin. This is characteristic of the other reading circles in the State of California.

BUREAU OF PARENT-TEACHER ASSOCIATIONS AND COOPERATION WITH UNIVERSITIES

State headquarters for the parent-teacher associations of Indiana are established in the extension division of the Indiana University at Bloomington; the Indiana Parent-Teacher Association functions as a bureau of the extension division. A member of the staff of the university acts as the executive secretary, and the university in addition furnished clerical assistance. The extension division acts in an advisory capacity to the associations on questions of general policy and specific undertakings.

In 1923 Tennessee parent-teacher associations affiliated with the University of Tennessee through its general extension service. An office is furnished to the North Carolina Parent-Teacher Association by the extension division of the North Carolina College for Women, at Greensboro.

COOPERATION OF STATE DEPARTMENTS OF PUBLIC INSTRUCTION

State departments of public instruction cooperate with parent-teacher associations by making surveys, issuing literature, by sponsoring lectures, and by furnishing State headquarters for the associations.

The office of the Texas Congress of Parents and Teachers is located in the State department of education at Austin, and in Massachusetts the university extension department of the State department of education cooperates with the Massachusetts Parent-Teacher Association by offering courses to parents on such subjects as story-telling, appreciation of music, music for mothers, interior home decoration, and child study.

PARENT-TEACHER ASSOCIATIONS IN CHURCHES

The parent-teacher association has found a field of usefulness in the church. In some of the States these organizations are bringing the parents and the teachers of the Sunday schools together.

The home and parent-teacher section of the general Sunday school board of the Methodist Episcopal Church, South, has issued for this work a general leaflet on home and parent-teacher work and another leaflet on the mothers' club of the section on home and parent-teacher work. These leaflets are used as organization leaflets throughout the South.

Organizations in churches are not confined to any one denomination, but reports show that they are organized in Methodist, Christian, Baptist, Congregational, Reformed, and Presbyterian Churches. The only States reporting these organizations are Connecticut, Illinois, Massachusetts, Mississippi, New Hampshire, New Jersey, and Rhode Island, but it is probable that other States have similar organizations.

CONFERENCE ON HOME EDUCATION

The second national conference on home education was called by the United States Commissioner of Education at the University of Minnesota in May, 1924, in conjunction with the annual meeting of the National Congress of Parents and Teachers. Librarians and directors of extensions, as well as leaders in parent-teacher associations, were brought together to discuss problems of adult education of common interest to the whole group. Thirty-three States were represented by a total of 80 delegates, and more than 600 people were in attendance.

The program consisted of discussions on the place of the university extension service in a cooperative plan for the extension of educational opportunities; on cooperation for adult education; courses for parents; the library in the home education movement; how libraries educate; what parent-teacher associations can do for libraries; a State library commission conducting home reading courses; the educational adviser in the public library; practical methods in cooperation in educating for parenthood; psychic values in the home; literature in the home, etc.

The outcome of this conference was the appointment of a national committee of seven to study the whole subject of home education. It consisted of two representatives each of the National Congress of Parents and Teachers, the National University Extension Association, and the American Library Association, and one member from the Bureau of Education.

A report of this conference was issued by the Bureau of Education entitled, "Cooperation in Adult Education," Home Education Circular No. 6, 1925.

SCHOOL-IMPROVEMENT ASSOCIATIONS

Excellent results have been accomplished by an organization of school patrons called "school-improvement associations," which developed in the Southern States some years ago to meet a special need. A few States are still using these organizations as a means of school betterment. In Alabama the division of school and community betterment is an integral part of the State department of education and is supported by State funds. At the request of the State parent-teacher associations, this division includes the organiza-

tion of parent-teacher associations in its activities. A director of community organization is in charge of this work and organizes school-improvement associations or parent-teacher associations at the request of local communities.

It was reported in 1922 that Arkansas had 600 or more school-improvement associations with a membership of approximately 15,000. Since that time, however, the growth and development of parent-teacher associations has reached the point of state-wide organization.

The school-improvement league of the State of Maine was organized in 1898 and was probably the first organization of the kind in the United States. It is an informal organization toward which the State department of education, through an agent for rural education, exercises informal supervision. These leagues are made up of both parents and children. There is no chief State executive officer, but each league has its own staff of officers, whose duties are determined more or less by the individual school. The school-improvement league is a distinctly rural project in the State of Maine, for the larger towns and cities maintain a State parent-teacher association.

A school community organizer, under the direction of the State superintendent of public instruction, organizes school-improvement associations in South Carolina. The work is financed by State funds and by the funds raised by the organizations. The purpose is to unite all the people of the community in the interest of school improvement. Prizes have been awarded to schools making the greatest material improvement during each year. The prize money is used in school improvement. This movement has the active support of the South Carolina Federation of Women's Clubs.

Among organizations of state-wide significance, the community leagues of the Cooperative Education Association of Virginia represent one of the most successful. They provide avenues of cooperation between the citizen and the official in building better community life in Virginia. This movement has the approval and support of the State department and of the governor. Its membership is 75,453, in 1,971 leagues, and is directed by a board made up of officials and citizens. Local leagues operate in the respective communities, and a county organization is maintained.

The activities of these leagues show that they interest themselves in almost every activity in the State, including the county Sunday school convention, the tobacco growers association, county medical society, preservation of antiquities, health clinics, schools' educational programs, public libraries, tuberculosis clinics, home and farm demonstration; and it appears that every curative, preventive, and constructive agency in the State has been influenced by the organization.

The organization of parents and teachers in Virginia, begun in 1920, is also recognized by State officials. Its purposes are confined to education and child welfare, and it is financed by per capita dues.

RURAL PARENT-TEACHER ORGANIZATIONS

The State of Delaware with its typically rural conditions has parent-teacher associations in 84 per cent of the school districts outside of the city of Wilmington.

The plan used in Delaware was the basis of the demonstration in rural organizations in parent-teacher associations in North Dakota, which was initiated in 1924 by the National Congress of Parents and Teachers and the North Dakota Department of Public Instruction. It was intended to demonstrate organization and development of rural parent-teacher associations as an inspiration for all States. This State was chosen because of its typical rural conditions, with nearly 5,000 rural schools, and because of the sympathetic State educational system.

Local agencies in North Dakota have organized whole communities of foreign-born people into parent-teacher groups, and good citizenship has been thus promoted. This has been accomplished usually with the cooperation of the county superintendent of schools.

In one section of the State, Sioux Indian women wearing shawls and moccasins organized a parent-teacher association. Not only Indian women, but Indian men participated in the organization. The majority of the 50 people attending the meeting were Indians.

LITERATURE OF PARENT-TEACHER ASSOCIATIONS

With the growth of parent-teacher associations a demand has developed for literature for programs and for printed material for propaganda. The Child Welfare Magazine, which is the official organ of the National Congress of Parents and Teachers, was for many years the only periodical issued for these organizations. As the incomes of State parent-teacher associations have increased, monthly bulletins have been issued. These bulletins are usually issued to provide a medium for the exchange of plans and results and an opportunity to give and receive help.

In Michigan, it is reported that the parent-teacher bulletin was distributed free to more than 40,000 members. The State organization obtained the assistance of the schools in Detroit, Ann Arbor, Grand Rapids, Saginaw, and Battle Creek, in printing the bulletins.

During the past biennium an increasing number of leaflets and bulletins have been issued by the National and State organizations showing by their subjects the attempt that committees are making to strengthen and guide State and local committees.

CHAPTER XVI

REVIEW OF EDUCATIONAL LEGISLATION, 1923 AND 1924

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Contents.—Introduction—New school codes—Educational surveys—State departments of education—County school organization—The county superintendent—Local school units—Public-school support—The school term—Teachers—School attendance—Physical education and school health—Physically and mentally handicapped children—Conclusion

INTRODUCTION

Within the two-year period covered by this review all States held sessions of their legislative assemblies; and in Massachusetts, Rhode Island, New York, New Jersey, South Carolina, and Georgia, whose legislatures meet annually, there were two sessions. In all there were passed approximately 1,400 educational measures, exclusive of acts of local application and ordinary appropriation bills. This shows an interest in public education which should be gratifying, but in some previous biennial periods there was considerably more school legislation. In the biennium 1919–20, for example, there were passed more than 1,600 educational acts of general application within the respective States where passed.

During a period of one or two years after the close of the World War school legislation flourished. Out of the war had come a new interest in physical education and school hygiene, Americanization, the removal of illiteracy; in short, improvement of the school system all along the line; and this new interest found expression in a large body of constructive school legislation. But by 1921, an odd year in which 42 legislatures were in session, a different temper of the popular mind was making itself felt in State legislatures. From this it soon became plain that in many of the States few, if any, forward steps could be expected in school legislation; in fact, there was positive fear in some quarters that the schools might suffer distinct loss, particularly in the matter of financial support. In most of the States the development of new movements during this period is therefore wanting; and, moreover, new or especially significant phases of older movements and practices are not much in evidence.

This downward turn of the curve of school legislation may meet the approval of a considerable group of people, for there are considerable numbers who seem to believe that there is already too much law. The proposition that there is already too much law on the statute books is worth brief examination in relation to school laws. It is one which carries some truth, but also a measure of error. In the sense that the laws contain too many prohibitions and restrictions, there is considerable truth in the proposition; but law does not merely prohibit or restrict; it promotes, conserves, guarantees, and protects. In these positive and constructive aspects of the law, there can hardly be an excess. Again, in the sense that statutes are often prolix, and characterized by duplication or needless repetition, it may be said that there is too much law; but these qualities relate to the style in which the statute is written rather than to the nature of the law itself. Still a third sense in which we possibly have too much law is that in some State codes or compiled statutes obsolete and useless provisions are left; the "dead wood" has not been cut away; but here again the fault is of the nature of a fault in style, or perhaps the code commission or other agency designated to codify the statutes has not been given sufficient authority to eliminate obsolete and useless provisions.

As regards school law, therefore, it can not be admitted that there is too much. So long as the public school systems of States remain below standard, as many of them still are, there will be need for more and better means of improvement; and additional or better laws will be necessary to provide more school funds, increase the school term, provide a properly trained teacher for every schoolroom, and insure the attendance of every child at a school suited to his capacity. Until these things are accomplished, the theory that there is too much school law will be untenable.

NEW SCHOOL CODES

One of the most important educational acts that a State legislature may pass is a complete codification of all its public-school laws, written as a single bill and passed as an act establishing it as the code of schools laws of the State. Generally speaking, the enactment of a new school code should have one or both of two purposes:

1. To secure proper arrangement of the law and the elimination of inconsistencies, duplication, and the like.

2. To embody in the new law such organic and substantive changes as may at the time be desirable.

Wherever it is proposed to adopt a new school code, both of these purposes will suggest themselves. In some cases it will be found advisable to try to accomplish both, and in others, only the first mentioned. To include much organic or substantive change in a pro-

posed school code will endanger its acceptance by the legislature. In such a case it is advisable to make of the proposed code only a recodification of existing laws. If nothing more than proper arrangement and coordination can be accomplished at one time, the trial is worth the effort in a number of States whose school laws have not been codified in recent years.

Since 1900, 22 States have either adopted complete recodifications of their respective bodies of school law or amended their laws so generally as to reach "school code" proportions. The first State in the list was New Jersey. The legislature of that State in 1903 passed "An act to establish a thorough and efficient system of free public schools, and to provide for the maintenance, support, and management thereof." Other important enactments of codes within this 24-year period were those of New York, Pennsylvania, Illinois, Delaware, West Virginia, Alabama, Texas, Oklahoma, Montana, and Washington.

In the period under review three States adopted new school codes or bodies of school law comparable with complete codes. These were North Carolina and New Mexico in 1923 and Mississippi in 1924.

The new code of North Carolina is divided into 14 "parts," comprising 40 "articles," and is a complete recodification of the State's school laws, except that the laws defining the powers and duties of the State board of education and the superintendent of public instruction, which were not by it amended or revised, were not included in the new code. The codification therefore begins with certain "interpretations" and the county board of education, and thence proceeds through the rest of the school system. This law exemplifies both of the purposes referred to above—that is, it at once rearranges the body of school law and embodies important substantive changes. County school organization is not materially changed; county boards of education are still chosen by the State legislature, and the county superintendent is appointed by the county board. The more important substantive changes were the revision of the system of county school budgets, the provision for a "county-wide plan" for the consolidation of schools, the creation of "special taxing districts" designed to facilitate consolidation, and the amendment generally of the local tax laws. The county remains the unit of local school administration, but cities and "special charter districts" retain their former independence.

The new school code of New Mexico, like that of North Carolina, is at once a rearrangement and a revision of several organic or substantive provisions. It is marked by brevity, and in consequence omits some matters which other States include in their school codes. Some of its more noteworthy provisions are the abolishment of the

county board of education and the substitution of the board of county commissioners, the provision for the appointment (after January 1, 1925) of the county superintendent of schools by the commissioners acting as a county board of education, and the establishment of an elaborate system of school budgeting.

Mississippi's school code, adopted in 1924, is of the kind which is designed primarily as a rearrangement and proper codification of the existing body of school law. It contains few organic changes. Prior to 1924 the pamphlet of school laws published by this State was a mere collection of chapters of legislation passed at different times and of provisions relating to education as they appeared in the general code. The legislature of 1924 arranged this miscellaneous collection in a single act, with major divisions as chapters and minor divisions as sections, numbered consecutively, and in this rearranged body of law there emerged a creditable "school code," particularly as regards form.

EDUCATIONAL SURVEYS

The educational survey has been much discussed and widely used in all sections of the country. In some cases there have been marked benefits to the schools of the State, city, or other unit surveyed; in other cases no very noticeable benefits have immediately resulted. From the standpoint of the reviewer of legislation only the State-wide survey is of much interest, since this is the kind of study that usually recommends legislation and often results in the passage of new laws.

Four States provided by law in 1923 for State educational surveys, and one made similar provision in 1924.

Illinois was one of the States of the first group. By act of June 28, 1923, the Illinois Legislature created a survey commission to be composed of the governor, two members of the senate, two members of the house of representatives, and two citizens appointed by the governor. This commission was authorized to investigate the entire educational system of the State, including school costs, the training of teachers, and the higher institutions, and was directed to report to the legislature of 1925. An appropriation of $15,000 was made.

A concurrent resolution of the North Dakota Legislature of 1923 authorized the governor to appoint a commission of five members to be known as the "School finance and administration commission," which was directed "to make as thorough and comprehensive a study, investigation, and analysis of the whole problem of school finance, school taxation, and school administration as possible." This survey was proposed in the interest of economy in the conduct of the schools,

and the commission was directed to report not later than September 1, 1924. The concurrent resolution carried no appropriation.

The Texas educational survey, a third one provided for in 1923, was likewise to be an investigation of the entire public-school system. The act provided for the appointment of a commission and for the employment by the commission of a survey director and staff of assistants to conduct the survey. The commission was directed to make its report on or before December 1, 1924. An appropriation of $50,000 was made to defray the expenses incurred.

A West Virginia act, approved May 1, 1923, created a "public school commission" of seven members to be appointed by the governor. The commission was "to study and investigate the laws and conditions in this State relating to the public-school system and report the results of its investigations, together with its recommendations, to the next session of the legislature." The act itself carried no appropriation, but in the appropriation bill the sum of $15,000 was allowed for the expenses of the survey.

The act of 1924 which provided for a survey was that of Mississippi. It is entitled "An act providing for an educational survey of the State schools and colleges of the State of Mississippi." A limit of $10,000 was placed on the cost of the survey, and it was provided that the expense "be paid out of the regular 1924–25 appropriations to the university and colleges on a percentage basis, each institution paying in proportion to its appropriation."

STATE DEPARTMENTS OF EDUCATION

Two phases of State school administration have been much in public print in recent years, and a large body of legislation or proposed legislation has related to them. These are (1) the composition and organization of the State board of education and (2) the method of choosing the chief State school officer.

The brief statement below shows the principal facts relative to the composition of State boards.

Number of general State boards of education	41
Boards composed wholly of ex officio members	9
Boards having no ex officio members	8
Boards with mixed ex officio and appointive or elective members	24
Boards (in preceding item) in which ex officio members predominate	4
Boards in which appointive or elective members predominate over ex officio	20
Average number of members (41 boards)	7
Average number of members, exclusive of ex officio boards	8
Average term of members, in years	6
Boards in whole or in part appointed by governor	27
Boards appointed by legislature	2
Elected by popular vote	1
Otherwise chosen (not ex officio)	2

From the practice in the several States as indicated by this statement, a reasonably well-defined standard appears. The average State board of education is composed of seven or eight members, a majority of whom are appointed and a minority of whom attain membership by virtue of holding other offices; the board is in whole or in part appointed by the governor; and terms are for 6 years and overlap.

It will be seen that the practice in the States is approaching the standard generally accepted by authorities on school administration. However, there is still too much ex officio membership, and the method of selection has the disapproval of what is probably a considerable group of persons who believe that the State board of education, being a legislative body, should be chosen by the people. With respect to ex officio membership, it may be said that this kind of board tends to be displaced by one composed of non ex officio members chosen for their ability, integrity, and interest in education. The highest class of men in the State can be induced to accept a place on the State board of education if men of like class are placed on the board with them and if they see a real duty to do or function to perform. Ex officio membership is therefore unnecessary; and, moreover, members of this kind rarely function properly. The attorney general, secretary of state, or other State officer is concerned with other affairs, his interests are elsewhere, and usually he neglects his educational connection.

As regards the best method of selecting the State board of education, it must be said that the prevailing practice at present is appointment of the members, or a majority of them, by the governor of the State. Possibly there will be a growth of sentiment in favor of popular election when the board's functions as a legislative body are better understood, but for the present, at least, the appointive board prevails decisively.

Present practice in the States with respect to the manner of choosing the chief State school officer deserves some notice here. This officer is elected by popular vote in 32 States; he is appointed by the governor in 6 States and by the State board of education in 8 States. It will be observed that these three groups total only 46. In Idaho and Wyoming there is both a superintendent of public instruction and a State commissioner of education. In each of these cases the superintendent is elected by popular vote and the commissioner is appointed by the State board.

The prevailing practice is election by popular vote. The prevailing opinion among authorities on the subject is that the office should be an appointive one. A difference, therefore, exists between theory and practice. Some States have displaced popular election with

appointment, but the number is not large. In several States where efforts have been made to pass from the elective to the appointive plan the legislatures or the people themselves have rejected the innovation, and popular election continues. Perhaps the people have not yet been educated to appreciate properly coordinated school administrative machinery. It is conceivable that they do not understand the legislative nature of the board and the executive nature of the superintendent, who should be a professional expert. A second probability is that the people are very loath to give up the election of an officer closely connected with the administration of their schools. Possibly it is the State board of education that should be elected. In city school administration the board is in most cases elected and in turn appoints the superintendent, and the tendency is toward the same in county administration. Properly organized State administration does not differ very much in kind.

In the period 1923–24 the body of legislation relating to State departments of education was not very large. Two States, Oklahoma and Kentucky, provided for larger and better organized State education offices. An Oklahoma act of 1923 created in the department of education the following positions: Assistant superintendent, chief clerk, rural school supervisor, agricultural assistant, chief high-school inspector, two assistant high-school inspectors, secretary of the State board of education, and several stenographers' positions and clerkships.

A noteworthy act of constructive legislation was that of the Kentucky legislature of 1924. This act recognizes the State department of education as a department and provides that it shall include "at least the following divisions": (1) Office of superintendent, to include an assistant superintendent and clerical force, (2) statistics, (3) inspection and accounting, (4) certification and examination, (5) rural school supervision, (6) high-school supervision, (7) negro education, (8) vocational education, and (9) additional departments as the superintendent may determine and funds permit. A bill, which in the legislature was a companion bill, proposed to displace the present ex officio State board of education with an appointive board of larger membership, but this failed to become a law.

A type of legislation which has appeared in several States in recent years is the "administrative code." This is a legislative act which reorganizes the executive and administrative branch of the State government by abolishing various departments, boards, commissions, and offices, establishing State "departments" in their place, and completely codifying the administrative law of the State. In such a code the department of education is made coordinate with

others, as, for example, the department of agriculture, banking, or health. Two States in 1923 passed acts of the nature of administrative codes. These were Pennsylvania and Tennessee. Usually the department of education has not been very materially affected by this type of law, but has been merely set in the administrative code in substantially the same form in which it appears in the school law.

Within the period here under consideration, important acts affecting the State board of education were passed in Alabama and Wisconsin. Alabama's board was by act of 1923 increased from 8 to 12 in membership. The governor and State superintendent are retained as ex officio members, and the rest of the members are to be appointed by the governor, one from each congressional district, of which there are 10. Alabama makes other educational use of its congressional districts, as, for example, for the maintenance of district secondary agricultural schools and for the appointment of members of the administrative boards of its higher institutions; so the change made in its State board of education need not be considered radical.

A Wisconsin act of 1923 abolished the State board of education of that State. A certain duality of control and responsibility in the school system of Wisconsin had existed for several years, and this probably entered as a consideration in the repeal here noted. Prior to the passage of the repealing act of 1923 there were a general State board of education and a board created especially for vocational education, and, moreover, there were both a superintendent of public schools and a secretary of the State board of education. The repeal abolished the general educational board and dispensed with its secretary.

With respect to State superintendents, only a few acts of secondary importance were passed in the period reviewed here. Maine and Tennessee changed the titles of their respective school executives to "commissioner of education"; and Illinois and Alabama raised the salaries of their superintendents, the former to $7,500 and the latter to $6,000. No State changed the method of choosing its chief State school officer.

COUNTY SCHOOL ORGANIZATION

With respect to the "county unit" of administration, it would appear that in discussions of this subject the approach to it has sometimes been unhappily chosen. By this it is meant that possibly too much interest has been focused on the "unit" and the county administrative machinery. If the whole field of county participation in the provision of public schools were thoroughly

studied, without special emphasis on the "unit" or like single phase, the result should prove informing. Some of the facts relative to this subject are as follows:

Number of States having county school administrative boards	21
Number having county superintendents of schools	39
Number providing for assistant county superintendents or other supervisory assistants	30
Number providing for county school taxes	27
Number in which the county has functions in school-fund apportionment	36
Number authorizing counties to maintain high schools	25
Number authorizing counties to maintain public libraries	29

Here is evidence that the county is already an important factor in the public-school system. And why should it not be? In the affairs of civil government, the county is used for various purposes. Elections are held and returns made, courts are convened, taxes are levied and collected, records are preserved, public buildings are provided, roads and bridges are constructed, the poor are cared for, the public health is safeguarded, by means of the county as a unit for such purposes. And notwithstanding aspersions on the county from some quarters, it is performing its civil functions about as well as other governmental units. The point therefore is that it can be used intelligently for school purposes. There would seem little reason why it can not be used as successfully for running schools as, for example, for holding courts or administering health laws.

It appears that some would make the county unit of administration too hard and fast; it has sometimes been urged that the county be made as effectually a school district as the city now is. But this would mean the submergence of the local community district. County school organization should be more flexible than city, so that a measure of local autonomy and local participation may be left to the community.

Within the past two years several legislative acts relating to county school systems were passed. On the administrative side, the county board of education was the subject of legislation in six States.

An Oregon law of 1923 requires that in a county operating as a county unit the county school district must be divided into five divisions, and that one of the five county school directors must reside in each of these divisions.

The State of Texas, which already had county boards of education for high-school purposes, made a beginning in 1923 with the plan of county-unit control of all public schools. The Texas act permits certain counties to submit to a vote of the people the question

whether the county unit of control will be adopted. The act applies to any county having a population of 100,000 or more and therefore affects only the five most populous counties of the State.

A Montana act of 1923 was of the nature of amendment of an earlier local option county unit law of that State. It sought to make the older law more workable. It provides against subdistrict trustees making expenditures in excess of their budgets, authorizes a 1-mill county tax to create a building fund, and defines more clearly the duties of subdistrict trustees as well as those of the county board.

Three other acts of 1923 affected county school administration. One in Tennessee extended the provisions of that State's county unit law to all counties, there having been some counties to which the older law did not apply. The new school code of New Mexico abolished county boards of education and transferred their powers and duties to existing county boards of commissioners, which are to be ex officio county boards of education. The third act of this group was that of North Carolina. That State's county school boards were not changed in composition or organization by the new school code, but the board's functions in relation to the county school budget were materially affected. This budget is now prepared by joint action of the county board of education and the county commissioners, and in case of disagreement appeal may be taken to the superior court.

THE COUNTY SUPERINTENDENT

The county superintendent of schools represents the supervisory and executive side of the county school system. No very important legislation in this field was passed in either 1923 or 1924. However, provisions were made for higher salaries for superintendents in several States. Among these were Colorado, Illinois, Iowa, and Mississippi.

The tendency to raise the qualifications required of county superintendents was noticeable in a few States. Among these were Alabama and New Mexico in 1923 and Kentucky and Mississippi in 1924.

One State in 1923 passed from popular election of the county superintendent to appointment of this important officer by the county board of education. This was New Mexico. Unquestionably the idea of placing in this office only properly qualified and professionally trained persons is a growing one, and the kindred idea that the county superintendent should bear relation to a county board similar

to the relation between city superintendents and their city boards is likewise growing, but State legislatures come slowly to abandon the idea that the county superintendency is an old-time county office, such, for example, as the office of county treasurer.

LOCAL SCHOOL UNITS—CONSOLIDATION

Within the two-year period 1923–24 no organic change was made in any State's system of local school administration. By this it is meant that no State changed from the district system to the township or from district or township to county-unit organization; nor was any change made contrariwise. The most noteworthy legislation respecting local units smaller than the county was the body of legislation relating to the consolidated school.

There would seem to be three or four reasonably well-defined tendencies with respect to the consolidated central school. These are toward the provision of more generous State subvention of this kind of rural school, the adoption of the "county-wide plan" for consolidating districts, the enlargement of the area of the consolidated unit, and better regulation of the conveyance of pupils to school. Several legislatures of 1923 passed acts relating to one or another of these phases of consolidated district organization. Since this kind of school district is treated elsewhere in the Biennial Survey of Education, extended treatment is not included here.

PUBLIC-SCHOOL SUPPORT

There has within the past two years been no marked change in tendencies with respect to public-school support. A few States as such have shown inclination to increase their contributions to the schools, county taxes have remained about as formerly, and the tendency to permit the local district to levy higher rates has appeared in the enactments of a few States.

Some examples of increased State participation in school support within the two-year period were the enactments of Pennsylvania, Illinois, and Oklahoma in 1923 and that of Massachusetts in 1924. The Pennsylvania act was of the nature of an amendment to a teachers' minimum salary law of 1921, which contained a provision for part payment by the State of the minimum salaries required to be paid. Additional aid is provided in the act of 1923 for districts of unusually low assessed valuation, and State subvention of pupil transportation is extended.

An Illinois act of 1923 made some increase in that State's contribution to the schools, but it is perhaps of more interest by reason of the change which it made in the system of distribution of State school funds. Prior to 1924–25, the school year in which this act was put into effect, Illinois distributed its State funds on the school census basis, but this is now displaced by some four bases of distribution. These bases are (1) the "teacher-school day," which is a daily session of not less than 4 hours of class-time work conducted by a full-time elementary teacher with not fewer than five pupils of school age; (2) the teacher basis, account being taken of the amount of training the teacher has received; (3) aggregate days' attendance of pupils; and (4) again the teacher basis, where the teacher is a normal-school graduate who teaches 9 school months in a one-room elementary school district. On the first of these, a flat sum of 70 cents each is allowed, and an additional sum ranging from 50 cents to $2 per "teacher-school-day" is allowed districts of relatively low assessed valuation in inverse ratio to the valuation. Apportionment is made on the first-mentioned teacher basis as follows: For 18 weeks of normal training, 50 cents per week; 36 weeks of normal training, $1 per week; graduate of two-year course in State normal school, $2.50 per week. On the third basis, 1½ cents is apportioned for each day a pupil attends school. Fourth basis, $100 for each teacher of the class specified and employed as specified.

Chapter 288 of the Oklahoma laws of 1923 proposed an amendment to the constitution of that State. It provided for a State tax levy on an ad valorem basis sufficient to raise a fund equal to at least $15 per annum for each pupil in attendance as shown by average attendance reports. From this fund $15 per unit of average attendance was to be apportioned. The proposed amendment was ratified by the people, but was by the State supreme court later declared invalid on the ground of improper submission to the electorate. The same or a similar amendment will be offered in the legislature of 1925.

The Massachusetts act of 1924 amends an earlier law under which State aid is granted to towns of relatively low assessed valuation in inverse ratio to the valuation. The act of 1924 raises from $2,500,000 to $3,000,000 the property assessment which a town may have and come within the class entitled to State aid for its public schools.

It was said in an earlier paragraph that county taxes have remained during the past two years about as they formerly were. There is one exception to this general statement: Utah in 1923 changed its system of county school taxation. In that State tax levies in county school districts of the first class, which are whole

counties in most cases, are now limited as follows: In a district with assessed valuation of $2,000 to $2,500 per child of school age, 12 mills; in a district with valuation of $2,500 to $3,000 per child, 10 mills; $3,000 to $4,000 per child, 8½ mills; $4,000 to $5,000 per child, 7½ mills; more than $5,000 per child, 7 mills; but these limitations can not in any case operate to reduce a levy below that of 1922. This would seem a more rational basis of limiting tax levies than limiting them in a stated flat rate, as, for example, where a flat rate of 10 mills is made the maximum limit for all counties or districts without regard to assessed valuation.

With respect to district-school taxes, little discussion need be introduced here. Several years ago there was a marked tendency to increase rates of district levies both by local action and, where legislation was necessary to permit higher rates, by action of State legislatures. But in more recent years there has not been so much legislation on the subject. Within the period here under review, Ohio, Utah, Nevada, and one or two other States passed laws of some importance in the field of local-school taxation.

Before the subject of school support is passed, two or three phases of it which have in recent years received more than ordinary notice both in educational circles and in State legislatures may be adverted to here. One of these is the proportion of the burden of public-school support which the State as such is carrying—that is, the proportion which the State as distinguished from the smaller units, county and school district, has assumed.

The results of changes in school support in recent years are shown in the report entitled "Statistics of State School Systems," published by the Bureau of Education. The statement is a percentage analysis of school funds received from taxation and appropriations and shows for the country as a whole the percentages received, respectively, from State, county, and local school district.

Percentages of school funds received

Year	From State	From county	From smaller local unit
1918	14.8	8.0	77.2
1920	15.0	11.6	73.4
1922	16.0	10.5	73.5

It is, of course, not contended that these figures are conclusive, but there is certainly evidence here that the State has not lost ground as a contributor to school support, but has made some slight gain. Such evidence should be gratifying to those who hold the view that the State should be relatively a larger contributor than it is.

Another phase of the problem of school support which has received more than ordinary attention in recent years is seen in various efforts and proposals to provide school revenues from sources other than the usual property tax. That "new sources of revenue" must be found is the belief of various authorities on the subject. It is urged by many that every person having taxable ability should pay some kind of tax to his State, and that some system of taxation should be adopted to reach every form of taxable ability with justice to all. That is to say, that not merely a property tax should be levied, but, for example, also income, inheritance, corporation, franchise, "severance" or production, and possibly luxury and sales taxes. There is doubtless a measure of reason in this view, for such is the complexity of our modern economic system that forms of taxation supplementary to the general property tax would seem imperative. It is hardly fair that a farm or other real estate, easily reached for the purpose of a property tax, should pay its full quota of a levy, while other kinds of taxable ability, as, for example, various forms of "intangibles," escape with little or no toll taken from them.

But it is from the standpoint of school revenues that we are concerned here. With supplementary or multiple tax systems as a theory or a mere economic principle we are not particularly concerned. The argument for sources of revenue other than the general property tax is here based on the needs of the schools. The property tax for school purposes can hardly be said to have broken down, but some hold that it has become antiquated; in some sections it certainly appears unequal to the burden of properly supporting the schools without income from other sources. There are some States in which twice as much money as is now expended could be expended on the schools without just charge of extravagance. At present the schools of those States are poor in quality, terms are too short, and many communities are still without high-school privileges. But already complaint of high taxes is heard. In some cases at least, these complaints are justifiable, for high taxes on infertile or thin farm lands may become practically confiscatory. Therefore other sources of school revenues must be found, and this is essentially a problem for the school men of the country.

THE SCHOOL TERM

The problem of the short school term is usually a problem either of school revenues or of child labor on the farm. By this it is meant that the short term is usually due either to want of sufficient funds to maintain the schools for a longer period in the year or to parental disposition to put the children to work instead of keeping

them in school. It is to correct the first-mentioned condition that school revenue laws are passed and systems of school support improved from time to time by State legislatures. It is to the last-mentioned condition that legislatures give attention when they pass minimum term laws. Some notice will be given here to legislation aimed directly at the short school term.

A Kansas act of 1923 (ch. 181) relates specifically to the school term. It requires that schools be maintained not less than eight months within each school year. Under the provisions of this act any school district which is unable, with a 10-mill levy on its taxable property, to maintain its school as required receives aid from the State and county in an amount equal to the difference between its total income and the sum necessary to maintain the eight-months term. Of this aid the State pays three-fourths, and the county one-fourth.

A Minnesota act of 1923 amended section 2796 of the general statutes of that State by increasing from five to seven the number of months of school which districts must maintain. In a companion act the distribution to a school district of the school endowment fund of the State is made contingent upon the maintenance of a school for seven months.

The new school code of North Carolina provides for a six-months term of schools in counties and places upon the county the responsibility and expense of maintaining the schools not less than six months, but a State "equalizing fund" is provided by appropriation for the purpose of aiding counties of relatively low assessed valuation.

The practice of requiring local school units to maintain school for not less than a specified term is almost universal in the States, and the tendency is constantly to make this required term longer. But the standard nine months' term is a consummation to be attained in the future in most of the States.

TEACHERS

Phases of teaching service usually seen in school legislation have been noticeable in the legislation of the past two years, but in less extent than in some former periods. These phases are what are thought of here as the general welfare of the teacher, teacher training and the means of giving it, and the qualifications required.

Legislation affecting the general welfare of teachers includes enactments relating to salaries, tenure, and pensions. The peak of legislation relating to teachers' salaries was reached several years ago; hence the number of laws passed on the subject within the

period here considered is not large. The Legislature of Colorado amended an act of 1921 which was of the nature of a minimum-salary law and which was designed to insure a minimum pay of $75 per month for each teacher. The amendment of 1923 regulated the distribution on the teacher basis of the county tax levied for the purpose. It provided that no school should receive county funds for salary payment for a longer term than 9½ months, and that the local district must levy at least 3 mills on the dollar of its assessed valuation. A New York act of 1923 added to an earlier law the provision that the annual increment to the salary of a teacher in the kindergarten or the first eight grades shall be not less than $75 a year in any city of less than 50,000 population, or in any union free-school district employing a superintendent or maintaining an academic or high-school department. An Ohio act, also passed in 1923, authorized the establishment of pay-roll accounts in depositories in city school districts so that teachers may be paid in cash.

With respect to the tenure of teachers there was no outstanding legislation in either 1923 or 1924. However, New Jersey amended in a minor particular its older law on the subject. The amendment requires teachers holding positions to give boards of education 60 days' notice of an intention to resign. Eleven States now have laws designed to give public-school teachers more security in their positions after a reasonable period of probationary service.

Pension legislation has within the past two years received more of the attention of legislators than either salaries or tenure. However, few acts were passed which established pension systems where they had not previously existed. Laws putting new retirement plans into operation were passed in Maine, where a new system to be maintained jointly by teachers' assessments and State contribution and to provide annuities in accordance with McClintock's tables will in the course of time displace the provisions of an older law; in Alabama, where the county boards of education of the three largest counties of the State—Jefferson, Montgomery, and Mobile—were authorized to create and maintain retirement funds; and in Washington State, where a contributory system applicable to all school districts not having their own local retirement funds was provided. The application of retirement plans was made broader and extended to other classes of teachers, usually those in certain State institutions or other State service, in California, Indiana, Nevada, Pennsylvania, and Rhode Island. The Michigan teachers' retirement system was reorganized, and in New York provision was made for the discontinuance of local district pensions in favor of participation in the State retirement fund. On the whole, the older tendency

to make retirement plans more liberal with respect to the teacher and to organize them on a sound actuarial basis has continued through the period comprehended in this study.

THE TRAINING OF TEACHERS

New Jersey in 1923 provided for the establishment of a new State normal school at Paterson and for the support and management of the same. In Alabama, a normal school at Daphne which had previously been rated a nonstandard school was by legislative act put on the basis of a "Class A normal school," of which there are now five in the State. A Maryland act of 1924 provided $205,000 for buildings and equipment for the new normal school previously located at Salisbury on the "Eastern Shore" of that State. A Georgia act of the same year provided for the introduction of teacher training in one of the State agricultural schools maintained in congressional districts.

Teachers' colleges, by change of name, displaced State normal schools in several States, and generally a four-year course of study was authorized in addition to the usual two-year course. In Colorado under an act of 1923 the normal school at Gunnison was designated "The Western State College of Colorado." All State normal schools of Texas were changed to teachers' colleges in 1923, and in the same year Utah made its normal school a department of the university, to be known as the "State school of education."

The support of teacher-training institutions continues reasonably liberal in spite of efforts in some quarters to cut down State appropriations. A phase of the subject which by this time would seem to deserve more than passing notice is seen in the scholarships now provided in several States. In 1923 two States made provisions of this kind. The Delaware Legislature authorized the State board of education to create at the University of Delaware not to exceed 60 scholarships of the value of $200 each and to be awarded on "satisfactory assurance" that the holder will teach in the elementary schools for two years after graduation. The Utah Legislature created at the State School of Education 100 scholarships of the value of $25 each. The Utah scholarships exempt holders from the payment of a registration fee.

TEACHERS' QUALIFICATIONS

This is a subject of constant legislation. The tendency is continually to raise the qualifications required of teachers, or at least to eliminate certificates of the lower grades. At present the standard which the States, by legislation and otherwise, are working toward is high-school graduation plus two years of normal training

for every teacher in the elementary schools. But as yet this standard has been attained in but few States. Within the two-year period considered in this review about one-third of the States passed laws relating to the qualifications required of teachers. These acts varied from unimportant amendments in some cases to complete revision of the State's law on the subject in others.

Two important aspects of certification have been noticeable in the legislation of recent years. One of these is a tendency to vest in the State department of education all authority in the granting of certificates and by the same measure to take this authority away from county superintendents, except as they may serve as agents of the State department. The other aspect is that seen in laws which conceive all certificates as divided into two general classes—namely, standard and nonstandard or "provisional." In this classification the standard may, for example, represent graduation from a high school and two years of normal training in addition, while the nonstandard certificate may represent all grades below the standard, as first, second, and third grades. In such a plan it is usually provided that the holder of the highest grade of nonstandard certificate may "build" to a standard. An Indiana act of 1923 exemplifies the first of the aspects or tendencies above mentioned, and a Kentucky act of 1924 exemplifies the second.

SCHOOL ATTENDANCE

The present status of compulsory school attendance in this country may be shown in outline by means of a brief statement of facts from attendance requirements of State laws. The statement follows:

Number of States fixing 7 years as the age when attendance must begin	28
Number fixing 8 years for such age	20
Number fixing 14 years as the age to which attendance must continue	7
Number fixing 15 years for such upper age limit	3
Number fixing 16 years for such age	38
Number requiring attendance for full school term	36
Number requiring attendance for less than full term	12

Within the past two years Connecticut, Delaware, Florida, Kansas, Minnesota, Rhode Island, South Dakota, Texas, and Wyoming passed acts relating to school attendance. All of these were amendments of earlier laws. The Connecticut act adds to that State's law the provision that a child over 14 years of age whose physical or mental condition is such that his attendance at school would be impracticable can not be compelled to attend even though his schooling is deficient. The Delaware act gives justices of the peace jurisdiction in cases of violation of the attendance requirements; in some States this matter of jurisdiction is one of the weak points in attendance laws. The Florida act authorizes the employment of

county superintendents of schools as attendance officers. Minnesota and South Dakota provided for excusing children from school for a brief period each week for the purpose of receiving religious instruction. A Rhode Island act more clearly defined delinquent children and provided for dealing with them. Wyoming extended the age limits prescribed in its laws and now requires attendance for the full school term between the ages of 7 and 16, unless the work of the eighth grade is completed. Kansas and Texas amended their attendance laws generally. In the former, children between 7 and 16 years old are now required to attend school for the entire term; in the latter, those between 8 and 14 must attend at least 100 days each year.

From this brief survey of the attendance legislation of the past two years, it will be seen that the tendency is toward the standard indicated in the preceding paragraph. Without doubt the conception is now reasonably well fixed in the American mind that children should be required to go to school, or, to put it in a more American way, should be guaranteed the opportunity of going to school, at least until the work of the elementary grades is done.

PHYSICAL EDUCATION AND SCHOOL HEALTH

This general subject falls into three parts, namely, child health provisions of a general nature, physical examination or medical inspection, and physical training.

A Rhode Island act of 1923 concerns more than one phase of school health. It provides for State subvention of medical inspection and school health work. Under its terms any town or city providing for the inspection of pupils by physicians or for nurse visitation is entitled to receive from the State one-half of its annual expenditure for the purpose, if the work has the approval of the State board of education, but not more than $250 is allowed to any town or city. School boards are authorized to employ school physicians and visiting nurses; and pupils, teachers, and janitors must be examined at least once a year. An act of the Washington Legislature of 1923 authorized any school district of the first class to furnish milk to public-school pupils under 14 years of age. A Wisconsin act of the same year provided for instruction in the public schools in the symptoms of disease and the proper care of the body. An Oregon act authorized the board of education of any city having a school enrollment of 25,000 or more to provide for dental inspection and for dental clinics and treatment of public-school pupils. Legislation of 1924 included a Massachusetts act, authorizing towns and cities to establish health camps, within or without the town or city limits, for underweight and undernourished children; a New York act, authorizing the State commissioner

of education to appoint a specialist for eyes and ears; another New York act, authorizing the county supervisors of any county to establish a school hygiene district and permitting union free school districts and city districts of less than 50,000 inhabitants to become part of any such county school hygiene district; and a Kentucky act, authorizing the establishment of playgrounds and recreation centers.

Some legislation relating to the physical examination of school pupils has already been noticed under Rhode Island and Oregon. Other States which passed laws on this subject within the period considered here were Connecticut, Nebraska, and South Carolina. The Connecticut act provides that the State board of education furnish test cards and blanks for testing the eyesight of school children and requires that superintendents, principals, or teachers in towns not employing school physicians shall make the tests annually instead of triennially as formerly. Under the Nebraska act no child can be compelled to submit to physical examination by other than the teacher if the parent's written objection to the examination has been delivered to the child's teacher, but this provision can not operate as an exemption from the quarantine laws of the State. The South Carolina act requires that physical examination of pupils be made within the first three months of attendance each year.

There has been directed at medical inspection laws some criticism which deserves a measure of notice. One criticism has been in substance that medical inspection merely discovers the physical defect and does little or nothing about it after it is discovered, that it is a sort of Hygeian procedure which includes diagnosis without the application of a remedy. A few years ago there was more justice in this criticism of the inspection law than there is at the present time, for there is now more "follow up" of the examination or inspection than there formerly was. With the widespread and growing practice of employing school nurses, the development of closer relations between the school and the home, and the possible growth generally of a better appreciation of sound bodies, there has undoubtedly been effected a closer relation between the physical examination of the pupil on the one hand and constructive effort on the other to remedy any defect that may have been discovered.

With respect to physical education laws, there has been some very noteworthy legislation within the past two years. The Legislatures of Iowa, Minnesota, Wisconsin, Tennessee, and South Carolina passed new laws on the subject. The Iowa law provides that there must be established in all public elementary and secondary schools "physical education, including effective health supervision and health instruction of both sexes," and requires that every pupil physically able shall take the prescribed course, but no child is compelled to

take the training if his parent or guardian files a written statement that it conflicts with his or her religious belief. The State superintendent of public instruction is authorized to prepare a manual for teachers, and teacher-training institutions must provide courses in physical education. The new Minnesota act requires physical education in public schools and teacher-training institutions and provides for a State director. The Tennessee act likewise requires physical education in public schools and training institutions, but makes no provision for a State director or supervisor of the subject. The Wisconsin act is not unlike that of Minnesota—that is, it requires physical education courses both in the public schools and in normal schools and provides for a State supervisor. All of the acts above mentioned were passed in 1923. South Carolina passed its law in 1924. This law contains substantially the same provisions as that of Iowa, except that it has no clause exempting a child on the ground of parental objection. Ohio had a physical education law prior to 1923, but in that year it revised its law generally.

To the reviewer of school legislation, physical education laws lack a certain definiteness which would seem necessary to make them most effective. It appears that promoters in this branch of education, or others interested, have as yet failed to work out a well-defined program which has been widely accepted; hence legislation on the subject is wanting in definite aims or objectives. However, as the laws provide for State directors and State supervision, better State programs will be evolved, the States will learn one from another, and more definite nation-wide objectives will doubtless come to the fore.

PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN

This is a heading meant to include such unfortunate children as the crippled, the deaf, and the mentally backward. Laws with respect to these several groups are of very much the same character and may be considered together. In recent years there would seem to be a new interest in this field, or perhaps it should be called a tendency to change the program with respect to the physically and mentally handicapped. The older "institutional" plan of handling these groups of children is, where practicable, giving way to the "special class" plan maintained by local administrative units. A number of the States now specifically authorize local school boards to establish and maintain schools or classes for the deaf, the crippled, or the mentally retarded, and in several cases State funds are granted in aid of these special schools or classes.

Only a brief enumeration of laws can be given here. With respect to special classes for the deaf, Massachusetts in 1923 authorized its State department of education to cooperate with the school committees of not more than six towns in the establishment of classes for

deaf pupils. A Michigan act authorized the board of education of any school district to provide special classes for the deaf and also for the blind. A Minnesota law now empowers the State commissioner of education to grant permission to school districts to establish and maintain special classes for deaf children where five or more such children may attend, and a State subvention of $250 per child is allowed.

The Legislatures of Illinois and Michigan passed acts in 1923 authorizing local school boards to establish and maintain classes for crippled children, and in each case the State grants funds in aid of these classes. A New Jersey act of 1923 authorizes counties to participate in the maintenance of homes and hospitals for crippled children. An Oregon act of the same year directs school districts to create "crippled children's instruction funds," to be used in employing visiting teachers for the crippled. A New York act of 1924 provides a "teacher's quota"—that is, a sum from the State treasury, apportioned on the teacher basis—for each teacher of a special class for physically defective children, including the deaf, the blind, and the crippled. A Kentucky act of 1924 provides for special classes for children with defective eyesight.

Two States in 1923 made special provisions for mentally backward children. A New York act authorized the State commissioner of education to apportion for each teacher of a special class for children of retarded mental development one-half of the salary paid, but not to exceed $1,000 per teacher. An Oregon act applies to cities of 10,000 inhabitants or more. It provides for the establishment of a department of research and guidance in any city of this group and for the maintenance of special classes for "educationally exceptional children," by which is meant both those who are able to advance more rapidly than the average child and those who may be retarded.

CONCLUSION

But for space limitation, some treatment of various other subjects could be introduced here. Legislative enactments with respect to high schools, vocational education, institutions of higher learning, the regulation of schoolhouse construction, and possibly some other subjects not treated in this review present phases of interest, but the field of school legislation is an extensive one, and not all legislative acts can be noted in a brief review of this kind. Discussion of several of the subjects omitted from this chapter will be found in other chapters of the Biennial Survey of Education.

CHAPTER XVII

EDUCATIONAL BOARDS AND FOUNDATIONS

By Henry R. Evans

Editorial Division, Bureau of Education

Contents.—General Education Board—Rockefeller Foundation—Carnegie Corporation of New York—Carnegie Foundation for the Advancement of Teaching—Jeanes fund—John F. Slater fund—Phelps-Stokes fund—Baron de Hirsch fund—American-Scandinavian Foundation—American Field Service fellowships for French universities—Juillard Musical Foundation—Commission for relief in Belgium Educational Foundation—Kahn Foundation for the foreign travel of American teachers—Commonwealth fund—Engineering-Economics Foundation—Julius Rosenwald fund.

GENERAL EDUCATION BOARD

The General Education Board has, since its foundation in 1902, to July 1, 1924, appropriated $116,727,895.38 for various phases of educational endeavor. Of this sum, $59,313,857.68 was paid to or set aside for colleges and other institutions for whites, $6,902,813.91 for educational institutions for negroes; and $999,207.09 for miscellaneous objects.[1]

The sum of $11,370,260.39 was appropriated by the board for the year ended June 30, 1924. Of this amount, $4,683,333 represents appropriations from principal and $6,686,927.39 appropriations from income.

The income receipts of the General Education Board were as follows: Balance, July 1, 1923, $9,240,224.48; proceeds of sale of real estate, $342,502.22; refunds on account of other payments made in previous years, $17,590.85; income for the year, $6,361,821.04. Total, $15,962,139.29.

The statement of disbursements of income for educational purposes is as follows:

For whites.—Art exhibition of work of Professor Cizek's pupils $5,000. Colleges and schools: Endowment and general purposes, $1,113,241.94; to increase teachers' salaries, $667,203.58; fellowships and scholarships, $63,151.84. Indiana demonstration county educational units, $31,966.88; Indiana State department of education, $6,000; Kentucky Educational Association, $2,281.05; Lincoln School, $166,624.64; medical schools, $1,874,098.23; professors of secondary education, $55,897.94; rural school agents, $83,617.67; State agents

[1] Data compiled from report filed with the Secretary of the Interior.

for secondary education, $59,714.67; teachers' certification law of Indiana, $793.69; vocational arts survey, $5,735.70.

For negroes.—Colleges and schools: Endowment and general purposes, $389,376.34; to increase teachers' salaries, $89,000. County training schools, $89,732.06; critic teachers, $11,848.53; expenses of students at summer schools, $7,249.24; John F. Slater fund, $17,657.05; medical schools, $160,777.53; negro rural school fund, $77,050; rural school agents, $70,541.60; scholarships, $450; summer schools, $33,874.52.

Miscellaneous.—American Classical League, $32,005.24; Bureau of Educational Measurements, $1,953.66; conferences, $2,051.79; division of educational relations, $2,730.16; educational investigation and research, $100.28; general survey of educational conditions and needs in Indiana, $33.95; improvement of accounting systems in educational institutions, $4,711.70; national committee on mathematical requirements, $19,228.30; public-school finance, $18,750; report on medical education, $4,799.87; rural-school supervision, $20,014.90; study of distribution of physicians in the United States, $4,686.62; study of museums, $16,966.95; survey of Greenwich (Conn.) public schools, $148.09; surveys (miscellaneous), $45,498.85. Total, $5,256,565.06. Administration, $313,870.98. Grand total, $5,570,436.04.

Income on hand June 30, 1924, as accounted for on balance sheet, $10,391,703.25.

President: Wickliffe Rose, 61 Broadway, New York, N. Y.

Secretary: Abraham Flexner, 61 Broadway, New York, N. Y.

ROCKEFELLER FOUNDATION

The activities of the Rockefeller Foundation for 1924 are summarized as follows by George E. Vincent, president of the foundation:[2]

During the year 1924 the international health board, the China medical board, the division of medical education, and the division of studies of the Rockefeller Foundation (1) underwrote to the amount of $350,000 a plan for publishing an international abstract journal of the biological sciences; (2) began issuing bulletins which report progress in medical education in many countries; (3) helped to spread internationally knowledge about medical equipment and teaching methods through surveys by staff members, commissions of scientists, visiting professors, and traveling fellows; (4) hastened developments in the medical schools of the universities of Oxford, Cambridge, Edinburgh, Wales, Montreal, McGill, São Paulo, Hongkong, and Siam, and of the American University at Beirut; (5) maintained a modern medical school and teaching hospital in Peking; (6) aided 3 other medical schools and 17 hospitals in China; (7) helped to improve the teaching of physics, chemistry, and biology in two Chinese and nine foreign institutions in China and in the Government University in Siam; (8) had a part in the development of professional training for sanitarians and hygienists at Harvard University and

[2] Rockefeller Foundation: A Review for 1924, p. 48. New York, 1925.

in schools and institutes in London, Prague, Warsaw, and São Paulo; (9) gave funds for nursing education at Yale University and in schools and hospitals in Brazil, France, Yugoslavia, Poland, and the Philippines; (10) kept a mobile staff on guard against yellow fever in Mexico and Central America; (11) at the request of Brazil joined in an attack upon this disease from 11 centers along the northern coast; (12) helped to show the possibilities of malaria control in 13 American States and made malaria surveys or studies in Haiti, Porto Rico, Nicaragua, Brazil, Italy, Palestine, Queensland, and the Philippines; (13) either continued or began antihookworm work in conjunction with 32 States and countries in the West Indies, Central America and Mexico, South America, Europe, and the Far East; (14) contributed to the budgets of rural health services in 207 counties in 24 American States and in New Brunswick, Brazil, France, and Czechoslovakia; (15) continued to aid the epidemiological intelligence service of the health section of the League of Nations; (16) contributed to the League of Nations' international study tours or interchanges for 99 health officers from 20 countries; (17) provided directly or indirectly fellowships for 864 individuals of 33 different nations; (18) lent staff members and made minor gifts to many Governments and institutions for various kinds of counsel and aid; (19) assisted mental-hygiene projects both in the United States and in Canada, demonstrations in dispensary development in New York City, the growth of antituberculosis work in France, and other undertakings in public health, medical education, and allied fields.

During the year 1924, 864 individuals from 33 different countries received from the foundation some form of fellowship stipend, either directly through a board or indirectly through an independent administrative agency. The total amount expended upon fellowships for the year was $585,148.

The income from investments was a little more than eight millions, of which $7,288,823 was required to meet the obligations which came due during the year.

President: George E. Vincent, 61 Broadway, New York, N. Y.
Secretary: Edwin R. Embree, 61 Broadway, New York, N. Y.

THE CARNEGIE CORPORATION OF NEW YORK

The Carnegie Corporation comprises two trusts, as follows: One for the promotion and dissemination of knowledge and understanding among the people of the United States and one for like objects in Canada and other British dominions. According to the report of President F. P. Keppel for the year ended September 30, 1924, the assets of the corporation on October 1, 1923, amounted to $133,659,024.17, of which $124,936,274.44 constituted the value of the original endowment and the remainder cash and sucurities accumulated out of the income. During the year the income of the corporation was $7,397,714.13. During the year ending September 30, 1924, the corporation expended $12,948,619.10 for educational and other endeavors in the United States. Of this total, $12,349,110.72 was based on grants voted by the trustees in previous years. For the furtherance of knowledge and understanding in Canada and other British dominions the amount paid out was $89,399.29, of

which $29,500 was based on grants voted in previous years. During the same period grants were voted from income of the principal fund amounting to $2,448,540.94, of which $1,615,599.98 was absolute and $808,940,96 was conditional. For the fund applicable elsewhere than in the United States of America the total of grants was $757,575.01.

During the foregoing fiscal year the corporation made "the largest distribution of funds in its history and at the same time increased its obligations by the smallest annual sum since the year of its organization." Carnegie Institute, of Pittsburgh, received $16,327,376.25, of which sum $8,000,000 was paid over to the Pittsburgh authorities in June, 1924. Other grants are as follows:

National Research Council and National Academy of Sciences, $5,000,000; educational institutions in eastern Canada, $3,000,000; Institute of Economics, $1,650,000; National Bureau of Economic Research, $150,000; Institute for Research in Land Economics and Public Utilities, $62,500; Food Research Institute, located at Stanford University, California, $704,000; American Law Institute, engaged in formulating a restatement of the law, $1,075,000; Johns Hopkins Medical School for an outpatient building and diagnostic clinic, $2,000,000; New York Academy of Medicine, $1,000,000.

American Library Association, for general support and for the conduct of certain special activities, $164,100; Carnegie Endowment for International Peace, to aid in publishing an economic and social history of the World War, $350,000; Harvard University, for the training of personnel for museum service, $100,000; Institute of International Education, $182,500; Society for the Promotion of Engineering Education, $108,000; University of California, for a study of pyorrhea and its possible relation to other human maladies, $85,000; National Institute of Public Administration, $40,000; committee on legal aid work, $85,000; Union University for the Albany Medical College, $52,500; Junior College, St. John's, Newfoundland, $75,000, and University of King's College, for endowment, $600,000 (part of $3,000,000 gift for education in eastern Canada); and to various agencies for research in insulin, $43,000.

President: Frederick P. Keppel, 522 Fifth Avenue, New York, N. Y.

Secretary: James Bertram, 522 Fifth Avenue, New York, N. Y.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ending June 30, 1924, further develops the foundation's plan of insurance and annuities, through the Teachers Insurance and Annuity Association, and presents the current results of a continuous study of pension systems. During the year the

trustees received a total income of $1,355,193.54 for general purposes, in addition to $55,412.24 from the endowment of the division of educational inquiry, $755,193.54 from the general endowment and $600,000 from the Carnegie Corporation of New York on account of its appropriation of $600,000 a year for 10 years. The current expenditures were as follows: (*a*) General endowment.—Retiring allowances and pensions in institutions on the associated list, $1,069,315; retiring allowances and pensions granted to individuals, $95,514.84; total retiring allowances and pensions, $1,164,829.84. Expenses of administration, $66,013.10; publication, $5,399.62; total, $71,412.72. (*b*) Division of educational inquiry.—General, $11,814.85; study of legal education, $9,185.47; study of training of teachers, $3,361.76; study of dental education, $3,503.85; study of intercollegiate athletics, $456.47; study of education in the Maritime Provinces, $575.01; total, $27,747.39. Grand total, $1,263,989.95.

The list of institutions associated with the foundation was increased by the addition of George Peabody College for Teachers, on November 2, 1923; the University of Colorado and the University of British Columbia, on May 2, 1924.

The executive committee decided—

That war service with the United States Food Administration, the Council of National Defense, the Belgian Relief Commission, and Y. M. C. A. work with the American Expeditionary Force should be counted as professional; that involuntary discontinuance of teaching because of war conditions should not terminate a teacher's expectations from the foundation; that service with foreign governments, or as secretary to the governor of a State, or as city manager could not be counted as professional, but did not terminate expectations from the foundation; and that teachers who are primarily professional practitioners and officers holding professional titles, but receiving no compensation from their universities, have no expectations from the foundation.

Bar-admission requirements and the status of dental education are discussed in the report. Pension systems and pension legislation in this and other countries are considered at length, with emphasis on the activities of the National Educational Association with regard to teachers' retirement, etc. A plea for optimism in education is made; the results of our last half-century's progress in organized education are set forth; and the simplification of our "complex educational machine" is urged.

President: Henry S. Pritchett, 522 Fifth Avenue, New York, N. Y.
Secretary: Clyde Furst, 522 Fifth Avenue, New York, N. Y.

JEANES FUND

The Anna T. Jeanes Fund was established for the improvement of negro rural schools. According to information furnished by Dr. James H. Dillard, president, the fund cooperated during the session

ending June 30, 1924, with public-school superintendents in 289 counties in 15 States.

The 302 supervising teachers,[3] who are paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,928 country schools, making in all 41,212 visits, and raising for the purpose of school improvement $502,972. The total amount of salary paid to the supervising teachers was $252,574, of which the sum of $144,423 was paid by the public-school authorities and $108,151 through the Jeanes Fund.

These traveling teachers, who work under the direction of the county superintendents, do all in their power to assist and encourage the rural teachers. They introduce simple home industries into the small country schools; give talks and lessons on sanitation, cleanliness, etc.; promote the improvement of schoolhouses and school grounds; and organize clubs for the betterment of the school and neighborhood.

President: James H. Dillard, Charlottesville, Va.

Secretary: John T. Emlen, Fourth and Chestnut Streets, Philadelphia, Pa.

JOHN F. SLATER FUND

The following appropriations covering the year 1923–24 were made by the education committee of the John F. Slater Fund:[4] County training schools, $25,000; special work, $2,000; city schools, $2,500; Hampton Institute, $5,000; Tuskegee Institute, $5,000; private secondary schools, $12,500; colleges, $16,200; total, $68,800. Statistics showing the work of the county training schools for the session ending 1924 are as follows: Number of schools, 204; number of teachers, 1,297; pupils in high-school grades, 6,189; salaries from public-tax funds, $594,268; salaries through State board, $69,300; average amount for salaries from public funds, $2,913; amount contributed by General Education Board for building and equipment, $54,292. Total amount for session 1923–24 for all purposes from public-tax funds, $726,126.

These county training schools are a significant feature in the work of negro education in the South. Sixty-six of these schools in 1923–24 had teachers' homes and 47 had dormitories. Nearly all had boarders in near-by homes. "It is becoming evident," say the Proceedings and Reports for 1924, "that these training schools will ultimately become high schools. A few of them have already established a four-year high-school course." The schools are located in

[3] Including nine State supervising teachers. Five counties had two Jeanes teachers, and one county had three. Two teachers worked in two counties.

[4] Proc. and reports of the John F. Slater Fund for the year ending Sept. 30, 1923.

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Appropriations amounting to $4,500 ($2,000 being contributed by the General Education Board) were made to local boards of education for the promotion of industrial work in 26 schools, these appropriations being made "with the understanding that at least an equal amount should be devoted to this purpose from public-school funds."

The schools benefiting by these appropriations are located in Arkansas, Kentucky, Mississippi, North Carolina, Tennessee, and Texas.

President: James H. Dillard, Box 418, Charlottesville, Va.
Secretary: Gertrude C. Mann, Box 418, Charlottesville, Va.

PHELPS-STOKES FUND

The Phelps-Stokes Fund, established under the will of Caroline Phelps Stokes, who died in 1909, was incorporated in 1911. The act of incorporation directs the trustees to use the income for "the erection or improvement of tenement-house dwellings in New York City and for educational purposes in the education of negroes, both in Africa and the United States, North American Indians, and needy and deserving white students." The capital of the fund is approximately $1,000,000.

According to data furnished by Dr. Anson Phelps Stokes, president, the chief activity of the corporation during the biennium under review has been the educational survey of East Africa, made in cooperation with the British Colonial Office, the International Education Board, and foreign mission societies of Great Britain.

A commission on education in East Africa was organized in the fall of 1923, with Dr. Thomas Jesse Jones, educational director of the Phelps-Stokes fund, as chairman. This commission had the active support of the British Colonial Office, which appointed Maj. H. Vischer, secretary of its advisory committee on education in Tropical Africa, to accompany it on its travels. The report of the commission, entitled "Education in East Africa," has been published, which in scope is similar to the report on West, South, and Equatorial Africa, described in the last biennial survey of the Bureau of Education.

The Phelps-Stokes Fund has encouraged the visits of African teachers and workers to America, and some 25 or more have already come to see what is being done in American schools, especially in such institutions as Hampton and Tuskegee and the negro rural schools in the South.

The fund has undertaken to make a resurvey of negro colleges in the United States, including all institutions which give collegiate and professional training of advanced character to colored students. The study will be made in the winter of 1925–26, in cooperation with the Association of Negro Colleges and other organizations.

In addition to the support of the African education commissions and related activities, the Phelps-Stokes Fund has continued to make small appropriations (usually in amounts ranging from $200 to $2,000) to schools and other organizations for negroes, and to various agencies working for improved race relations.

President: Anson Phelps Stokes, 1767 Q Street NW., Washington, D. C.

Secretary: I. N. Phelps Stokes, 100 William Street, New York, N. Y.

BARON DE HIRSCH FUND

The Baron de Hirsch Fund was organized on March 13, 1890, and incorporated on February 12, 1891, under the New York membership corporations law, for the purpose of Americanizing and assimilating the immigrants with the masses and teach them to become good and self-supporting citizens, and to prevent, by all proper means, their congregating in large cities. The endowment fund given by the Baron and Baroness de Hirsch amounts now to $3,800,000.

The activities of the fund are as follows: (1) The promotion of agricultural instruction through subsidies to the National Farm School at Doylestown, Pa., and the granting of scholarships to Jewish young men at the State Institute of Applied Agriculture at Farmingdale, Long Island, N. Y., as well as other New York State agricultural schools. These are substitutes for the Baron de Hirsch Agricultural School, formerly maintained by the fund for many years at Woodbine, N. J. (2) Aid to agriculturists by way of selection of farm lands and loans on real or chattel security through the Jewish Agricultural Society. (3) Baron de Hirsch Trade School, New York City, which offers to Jewish young men free instruction in the following trades: Machinery, plumbing, electrical, sign painting, printing, automechanics, and operating engineering. (4) Immigration port work through subsidized societies located in New York and Baltimore.

The fund has latterly concentrated more on trade and agricultural instruction and extensive aid to farmers and given up some of its pioneer Americanization work and charitable pecuniary aid.

President: S. G. Rosenbaum, 207 West Twenty-fourth Street, New York, N. Y.

Secretary: Max J. Kohler, 253 Broadway, New York, N. Y.

AMERICAN-SCANDINAVIAN FOUNDATION

The American-Scandinavian Foundation was endowed in 1911 by the late Niels Poulson, with an annual income of $20,000 or more "to maintain an interchange of students and teachers, and to support other forms of educational intercourse between the United States and Scandinavia." Its income from endowment is supplemented by annual dues of members of the foundation and contributions from private individuals and business houses for special purposes. During the past 13 years the foundation has awarded stipends to 350 students. From 1919 to 1925 it has conducted an annual exchange of 20 American, 10 Swedish, 5 Norwegian, and 5 Danish students, awarding to each of these a stipend of $1,000. Beginning with the year 1925 there was incorporated a new student program of industrial apprentice fellowships, which will bring to the United States a number of Scandinavian students for practical studies in American industries.

President: Hamilton Holt, 25 West Forty-fifth Street, New York, N. Y.

Secretary: James Creese, 25 West Forty-fifth Street, New York, N. Y.

AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES

The American Field Service Fellowships for French Universities is administered by the Institute of International Education, with headquarters in New York City. Its purpose is to endow fellowships for American students in French universities; to increase appreciation of French learning; to secure an occasional fellowship in America for a French student; and to foster international understanding. Eleven awards of fellowships were made for the year 1925–26.

President: Paul D. Cravath, 52 William Street, New York, N. Y.

Secretary: Stephen P. Duggan, 522 Fifth Avenue, New York, N. Y.

JUILLARD MUSICAL FOUNDATION

The Juillard Musical Foundation, established by gift of the late Augustus D. Juillard, awards fellowships for advanced study to qualified music students of American birth or citizenship, preferably over 16 and under 30 years of age, who are required to study under the direct auspices of the foundation in New York City. The amount received from the estate of Mr. Juillard is over $13,000,000, the income of which is expended under the direction of a board of trustees.

The foundation grants scholarships to American students in schools and colleges of America to pay for tuition in whole or part.

Scholarship students must be in the third or fourth year of a regular course. The foundation assists musical organizations and movements that are rendering good service and that are not operating for profit.

President: Frederick A. Juillard, 11 West Fifty-seventh Street, New York, N. Y.

Secretary: Eugene A. Noble, 49 East Fifty-second Street, New York, N. Y.

COMMISSION FOR RELIEF IN BELGIUM EDUCATIONAL FOUNDATION

The Commission for Relief in Belgium Educational Foundation during the year 1924, continued its graduate exchange fellowships, with 32 Belgian students, including 8 renewals, of the 1924–25 group in the United States; and 10 American students, including 3 renewals, of the 1924–25 group in Belgium. Among the other activities of the commission were continued financial aid to the Universities of Brussels and Louvain and the school of mines, and support of three Belgian visiting professorships to the United States and two American visiting professorships to Belgium; made a gift of 617,872 francs to the École Supérieure de Jeunes Filles for the purchase of a building in Brussels; made an initial grant of 40,000 francs to the Cercle des Alumni de la Fondation Universitaire of Belgium for its general expenses; and expended $45,527 on account of the foundation's earlier appropriation of $50,000 for steel book stacks for the University of Louvain library building.

President: Perrin C. Galpin, 42 Broadway, New York, N. Y.

Secretary: Belle S. Collins, Ben Hur Building, Crawfordsville, Ind.

KAHN FOUNDATION FOR THE FOREIGN TRAVEL OF AMERICAN TEACHERS

The Kahn Foundation for the foreign travel of American teachers was organized in New York City on January 6, 1911. The founder was Albert Kahn, of Paris. The essential object of the foundation is "to enable men of proved intellectual attainments to enjoy, during one year or more, sufficient leisure and freedom from all professional pursuits or preoccupations and to enter into personal contact with men and countries they might otherwise never have known." The stipend of the single Kahn fellowship awarded for the year 1925–26 was $5,000.

President: Edward D. Adams, 598 Madison Avenue, New York, N. Y.

Secretary: Frank D. Fackenthal, Substation 84, New York, N. Y.

COMMONWEALTH FUND

The Commonwealth Fund, during the fiscal year ending September 30, 1924, continued its activities in the field of child welfare. The child health demonstrations in Fargo, N. Dak., completed its second year on December 31; those in Athens, Ga., and Rutherford County, Tenn., were begun in January, 1924. The fourth and last of these demonstrations was made in Marion County, Oreg., on February 1, 1925. Work in child guidance and demonstrations of visiting teachers were carried on in various cities. Support was voted to the College of Physicians and Surgeons of Columbia University toward the training of psychiatrists and two fellowships of $3,500 were maintained "in connection with the demonstration clinics operated by the national committee for mental hygiene, for psychiatrists who wish to secure practical experience in child-guidance work."

Nineteen grants, totaling $293,106.03, were approved by the board, 8 of which were for projects relating to child welfare and 11 for a variety of purposes.

President: Max Farrand, Yale University, New Haven, Conn.
Secretary: Samuel P. Capen, University of Buffalo, Buffalo, N. Y.

ENGINEERING-ECONOMICS FOUNDATION

The Engineering-Economics Foundation is "a research foundation established on university principles." It is a private institution, supported by private funds, and is in contact with universities, research foundations, professional schools and colleges, both in the United States and foreign countries.

To quote from one of its publications:

> The foundation works in the field, where the men are engaged in the actual personal problems of their daily work, not in academic halls, where men are concerned with the problems of preparing for practice. In other words, the foundation is decentralized, not centralized. It works in three divisions: (1) The civilian staff college division; (2) the division of industrial staff education; (3) the extension division.
>
> Staff education, as provided by the foundation, is concerned with providing, in advance of emergency, the only insurance which will give protection against confusion in emergency—that, in this case, is the organized knowledge and skill required to carry on civilian (nonmilitary) staff work of direction and plan in time of emergency, be it national emergency—fire, flood, earthquake, tornado, pestilence, famine, war, or economic emergency—defined as dislocation of the normal processes of supply and demand.

President: Hollis Godfrey, 3 Joy Street, Boston, Mass.
Secretary: Charles E. Eyanson, 3 Joy Street, Boston, Mass.

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JULIUS ROSENWALD FUND

The Julius Rosenwald Fund was incorporated in 1917, under the laws of the State of Illinois, for charitable, scientific, educational, and religious purposes. Its total expenditures for such causes up to and including June 30, 1925, has been $2,856,063.24. The most conspicuous activity of the fund has been in connection with aiding in the construction of rural schools for negroes in Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Oklahoma, Arkansas, Tennessee, and Kentucky.

President: Julius Rosenwald, Homan Avenue and Arthington Street, Chicago, Ill.

Secretary: Frances W. Shepardson, Homan Avenue and Arthington Street, Chicago, Ill.

CHAPTER XVIII

WORK OF THE BUREAU OF EDUCATION FOR THE NATIVES OF ALASKA

By William Hamilton

Assistant Chief, Alaska Division, Bureau of Education

Contents.—Introduction—Medical relief—Industrial education—Reindeer service—Transportation of appointees and supplies.

INTRODUCTION

Through its Alaska division the Bureau of Education is required to make provision for the education of the natives of Alaska, extend to them all possible medical relief, train them to self-support, and, so far as possible, relieve worthy cases of destitution. The work is under the supervision of the chief of the Alaska division, with headquarters in Seattle, Wash., which is more readily accessible from all parts of Alaska than is any point within Alaska itself. The Seattle office functions as a purchasing and disbursing agent for all of the bureau's activities in Alaska; it selects and recommends to the Commissioner of Education for appointment all of the bureau's employees in Alaska; it expends or invests, as requested, funds sent to it by employees in Alaska, by the cooperative stores of the natives, or by individual natives of Alaska; it also sells commodities, such as furs, ivory, and reindeer meat, for the natives and remits, deposits, or expends the proceeds as directed.

The field force in Alaska during the fiscal year ended June 30, 1924, included 1 superintendent of education of natives of Alaska, with duties of a general supervisory character, 5 district superintendents, 151 teachers, 8 physicians, 21 nurses, 12 hospital attendants, and 8 herders in charge of reindeer belonging to the Government. Eighty-three schools were in operation, with an enrollment of 3,910. The teachers not only carried on the educational work in the schoolrooms, but, in many instances, were responsible for the relief of destitution, for the extending of medical aid to natives in the vicinity of the school, and for the supervising of the industries and of the reindeer herds tributary to the school.

The bureau's work was carried on in 116 buildings, including school buildings, teachers' residences, hospitals, and orphanages, valued at $273,550.

The educational statistics for the year are as follows:

Total number of days in actual attendance	367,396
Total number of pupils enrolled during year	3,910
Average daily attendance throughout the year	2,652
Percentage of attendance	67.7
Average number in each schoolroom each day	26.9
Total schoolrooms open	101
Average number of days in the school year	135.12
Cost of school per day per child, based on actual attendance	$0.70
Cost of school per year per child, based on actual attendance	$97.65
Cost of school per year per child, based on total enrollment	$66.23
Spent during the year for repairs on the school buildings and not counted as a part of the operation of the schools	$7,193.23
Spent for new buildings	$8,153.33

MEDICAL RELIEF

In its endeavor to afford medical relief and to safeguard the health of the native races of Alaska, the Bureau of Education maintains hospitals at Juneau, Kanakanak, Akiak, Nulato, and Noorvik, which are important centers of native population in southern, western, central, and Arctic Alaska, separated from each other by many hundreds of miles.

The hospitals, physicians, and nurses serve only the thickly populated districts. In the outlying areas the teachers must, of necessity, extend medical aid to the best of their ability. Accordingly, the teachers in settlements where the services of a physician or nurse are not available are supplied with household remedies and instructions for their use. Each hospital is a center of medical relief for a very wide territory, and each physician must make extended tours throughout his district. In the great majority of the native settlements, the teachers are the only "doctors" and "health officers." It often becomes the duty of a teacher to render first aid to the injured or to care for a patient through the course of a serious illness. The school is often the only place within a radius of several hundred miles where the natives can obtain medicines and medical treatment, and they often travel many days to secure the relief desired.

Inadequate as the medical service is to meet the needs of the entire native population, it has nevertheless accomplished gratifying results as is indicated by the following statement of services rendered during the year:

Patients or cases handled through the 5 hospitals	9,559
Total treatments, outside and clinical	24,433
Days of hospital care	14,156
Number of times medical assistance was rendered by teachers	17,709

INDUSTRIAL EDUCATION

In the day schools industrial education supplements to some extent the academic work, but one of the greatest needs in connection with the present educational system is that more training of a vocational character be provided. It is important that as much training as possible be given to enable the natives of Alaska more readily to earn a livelihood in the changing conditions with which the advance of civilization has confronted them.

Many natives, with very little supervision, would become excellent carpenters. In all parts of Alaska their skill in carving proves that the making of furniture could be made a very remunerative native industry. In the native houses well-constructed articles of furniture could be made to take the place of the cheap and often unsatisfactory furniture which they now buy in stores. In the shops they could be taught how to make cooking utensils, sled runners, anchors, chains, and rigging for their boats. In Alaska almost all communication is by water. The aboriginal races of Alaska have always been expert builders of canoes. In the progressive villages power boats and small schooners have replaced the primitive native canoe. Boat building would, therefore, be a very important subject of instruction. The natives could also be taught how to construct and repair engines for their power boats. Their skill in sewing and in the making of ceremonial robes shows that they would make excellent tailors. With very little training they would excel in mechanical trades, such as typesetting and printing. In the weaving of baskets they are proficient. This talent, which in some parts of Alaska appears to be disappearing among the rising generation, could be fostered.

Special industrial schools are in process of organization at Eklutna, near Anchorage, on the Alaska Railroad, at Kanakanak in southwestern Alaska, and at White Mountain on the Seward Peninsula, where buildings have been erected and to which teachers have been sent to develop courses in such activities as carpentry, boat building, carving, the tanning of reindeer hides and of the skins of fur-bearing animals, the curing of fish, tailoring, nursing, home economics, sanitation, and physical education.

REINDEER SERVICE

Originating, in 1892, in importation of reindeer from Siberia to furnish subsistence for the Eskimos in the neighborhood of Bering Strait, the reindeer industry has expanded until it has assumed chief importance in the bureau's industrial activities in behalf of the natives. Herds are now maintained near all of the principal native settlements of western Alaska from the Arctic Ocean to the Pacific

Ocean; in the interior near Mount McKinley National Park; along the Alaska Railroad; on Kodiak Island west of the Gulf of Alaska; along the Alaska Peninsula; and on the Aleutian Islands. So rapidly have the herds increased that the total number of reindeer in Alaska in June, 1924, was estimated at 350,000, of which about 235,000 were owned by the natives. One of the principal problems confronting the Bureau of Education at this time is the reorganization of the reindeer industry on a cooperative basis so as to make it possible to handle more efficiently the increasing herds and market the surplus meat. This reorganization will attempt to care not only for the distribution of the herds, as in the past, but for handling the industry on a business basis. The present commercial value of Alaskan reindeer herds is approximately $8,750,000; $1,550,000 more than the sum paid for the Territory by the United States in 1867. This does not take account of more than 200,000 reindeer slaughtered in the past and used as meat by the natives or sold by them, nor does it include the benefit derived by the natives through participation in this great industrial success.

TRANSPORTATION OF APPOINTEES AND SUPPLIES

One of the greatest problems in connection with the work of the bureau in Alaska has been the transportation of appointees and supplies from Seattle to the remoter settlements. In April, 1920, the U. S. S. *Boxer*, a wooden vessel which had been used as a training ship for naval cadets, was transferred from the Navy Department to the Interior Department for use by the bureau in connection with its work in Alaska. Funds to cover the expense of fitting the vessel for service in Alaskan waters were provided in the Interior Department appropriation act approved May 24, 1922. During the winter months of 1922–23 a Diesel engine was installed in the vessel and it was refitted for its work in the waters of the Pacific and Arctic Oceans as far north as Point Barrow.

Annually the *Boxer* carries from Seattle to the coast villages of Alaska and to the distributing points at the mouths of the great rivers teachers, physicians, and nurses, together with a heavy tonnage of supplies and equipment. On its southward voyages it brings out employees whose terms of service have expired, and carries reindeer meat, furs, and other valuable commodities which the Eskimos wish to be sold for them through the Seattle office of the Alaska division.

During the winter of 1923–24 in a four-months cruise in Southeastern Alaska the *Boxer* served as a floating school for 20 native young men, with the ship's officers as instructors in navigation, radio telegraphy, the operation and care of Diesel engines, dynamos, and marine machinery, also in cooking, personal hygiene, and physical

training, as well as in general elementary subjects, with special emphasis on speaking and writing English.

During its cruise in the summer of 1924, in addition to performing its routine duties, the *Boxer* rescued the crews of the *Lady Kindersley* and the *Arctic*, schooners which had been caught in the ice near Point Barrow, the northwesternmost cape of the continent. This action saved the lives of these men. The *Boxer* also took on board at Point Barrow a party of eight men of the United States Geological Survey and conveyed them to Nome. But for this service, these men would have been compelled to wait at Point Barrow for two months until the freeze up, and then would have had to proceed to Nome by dog sled, with great loss of time, and at a cost to the Government of thousands of dollars.

CHAPTER XIX

STATISTICAL SUMMARY OF EDUCATION, 1923–24

By

FRANK M. PHILLIPS

Chief of the Division of Statistics

The following bulletins containing educational statistics for the school year ending June 30, 1924, have been issued:

State School Systems	1925, No. 42
City School Systems	1925, No. 41
Public High Schools	1925, No. 40
Private High Schools and Academies	1925, No. 23
Kindergartens	1925, No. 20
Teachers Colleges and Normal Schools	1925, No. 28
Universities, Colleges, and Professional Schools	1925, No. 45

This report attempts to give brief summaries of the data contained in these seven publications, and to add such material as may seem to be of value.

Table 1.—This table presents a summary of the enrollments in various types of schools, classified by control, public or private.

Table 2.—In this table the per capita costs are based upon the total enrollments as reported either by State or by local authorities. The total cost includes current expenses and capital outlays, but does not include payments for debt services. For college and university costs the total receipts, excluding additions to endowments, are used. The per capita costs for public elementary and for public high schools are estimated from city school reports and from the few State reports where it is possible to divide the expenditure between elementary and high schools. For private elementary and for private high schools the per capita costs are estimated to be the same as for public schools of the same type.

Tables 3 and 4 present historical summaries concerning gifts and endowments to education. The bureau has gathered this information for even-numbered years only since 1916.

Table 5.—This table shows distribution of teachers by sex and by type of school for each 10-year period from 1890 to 1924. The percentage of men teachers has been gradually decreasing during this period until 1924. For 1890 it is 35.8 per cent; 32.6 per cent for 1900; 25.2 per cent for 1910; 18.5 per cent for 1920; and 21.2 per cent for 1924.

Table 6.—This table presents a summary of enrollments by type of school, by 5-year periods from 1890 to 1924. The public elementary

school enrollment shows an increase of 67 per cent for this period; the private elementary schools show a loss of 11 per cent. Kindergarten enrollments have increased 1,882 per cent, those of public high schools 1,570 per cent, private high schools 168 per cent, preparatory departments of colleges 20 per cent, secondary students in normal schools 331 per cent, and all secondary-school pupils 946 per cent. There is an increase of 606 per cent in normal-school enrollments, 445 per cent in college and university enrollments, and 139 per cent in commercial-school enrollments. These increases are shown graphically for colleges and for secondary schools.

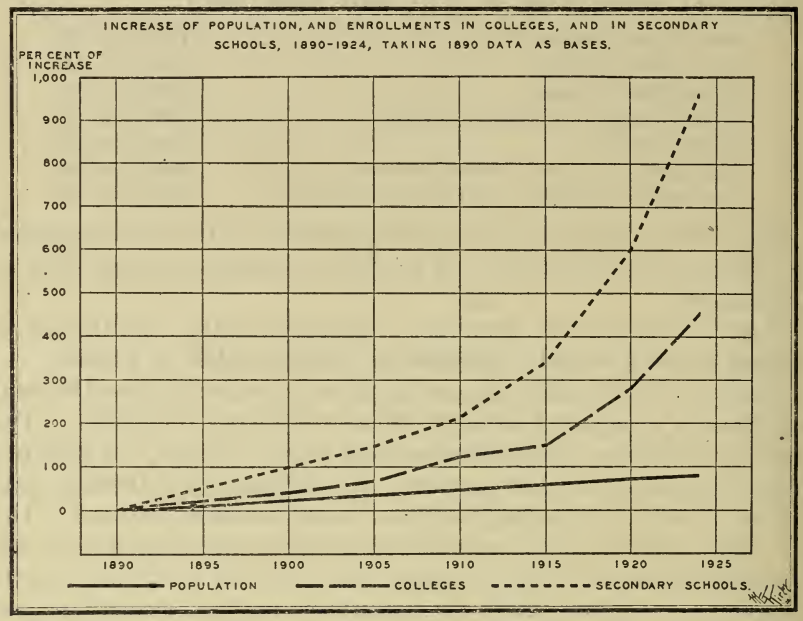


Table 7.—In this table enrollments in elementary schools, high schools, teacher-training institutions, and colleges are classified according to public and private control, and are given by States.

VALUE OF SCHOOL PROPERTY

The States report a total valuation of public elementary and secondary school property of $3,744,780,714. Private high schools and academies report $396,616,100. Exclusive of endowments, teachers colleges and normal schools report property valued at $136,623,958, and colleges and universities at $1,056,929,060. If the value of school property used by the private elementary schools be estimated at $300,000,000, and $12,862,722 be included as endowment owned by teacher-training institutions, and $814,718,813 as productive funds of colleges and universities, the total value of property used by all types of schools mentioned above is $6,462,531,367.

The average value of public-school property per pupil enrolled has increased from $129 in 1922 to $154 in 1924. This increase is due not so much to increased values of real estate as it is to newer and better buildings, better equipment, and more extensive grounds. It is safe to say that our public-school children were never better housed than at present, although there is still room for improvement. A large number of cities report considerable congestion. The percentage of public-school expenditures going for sites, buildings, and contents for 1920 is 14.8 per cent; for 1922 it is 19.4 per cent; and for 1924 it is 21.3 per cent. This increase over previous years reflects the efforts of school districts toward resuming building programs that were curtailed during the war period or held in abeyance when building costs began to increase so rapidly above the pre-war figures.

In the matter of permanent school funds for public-school education, Texas leads with a total of over $80,000,000. Minnesota has forty-four million, Virginia and Oklahoma have nearly twenty-four and one half million each, and South Dakota has twenty-four million in a permanent school fund. North Dakota, Washington, Montana, Indiana, New Jersey, Missouri, Wyoming, Kansas, and Nebraska each has a permanent school fund of over $10,000,000.

Nearly a half billion dollars of public-school resources are in school lands. Minnesota leads with $85,000,000, South Dakota has seventy-five million, Montana forty-six million, Colorado forty-one million, and eight other States have unsold lands valued at over $10,000,000 each.

TABLE 1.—*School and college enrollments in 1923–24*

Schools	Public	Private	Total
Kindergartens	564,363	54,456	618,819
Elementary schools (primary and grammar)	20,334,567	1,418,689	21,753,256
City schools (included with elementary and high)	11,223,184	----------	11,223,184
Total elementary and kindergarten enrollment	20,898,930	1,473,145	22,372,075
Secondary (high schools and academies)	3,389,878	254,119	3,643,997
Preparatory departments of colleges	14,365	47,493	61,858
Secondary courses in normal schools and teachers colleges	30,282	4,950	35,232
Total secondary students	3,434,525	306,562	3,741,087
Teachers colleges	134,431	5,589	140,029
Normal schools (not in secondary courses)	95,566	10,074	105,640
Total normal schools and teachers colleges	229,997	15,672	245,669
Universities, colleges, and professional schools (not including preparatory)	241,265	423,001	664,266
Industrial schools for delinquents, 1922	65,550	----------	65,550
Schools for the deaf, 1922	[1] 13,649	716	[1] 14,365
Schools for the blind, 1922	4,947	----------	4,947
Schools for the feeble-minded and subnormal, 1922	[2] 62,013	1,386	[2] 63,399
Schools for Indians	23,589	6,970	30,559
Government schools in Alaska	3,910	----------	3,910
Other public schools in Alaska	3,975	----------	3,975
Commercial and business schools, 1925	----------	188,368	188,368
Grand total (excluding duplicates)	24,956,187	2,415,820	27,372,007

[1] Includes 2,911 in city schools.

[2] Includes 23,252 in city schools.

TABLE 2.—*School enrollment and estimated costs in 1923–24*

Classification	Enrollment	Estimated per pupil cost	Total cost, including outlays
Public elementary schools (including kindergartens)	20,898,930	$58.93	$1,231,554,330
Public high schools	3,389,878	173.72	589,189,606
Private elementary schools (including kindergartens)	[1] 1,473,145	58.93	[2] 86,812,435
Private high schools and academies	254,119	173.72	[2] 44,145,553
Universities and colleges (includes preparatory students):			
Public	255,630	593.75	[3] 151,781,079
Private	470,494	402.14	[3] 189,203,947
Teachers colleges (includes all courses)	158,349	141.34	22,380,385
Normal schools (includes all courses):			
State	92,163	178.52	16,452,652
City	13,065	153.08	2,000,019
County	2,658	181.68	482,729
Private	14,666	241.33	3,539,418
Industrial schools for delinquents, 1922	65,550	289.14	18,952,835
Schools for the deaf, 1922:			
State	10,738	618.00	6,636,084
City (included with city schools)	2,911		
Private	716	846.00	605,736
Schools for the blind, 1922	4,947	585.00	2,893,995
Schools for the feeble-minded and subnormal, 1922:			
State	38,761	357.00	13,837,677
City (included with city schools)	23,252		
Private	1,386	906.00	1,255,716
Government schools in Alaska	3,910	88.56	346,281
Other public schools in Alaska	3,975	118.60	471,439
Government Indian schools	23,589	269.10	6,347,797
Other schools for the Indian	6,970		
Private commercial and business schools, 1925	188,368		
Teachers colleges :			
Extension courses	32,362		
Practice and model schools (elementary)	25,577		
State normal schools:			
Extension courses	16,619		
Practice and model schools (elementary)	32,095		
Private normal schools:			
Extension courses	308		
Practice and model schools (elementary)	5,340		
Colleges, universities, and professional schools:			
Extension and correspondence courses	140,846		
Winter short courses	4,012		
Total (excluding duplicates)	[4] 27,629,166		2,386,889,132

[1] Partly estimated.
[2] Estimated same as cost of public schools.
[3] Receipts, excluding additions to endowments.
[4] The items beginning "Teachers colleges, extension courses," are not included in Table 1.

TABLE 3.—*Gifts and bequests to education, 1914–1924*

Institutions	1914	1916	1918	1920	1922	1924
Universities and colleges	$26,670,017	$30,196,006	$27,450,945	$65,286,159	$77,400,756	$81,784,738
Schools of theology	1,558,281	2,257,359				
Schools of law	203,067	128,588				
Schools of medicine	1,495,773	2,253,598				
Public normal schools	607,431	758,998	40,548	34,310		
Private normal schools	116,283	143,012	616,817	2,096,687	930,034	1,793,741
Private high schools	706,546	1,357,719	1,748,258	(1)	(1)	
Total	31,357,398	37,095,280	29,856,568	67,417,156	78,330,790	83,578,479

[1] No data.

TABLE 4.—*Gifts and bequests to education from 1871 to 1924*

1871	$8,593,740	1890	$8,011,019	1908	$19,763,421
1872	10,072,540	1891	8,519,233	1909	21,192,450
1873	11,225,977	1892	8,721,902	1910	24,755,663
1874	6,053,804	1893	8,207,690	1911	27,634,029
1875	4,126,562	1894	10,855,365	1912	30,061,310
1876	4,691,845	1895	8,240,876	1913	29,651,879
1877	3,015,256	1896	11,677,048	1914	31,357,398
1878	3,103,289	1897	10,049,141	1915	26,023,246
1879	5,249,810	1898	10,981,209	1916	37,095,280
1880	5,518,501	1899	25,332,792	1918	29,856,568
1881	7,440,224	1900	15,066,561	1920	67,417,156
1883	7,141,363	1901	21,158,400	1922	78,330,790
1884	11,270,286	1902	20,348,739	1924	83,578,479
1885	9,314,631	1903	17,915,075		
1886	5,976,168	1904	17,261,375	Total, excluding 1882, 1917, 1919, 1921, and 1923	906,719,601
1887	7,512,910	1905	21,827,875		
1888	6,646,368	1906	23,347,070		
1889	6,942,058	1907	28,585,780		

TABLE 5.—*Distribution of teachers for five periods*

Teachers in—	1890		1900		1910		1920		1924		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Public elementary schools	121,877	232,925	116,416	286,274	91,591	389,952	63,024	513,222	76,816	540,262	617,078
Public high schools	3,648	5,472	10,172	10,200	18,890	22,777	32,386	69,572	51,915	92,315	144,230
Private elementary schools (estimated)	6,807	15,199	6,648	19,768	5,171	29,572	6,322	38,977	7,122	44,414	51,536
Private high schools	3,272	3,937	4,275	5,842	4,512	6,634	5,698	9,248	6,192	9,511	15,703
Universities and colleges:											
Preparatory departments	5,080	1,083	2,433	1,008	2,716	1,216	2,714	1,568	2,615	1,757	4,372
Collegiate departments			8,450	949	13,428	1,549	21,644	6,469	28,872	9,153	38,025
Other departments							982	1,239	1,073	1,255	2,328
Colleges for women:											
Preparatory departments	595	1,700	703	1,754	91	525	[1]	[1]	[1]	[1]	[1]
Collegiate departments					623	1,681	[1]	[1]			
Professional schools:											
Theology	744		994		1,453						
Law	346		1,004		1,534						
Medicine	2,851		4,483		7,586						
Dentistry	541		1,118		1,546		10,603	312	[2] 13,381	[2] 422	[2] 13,803
Pharmacy	183		493		815						
Veterinary medicine	93		185		351						
Teachers colleges and normal schools, public:											
Normal department			935	1,236	1,105	2,080	2,963	5,161	3,882	6,038	9,920
Other departments			133	611	587	1,042			364	472	836
Teachers colleges and normal schools, private:											
Normal department			535	382	255	320	597	866	375	679	1,054
Other departments			257	283	248	277			328	379	707
Commercial and business schools	1,133	460	1,413	699	1,736	1,200	2,976	3,189	1,910	2,195	4,105
Schools for defectives and delinquents	564	962	813	1,650	1,134	2,352	[3] 1,165	[3] 2,744	[4] 1,127	[4] 2,992	[4] 4,119
Indian and Alaskan schools	644	965	1,189	1,793	1,702	2,456	141	652	266	809	1,075
Kindergartens:											
Public	1,050	4,950	1,350	7,150	1,500	8,000		10,022		10,852	10,852
Private								717		2,140	2,140
Total	149,428	267,653	163,999	339,599	158,574	471,633	[5] 151,215	[5] 663,958	194,642	712,000	906,642

[1] Included in universities and colleges.
[2] Professional departments.
[3] Figures for 1918.
[4] Figures for 1922.
[5] Does not include 1,832 men and 817 women duplicates, in universities, colleges, and professional schools.

TABLE 6.—*Kindergarten, elementary, commercial, secondary, normal school, and college enrollments, 1890–1924*

Schools	1890	1895	1900	1905
Kindergartens (public and private)	[1] 31, 227	[2] 65, 296	225, 394	[3] 205, 118
Public elementary schools (including public kindergartens)	12, 519, 518	13, 893, 666	14, 983, 859	15, 788, 598
Private elementary schools (largely estimated)	1, 661, 897	1, 211, 220	1, 240, 925	1, 347, 000
Total elementary and kindergarten	14, 181, 415	15, 104, 886	16, 224, 784	17, 135, 598
Public high schools	202, 963	350, 099	519, 251	679, 702
Private high schools	94, 931	118, 347	110, 797	107, 207
Preparatory schools (in colleges and universities)	51, 749	57, 403	56, 285	63, 421
Secondary students in normal schools	8, 170	13, 863	9, 570	15, 824
Total secondary students	357, 813	539, 712	695, 903	866, 154
Normal schools and teachers' colleges (excluding secondary students)	34, 814	58, 504	69, 593	65, 300
Colleges, universities, and professional schools (excluding preparatory students)	121, 942	144, 706	167, 999	199, 045
Total college and normal students	156, 756	203, 210	237, 592	264, 345
Private commercial and business schools	78, 920	96, 135	91, 549	146, 086

Schools	1910	1915	1920	1924
Kindergartens (public and private)	[3,4] 185, 471	486, 800	510, 949	618, 819
Public elementary schools (including public kindergartens)	16, 898, 791	18, 375, 225	19, 378, 927	20, 898, 930
Private elementary schools (largely estimated)	1, 558, 437	1, 615, 091	1, 485, 561	1, 473, 145
Total elementary and kindergarten	18, 457, 228	19, 990, 316	20, 864, 488	22, 372, 075
Public high schools	915, 061	1, 328, 984	[5] 2, 199, 389	3, 389, 878
Private high schools	117, 400	155, 044	[5] 213, 920	254, 119
Preparatory schools (in colleges and universities)	66, 042	67, 440	59, 309	61, 858
Secondary students in normal schools	12, 890	13, 504	22, 058	35, 232
Total secondary students	1, 111, 393	1, 564, 972	2, 494, 676	3, 741, 087
Normal schools and teachers' colleges (excluding secondary students)	88, 561	100, 325	135, 412	245, 669
Colleges, universities, and professional schools (excluding preparatory students)	266, 654	303, 233	462, 445	664, 266
Total college and normal students	355, 215	403, 558	597, 857	909, 935
Private commercial and business schools	155, 244	183, 268	335, 161	[6] 188, 368

[1] 1888. [2] 1892. [3] Public only. [4] 1909. [5] From State reports. [6] 1925.

TABLE 7.—*Enrollment in certain types of schools, by States, 1923–24*

State	Elementary schools and kindergartens		Secondary schools		Normal schools and teachers' colleges		Universities, colleges, and professional schools	
	Public	Private (largely estimated)	Public	Private	Public	Private	Public	Private
1	2	3	4	5	6	7	8	9
Continental United States	20,898,930	1,473,145	3,434,525	306,562	229,997	15,672	241,265	423,001
Alabama	543,262	15,567	59,644	7,678	6,461	460	4,232	2,431
Arizona	64,958	1,657	9,094	835	907		1,733	
Arkansas	474,427	2,452	27,805	2,930	1,739		1,389	1,823
California	713,596	28,527	308,952	11,344	5,334	151	18,514	14,868
Colorado	198,636	2,846	49,425	1,109	4,432	95	4,068	3,568
Connecticut	249,036	54,605	39,962	6,696	1,038	172	413	5,607
Delaware	33,430	370	5,213	508			536	
District of Columbia	59,838	9,485	12,226	3,263	527	70	76	12,525
Florida	243,218	5,542	23,301	1,353			2,152	797
Georgia	683,816	9,485	64,995	5,738	1,304		5,070	6,469
Idaho	97,244	1,200	19,983	689	1,355	265	2,041	507
Illinois	1,098,298	177,259	218,924	32,049	13,167	1,522	11,391	44,134
Indiana	510,630	34,338	113,091	4,417	4,653	2,852	8,181	11,512
Iowa	438,113	23,436	96,931	11,772	7,415	18	9,686	12,258
Kansas	349,051	19,315	77,063	4,400	8,616		7,087	7,949
Kentucky	526,949	11,494	41,957	10,203	4,487		3,005	3,742
Louisiana	349,225	22,491	41,730	3,483	2,111		1,998	4,477
Maine	120,028	16,101	27,182	5,482	2,091		1,276	1,712
Maryland	228,212	23,374	28,303	4,038	1,960	38	5,557	7,928
Massachusetts	609,098	137,739	128,757	15,287	4,344	1,585	654	39,206
Michigan	685,238	105,375	135,476	8,385	14,543		14,125	5,770
Minnesota	457,153	41,395	88,666	7,245	7,057	116	10,624	6,378
Mississippi	530,797	5,460	30,303	3,529	1,432		3,288	2,146
Missouri	630,720	47,288	100,379	7,520	12,866	5	5,390	15,314
Montana	98,016	2,736	19,777	1,103	906		2,260	216
Nebraska	277,327	20,789	50,340	3,960	5,011	38	7,414	4,885
Nevada	13,284	40	2,686				855	
New Hampshire	63,489	22,087	10,865	4,691	1,155		1,188	2,285
New Jersey	582,360	33,228	82,136	8,509	3,003	144		6,224
New Mexico	80,368	4,840	8,819	986	1,110		773	
New York	1,641,801	90,480	295,401	36,486	12,164	844	16,576	67,720
North Carolina	752,585	17,312	42,399	8,289	2,029	1,704	4,463	6,363
North Dakota	151,262	3,201	24,350	555	4,558		2,179	387
Ohio	981,863	93,321	219,262	13,667	8,741	521	19,747	20,930
Oklahoma	575,420	2,701	81,963	1,636	13,298		5,877	3,019
Oregon	140,791	11,723	34,737	1,843	1,644	258	5,970	2,983
Pennsylvania	1,587,200	176,488	217,289	19,617	15,755	213	3,580	45,659
Rhode Island	93,291	24,655	12,619	2,227	955		452	2,507
South Carolina	441,056	6,640	26,809	3,129	543	22	3,905	3,920
South Dakota	137,460	3,205	26,759	1,246	3,790	147	1,922	1,397
Tennessee	610,552	18,050	48,251	7,472	5,633	3,293	1,821	8,273
Texas	1,017,814	13,652	178,658	6,624	13,094	42	10,092	15,286
Utah	106,970	1,571	23,746	3,709		27	3,257	1,465
Vermont	52,340	5,344	11,773	2,287	79		1,160	885
Virginia	506,628	7,531	50,549	7,888	6,317	929	4,926	6,558
Washington	255,504	23,885	61,612	2,954	4,761	141	8,741	1,576
West Virginia	369,269	7,054	32,970	1,926	4,366		2,720	1,782
Wisconsin	424,193	84,862	112,646	5,590	13,246		8,076	7,560
Wyoming	43,114	949	8,742	215			825	
Outlying possessions								
Alaska	3,511		464					
American Samoa	1,495	4,157						
Canal Zone	3,708		297					
Guam	2,645	126	9	28				
Hawaii	49,014	7,331	1,900	2,439	409			
Philippine Islands	1,091,427	47,938	41,292	16,791	1,562			
Porto Rico	205,633	466	7,387	5,692				
Virgin Islands	3,050	1,343	62					

CHAPTER XX

STATISTICS OF STATE SCHOOL SYSTEMS, 1923–24

The data presented in this report relate to schools supported by public funds, and include kindergartens, elementary grades, and high schools. Data for junior colleges and other colleges supported by public funds have been omitted where it was possible to identify them. Table 4 contains enrollments, or estimates of enrollments, in private elementary and high schools, but neither enrollments nor expenditures of private schools have been included in the other tables.

Increases are noted in 1924 over 1920 both in numbers and in percentages of enrollments. If we assume all children enrolled in 1920 to be of school age, 5 to 17 inclusive, 77.8 per cent of those of school age were enrolled in public schools. In 1924 this had increased to 82.8 per cent. In 1920, 58.2 per cent of those of school age were in school every day, and in 1924, 65.2 per cent were in average daily attendance. The per cent of those enrolled who were in average daily attendance in 1920 was 74.8, and in 1924 the per cent was 78.8. In 1920, 7.91 per cent of the school census were enrolled in public high schools; in 1924 this had increased to 11.55 per cent. In 1924, 20,898,930 pupils were enrolled in the public elementary schools, and 3,389,878 in the public high schools. Although the general increase in enrollment in 1924 is about 4½ per cent over that of 1922, seven States, Delaware, Idaho, Iowa, Kentucky, Louisiana, Maine, and Montana, show losses during this two-year period. Fifteen States show losses in the elementary grades, but the increases in high-school enrollment more than make up the losses in eight States. The increase in percentage of enrollment in the high school is from 12.3 per cent in 1922 to 14 per cent in 1924. This high-school enrollment does not include elementary grades in junior high schools.

The number of teachers employed increased from 722,976 in 1922 to 761,308 in 1924. In 1922 there were 34.2 elementary pupils enrolled to each elementary teacher; in 1924 there were 33.9. The corresponding figures for high-school pupils enrolled per high-school teacher are 22.2 and 23.5.

TABLE 1.—*Statistical summary of elementary and secondary schools combined, 1870–1924*

Items	1870	1880	1890	1895	1900	1905	1910	1915	1920	1924
I.—*General statistics*										
Total population [1]	38,558,371	50,155,783	62,622,250	68,844,341	75,602,515	82,584,061	91,972,266	100,399,318	105,710,620	112,078,611
Children 5 to 17 years of age (inclusive) [1]	12,055,443	15,065,767	18,543,201	19,911,050	21,404,322	23,410,800	24,239,948	26,425,100	27,728,788	29,345,911
Pupils enrolled (excluding duplicates)	6,871,522	9,867,505	12,722,581	14,243,765	15,503,110	16,468,300	17,813,852	19,704,209	21,578,316	24,288,808
Pupils enrolled in public high schools	[2 3] 80,227	[3] 110,277	[3] 202,963	[3] 350,099	[3] 519,251	[3] 679,702	[3] 915,061	[3] 1,328,984	[4] 2,199,389	[4] 3,389,878
Average daily attendance	4,077,347	6,144,143	8,153,635	9,548,722	10,632,772	11,481,531	12,827,307	14,985,900	16,150,035	19,132,451
Total number of days attended by all pupils	539,053,423	800,719,970	1,098,232,725	1,331,775,201	1,534,822,633	1,732,845,238	2,011,477,065	2,389,084,558	2,615,161,151	3,219,093,331
Men teachers	77,529	122,795	125,525	129,706	126,588	110,532	110,481	118,449	95,654	128,731
Women teachers	122,986	163,798	238,397	268,336	296,474	349,737	412,729	485,852	583,648	632,577
Total teachers	200,515	286,593	363,922	398,042	423,062	460,269	523,210	604,301	[5] 679,533	761,308
Number of schoolhouses	116,312	178,122	224,526	239,630	248,279	256,826	265,474	279,941	271,319	263,280
Value of all school property	$130,383,008	$209,571,718	$342,531,791	$440,666,022	$550,069,217	$733,446,805	$1,091,007,512	$1,567,391,225	$2,409,719,120	$3,744,780,714
II.—*Financial statistics*										
Revenue receipts:										
From income of permanent funds and lands			$7,744,765	$7,800,740	$9,152,274	$13,194,042	$14,096,555	$17,079,977	$26,036,098	$24,666,275
From county and local taxes and appropriations			$97,222,426	$118,915,304	$149,486,845	$210,167,770	$312,221,582	$456,956,495	$758,896,551	[6] $1,280,722,813
From State taxes and appropriations			$26,345,323	$34,638,098	$37,886,740	$44,349,295	$64,604,701	$91,104,045	$134,278,753	$237,659,875
From all other sources			$11,882,292	$15,210,769	$23,240,130	$34,107,962	$42,140,859	$24,511,076	$50,908,896	$75,388,862
Total			$143,194,806	176,564,911	$219,765,989	$301,819,069	$433,063,697	$589,651,593	$970,120,298	$1,618,437,825
Expenditures:										
For sites, buildings, furniture, libraries, and apparatus			$26,207,041	$29,436,940	$35,450,820	$56,416,168	$69,978,370	$102,756,375	$153,542,852	$388,469,143
For salaries of superintendents, supervisors, principals, and teachers	$37,832,566	$55,942,972	$91,836,484	$113,872,388	$137,687,746	$177,462,981	$253,915,170	$345,006,445	$613,404,578	$978,064,705
For all other purposes			$22,463,190	$32,499,951	$41,826,052	$57,737,511	$102,356,894	$157,697,965	$269,203,779	$454,210,088
Total	$63,396,666	$78,094,687	$140,506,715	$175,809,279	$214,964,618	$291,616,660	$426,250,434	$605,460,785	$1,036,151,209	$1,820,743,936
III.—*Derivative statistics*										
Per cent school population is of total population	31.3	30.1	29.6	28.9	28.3	28.4	26.4	26.3	26.2	26.2
Per cent of total population enrolled	17.82	19.67	20.32	20.69	20.51	19.94	19.56	19.63	20.4	21.7
Per cent of children 5 to 17 years of age (inclusive) enrolled	57	65.50	68.61	71.54	72.43	70.35	73.49	74.57	7 7.8	82.8

Per cent of pupils in high school	1.2	1.1	1.6	2.5	3.3	4.1	5.1	6.7	10.2	14
Per cent of children enrolled attending each day	59.3	62.3	64.1	67	68.6	69.7	72.1	76.1	74.8	78.8
Average number of days the schools were in session	[7] 132.2	130.3	134.7	139.5	144.3	150.9	157.5	159.4	161.9	168.3
Average number of days attended by each pupil enrolled	78.4	81.1	86.3	93.5	99	105.2	113	121.2	121.2	132.5
Average number of days attended by each child 5 to 17 years of age (inclusive)	44.7	53.1	59.2	66.9	71.8	74	83	90.4	94.3	109.6
Per cent of men teachers	38.7	42.8	34.5	32.6	29.9	24	21.1	19.6	14.1	16.9
Average annual salaries of all teachers	[8] $189	[8] $195	[8] $252	[8] $286	[8] $325	[8] $386	[8] $485	[8] $543	[9] $871	[10] $1,227
Per cent of revenue derived from—										
Permanent funds and lands			5.4	4.4	4.2	4.4	3.2	2.9	2.7	1.5
State taxes			18.4	19.6	17.2	14.7	14.9	15.5	13.8	14.7
County and local taxes			67.9	67.3	68	69.6	72.1	77.5	78.2	79.1
All other sources			8.3	8.7	10.6	11.3	9.8	4.1	5.3	4.7
Per cent of expenditure devoted to—										
Sites, buildings, etc			18.6	16.7	16.5	19.3	16.4	17	14.8	21.3
Salaries	59.7	71.6	65.4	64.8	64	60.9	59.6	57	59.2	53.7
All other purposes			16	18.5	19.5	19.8	24	26	26	25
Total expenditure per capita of population	$1.64	$1.56	$2.24	$2.55	$2.84	$3.53	$4.64	$6.03	$9.80	$16.25
Total expenditure per pupil in average attendance	$15.55	$12.71	$17.23	$18.41	$20.21	$25.40	$33.23	$40.43	$64.16	$95.17
Average total expenditure per day for each pupil attending (cents)	11.8	9.7	12.8	13.2	14	16.8	21.1	25.4	39.6	56.6

[1] United States census reports or estimates thereon
[2] For 1871.
[3] From reports of public high schools.
[4] From reports of State departments of education.
[5] Includes 231 part-time teachers in Massachusetts.
[6] Includes $57 617,317 not distributed as to source
[7] Several States not included in this average.
[8] Computed from number of teaching positions.
[9] Computed from number of teaching positions plus 6,583 supervisors and 13,638 principals.
[10] Computed from number of teaching positions plus 7,924 supervisors and 17,881 principals.

TABLE 2.—*Pupils enrolled (excluding duplicates within States), 1923–24*

State	Elementary and kindergarten pupils			Secondary pupils [1]			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	10, 567, 014	10, 331, 916	20, 898, 930	1, 607, 418	1, 782, 460	3, 389, 878	12, 174, 432	12, 114, 376	24, 288, 808
Alabama	272, 124	271, 138	543, 262	25, 943	31, 970	57, 913	298, 067	303, 108	601, 175
Arizona	33, 535	31, 423	64, 958	4, 331	4, 691	9, 022	37, 866	36, 114	73, 980
Arkansas	238, 022	236, 405	474, 427	12, 349	14, 982	27, 331	250, 371	251, 387	501, 758
California	366, 237	347, 359	713, 596	155, 556	152, 978	308, 534	521, 793	500, 337	1, 022, 130
Colorado	[2] 101, 226	[2] 97, 410	[2] 198, 636	[2] 22, 900	[2] 25, 659	[2] 48, 559	124, 126	123, 069	247, 195
Connecticut	127, 074	121, 962	249, 036	20, 704	19, 187	39, 891	147, 778	141, 149	288, 927
Delaware	17, 031	16, 399	33, 430	2, 356	2, 787	5, 143	19, 387	19, 186	38, 573
District of Columbia	29, 666	30, 172	59, 838	5, 596	6, 581	12, 177	35, 262	36, 753	72, 015
Florida	120, 039	123, 179	243, 218	10, 545	12, 555	23, 100	130, 584	135, 734	266, 318
Georgia	[2] 331, 446	[2] 352, 370	[2] 683, 816	[2] 30, 729	[2] 32, 668	[2] 63, 397	362, 175	385, 038	747, 213
Idaho	50, 232	47, 012	97, 244	9, 180	10, 546	19, 726	59, 412	57, 558	116, 970
Illinois	563, 614	534, 684	1, 098, 298	106, 735	111, 005	217, 740	670, 349	645, 689	1, 316, 038
Indiana	259, 812	250, 818	510, 630	54, 172	58, 764	112, 936	313, 984	309, 582	623, 566
Iowa	221, 009	217, 104	438, 113	42, 631	52, 725	95, 356	263, 640	269, 829	533, 469
Kansas	179, 113	169, 938	349, 051	34, 539	40, 911	75, 450	213, 652	210, 849	424, 501
Kentucky [2]	267, 431	259, 518	526, 949	17, 312	23, 521	40, 833	284, 743	283, 039	567, 782
Louisiana [2]	173, 174	176, 051	349, 225	17, 796	23, 827	41, 623	190, 970	199, 878	390, 848
Maine	61, 389	58, 639	120, 028	12, 521	14, 557	27, 078	73, 910	73, 196	147, 106
Maryland	116, 683	111, 529	228, 212	12, 598	15, 492	28, 090	129, 281	127, 021	256, 302
Massachusetts	312, 174	296, 924	609, 098	61, 363	67, 115	128, 478	373, 537	364, 039	737, 576
Michigan	[2] 347, 040	[2] 338, 198	[2] 685, 238	[2] 67, 603	[2] 65, 880	[2] 133, 483	414, 643	404, 078	818, 721
Minnesota	233, 284	223, 869	457, 153	38, 680	48, 612	87, 292	271, 964	272, 481	544, 445
Mississippi	[3] 247, 351	[3] 283, 446	[3] 530, 797	14, 001	16, 173	30, 174	261, 352	299, 619	560, 971
Missouri	298, 960	331, 760	630, 720	47, 323	50, 771	98, 094	346, 283	382, 531	728, 814
Montana	50, 084	47, 932	98, 016	8, 919	10, 858	19, 777	59, 003	58, 790	117, 793
Nebraska	[2] 141, 836	[2] 135, 491	[2] 277, 327	[2] 21, 194	[2] 27, 751	[2] 48, 945	163, 030	163, 242	326, 272
Nevada	6, 919	6, 365	13, 284	1, 277	1, 409	2, 686	8, 196	7, 774	15, 970
New Hampshire	32, 759	30, 730	63, 489	5, 021	5, 844	10, 865	37, 780	36, 574	74, 354
New Jersey	297, 457	284, 903	582, 360	40, 908	41, 228	82, 136	338, 365	326, 131	664, 496
New Mexico	40, 418	39, 950	80, 368	3, 697	4, 363	8, 060	44, 115	44, 313	88, 428

New York [4]	848,174	793,627	1,641,801	143,876	146,974	290,850	992,050	940,601	1,932,651
North Carolina	[2] 376,750	[2] 375,835	[2] 752,585	[2] 18,166	[2] 22,295	[2] 40,461	394,916	398,130	793,046
North Dakota	[2] 77,892	[2] 73,370	[2] 151,262	[2] 10,114	[2] 13,421	[2] 23,535	88,006	86,791	174,797
Ohio	503,766	478,097	981,863	105,689	112,565	218,254	609,455	590,662	1,200,117
Oklahoma	294,284	281,136	575,420	35,446	42,834	78,280	329,730	323,970	653,700
Oregon	73,014	67,777	140,791	16,176	18,543	34,719	89,190	86,320	175,510
Pennsylvania	808,924	778,276	1,587,200	101,716	114,247	215,963	910,640	892,523	1,803,163
Rhode Island	47,369	45,922	93,291	6,013	6,596	12,609	53,382	52,518	105,900
South Carolina	214,363	226,693	441,056	11,526	14,843	26,369	225,889	241,536	467,425
South Dakota	71,459	66,001	137,460	10,710	14,418	25,128	82,169	80,419	162,588
Tennessee	309,163	301,389	610,552	20,508	26,174	46,682	329,671	327,563	657,234
Texas	519,778	498,036	1,017,814	81,195	95,646	176,841	600,973	593,682	1,194,655
Utah	55,002	51,968	106,970	11,219	12,133	23,352	66,221	64,101	130,322
Vermont [2]	26,379	25,961	52,340	5,934	5,839	11,773	32,313	31,800	64,113
Virginia	252,342	254,286	506,628	21,949	27,501	49,450	274,291	281,787	556,078
Washington	131,470	124,034	255,504	28,848	32,538	61,386	160,318	156,572	316,890
West Virginia	180,967	188,302	369,269	13,108	17,033	30,141	194,075	205,335	399,410
Wisconsin	216,870	207,323	424,193	52,864	58,698	111,562	269,734	266,021	535,755
Wyoming	21,909	21,205	43,114	3,882	4,752	8,634	25,791	25,957	51,748
Outlying possessions									
Alaska	1,751	1,760	3,511	243	221	464	1,994	1,981	3,975
American Samoa	807	687	1,495				807	687	1,494
Canal Zone	1,871	1,837	3,708	126	171	297	1,997	2,008	4,005
Guam	1,436	1,209	2,645	5	4	9	1,441	1,213	2,654
Hawaii	25,489	23,525	49,014	1,065	835	1,900	26,554	24,360	50,914
Philippine Islands	636,605	454,822	1,091,427	27,983	13,309	41,292	664,588	468,131	1,132,719
Porto Rico [2]	114,163	91,470	205,633	4,101	3,286	7,387	118,264	94,756	213,020
Virgin Islands	1,477	1,573	3,050	31	31	62	1,508	1,604	3,112

[1] Includes pupils in local normal and vocational schools of secondary grade.
[2] Distribution estimated.
[3] Figures for 1923.
[4] Not including 48,437 boys and 40,664 girls in part-time and continuation schools.

TABLE 3.—*Distribution of pupils by grades, in public schools only, partly estimated*

Pupils	1913	1914	1915	1916	1917 [4]	1918	1919 [5]	1920	1921 [6]	1922	1923 [9]	1924
Total enrollment	18,609,040	19,153,786	19,704,209	20,351,687	20,602,602	20,853,516	21,215,916	21,578,316	22,408,772	23,239,227	23,764,017	24,288,808
Number in elementary and high schools [1]	18,239,317	18,762,643	19,295,126	19,917,665	20,051,370	20,288,386	20,398,996	20,612,917	21,364,532	[7] 22,116,146	22,541,653	[10] 23,067,161
In high schools [2]	1,333,356	1,432,095	1,561,556	1,710,872	1,794,892	1,933,821	2,005,284	2,131,655	2,428,617	2,725,579	2,900,826	[8] 3,176,074
In elementary schools	16,905,961	17,330,548	17,733,570	18,206,793	18,256,478	18,354,565	18,393,712	18,481,262	18,935,915	19,390,567	19,640,827	[8] 19,891,087
Per cent in each grade:												
First	23.2	23.0	22.8	22.6	23.0	23.4	23.1	22.9	21.9	21.1	20.9	20.6
Second	14.6	14.4	14.3	14.2	14.1	14.1	14.0	14.0	14.2	14.4	14.1	13.9
Third	13.7	13.7	13.6	13.6	13.6	13.7	13.4	13.2	13.5	13.7	13.8	13.8
Fourth	13.3	13.2	13.2	13.2	13.2	13.2	13.4	13.5	13.2	12.9	13.1	13.3
Fifth	11.3	11.4	11.4	11.4	11.5	11.5	11.5	11.4	11.5	11.5	11.8	12.0
Sixth	9.4	9.6	9.7	9.8	9.9	9.9	10.0	10.0	10.2	10.4	10.4	10.5
Seventh	7.8	7.9	8.0	8.1	8.1	8.0	8.2	8.4	8.6	8.8	8.9	9.1
Eighth	6.7	6.8	7.0	7.1	6.6	6.2	6.4	6.6	6.9	7.2	7.0	6.8
Per cent in high school:												
First year	41.0	40.8	40.9	40.5	41.4	42.2	41.9	41.7	42.0	42.3	40.6	39.2
Second year	26.9	26.8	26.7	26.9	26.5	26.2	26.2	26.1	26.7	27.2	27.2	27.1
Third year	18.6	18.6	18.4	18.5	18.1	17.7	17.8	18.0	18.0	17.9	18.6	19.2
Fourth year	13.5	13.8	14.0	14.1	14.0	13.9	14.1	14.2	13.3	12.6	13.6	14.5
Number in each grade:												
First	[3] 3,922,183	3,986,026	4,043,254	4,114,735	4,197,874	4,281,013	4,253,355	4,225,697	4,154,921	4,084,145	4,093,964	4,103,782
Second	2,468,270	[3] 2,495,599	2,535,900	2,585,365	2,583,845	2,582,325	2,580,996	2,579,666	2,682,768	2,785,870	2,772,496	2,759,123
Third	2,316,117	2,374,285	[3] 2,411,766	2,476,124	2,487,829	2,499,534	2,471,158	2,442,782	2,549,468	2,656,154	2,698,963	2,741,771
Fourth	2,248,493	2,287,632	2,340,831	[3] 2,403,297	2,410,194	2,417,090	2,458,703	2,500,316	2,501,711	2,503,105	2,579,826	2,656,548
Fifth	1,910,374	1,975,683	2,021,627	2,075,574	[3] 2,091,471	2,107,368	2,106,552	2,105,736	2,172,423	2,239,110	2,316,395	2,393,681
Sixth	1,589,160	1,663,733	1,720,156	1,784,266	1,802,600	[3] 1,820,935	1,834,943	1,848,952	1,930,649	2,012,346	2,046,033	2,079,720
Seventh	1,318,665	1,369,113	1,418,686	1,474,750	1,471,507	1,468,263	[3] 1,512,732	1,557,201	1,631,028	1,704,855	1,757,490	1,810,124
Eighth	1,132,699	1,178,477	1,241,350	1,292,682	1,211,158	1,129,634	1,175,273	[3] 1,220,912	1,312,947	1,404,982	1,375,660	1,346,338
Number in high school:												
First year	546,676	584,295	638,677	692,903	743,064	793,224	840,602	887,980	[3] 1,019,686	1,151,392	1,178,638	1,244,601
Second year	358,673	383,801	416,935	460,225	476,406	492,588	525,299	558,010	649,745	[3] 741,479	788,218	862,038
Third year	248,004	266,370	287,326	316,511	324,163	331,815	357,843	383,870	436,470	489,070	[3] 540,053	610,279
Fourth year	189,003	197,629	218,618	241,233	251,259	261,285	281,540	301,795	322,716	343,638	393,917	[3] 459,156

[1] Excluding kindergarten pupils, and excluding in 1918, 1919, 1920, 1921, 1922, 1923, and 1924, junior college, postgraduate high-school, and postgraduate elementary pupils.

[2] Enrollment in 1912, 1918, 1920, 1922, and 1924, reported to the Bureau of Education by the departments of education of the several States; enrollment for 1911, 1913, 1915, 1916, and 1918 computed from enrollment reported to the bureau by the several high schools.

[3] The class beginning in 1913.

[4] Estimated from 1916 and 1918.

[5] Estimated from 1918 and 1920.

[6] Estimated from 1920 and 1922.

[7] Not including 529,235 kindergarten pupils and 593,846 undistributed.

[8] Totals from Table 29.

[9] Estimated from 1922 and 1924.

[10] Not including 609,659 kindergarten pupils and 611,988 undistributed.

TABLE 4.—*Pupils enrolled in private and parochial schools, 1923–24, largely estimated*

State	Pupils in elementary schools [1]			Pupils in secondary schools			Total pupils in elementary and secondary grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	682,259	790,886	1,473,145	122,821	131,298	254,119	805,080	922,184	1,727,264
Alabama	6,807	8,760	15,567	2,606	3,264	5,870	9,413	12,024	21,437
Arizona	762	895	1,657	363	472	835	1,125	1,367	2,492
Arkansas	1,430	1,022	2,452	933	1,288	2,221	2,363	2,310	4,673
California	13,862	14,665	28,527	3,008	6,230	9,238	16,870	20,895	37,765
Colorado	1,311	1,535	2,846	217	564	781	1,528	2,099	3,627
Connecticut	27,303	27,302	54,605	3,430	3,266	6,696	30,733	30,568	61,301
Delaware	192	178	370	303	205	508	495	383	878
District of Columbia	4,370	5,115	9,485	1,376	1,752	3,128	5,746	6,867	12,613
Florida	3,076	2,466	5,542	493	761	1,254	3,569	3,227	6,796
Georgia	4,370	5,115	9,485	1,878	2,029	3,907	6,248	7,144	13,392
Idaho	400	800	1,200	119	337	456	519	1,137	1,656
Illinois	49,155	128,104	177,259	12,934	14,086	27,020	62,089	142,190	204,279
Indiana	17,273	17,065	34,338	1,952	1,527	3,479	19,225	18,592	37,817
Iowa	11,718	11,718	23,436	5,180	5,180	10,360	16,898	16,898	33,796
Kansas	9,657	9,658	19,315	1,454	1,993	3,447	11,111	11,651	22,762
Kentucky	3,498	7,996	11,494	2,788	3,760	6,548	6,286	11,756	18,042
Louisiana	10,593	11,898	22,491	1,296	1,447	2,743	11,889	13,345	25,234
Maine [2]	8,101	8,000	16,101	2,636	2,846	5,482	10,737	10,846	21,583
Maryland	10,009	13,365	23,374	1,673	1,408	3,081	11,682	14,773	26,455
Massachusetts	68,869	68,870	137,739	5,917	7,902	13,819	74,786	76,772	151,558
Michigan	52,277	53,098	105,375	3,114	4,201	7,315	55,391	57,299	112,690
Minnesota	20,657	20,738	41,395	2,450	2,882	5,332	23,107	23,620	46,727
Mississippi	2,480	2,980	5,460	1,598	1,373	2,971	4,078	4,353	8,431
Missouri	21,619	25,669	47,288	2,756	3,072	5,828	24,375	28,741	53,116
Montana	961	1,775	2,736	330	615	945	1,291	2,390	3,681
Nebraska	10,501	10,288	20,789	1,142	1,847	2,989	11,643	12,135	23,778
Nevada	20	20	40	0	0	0	20	20	40
New Hampshire	10,878	11,209	22,087	3,178	1,373	4,551	14,056	12,582	26,638
New Jersey	14,943	18,285	33,228	4,698	3,288	7,986	19,641	21,573	41,214
New Mexico	2,201	2,639	4,840	360	626	986	2,561	3,265	5,826
New York	43,979	46,501	90,480	18,503	16,306	34,809	62,482	62,807	125,289
North Carolina	7,834	9,478	17,312	2,545	3,425	5,970	10,379	12,903	23,282
North Dakota	1,552	1,649	3,201	177	353	530	1,729	2,002	3,731
Ohio	47,133	46,188	93,321	4,926	6,107	11,033	52,059	52,295	104,354
Oklahoma	1,200	1,501	2,701	575	797	1,372	1,775	2,298	4,073
Oregon	6,119	5,604	11,723	590	603	1,193	6,709	6,207	12,916
Pennsylvania	86,453	90,035	176,488	8,873	7,468	16,341	95,326	97,503	192,829
Rhode Island	12,073	12,582	24,655	1,247	980	2,227	13,320	13,562	26,882
South Carolina	3,059	3,581	6,640	1,459	1,004	2,463	4,518	4,585	9,103
South Dakota	1,656	1,549	3,205	305	577	882	1,961	2,126	4,087
Tennessee	7,911	10,139	18,050	3,061	1,789	4,850	10,972	11,928	22,900
Texas	6,905	6,747	13,652	1,586	2,536	4,122	8,491	9,283	17,774
Utah	465	1,106	1,571	657	1,687	2,344	1,122	2,793	3,915
Vermont	2,692	2,652	5,344	1,057	1,140	2,197	3,749	3,792	7,541
Virginia	3,234	4,297	7,531	3,597	2,347	5,944	6,831	6,644	13,475
Washington	14,474	9,411	23,885	717	1,092	1,809	15,191	10,503	25,694
West Virginia	3,359	3,695	7,054	728	789	1,517	4,087	4,434	8,571
Wisconsin	42,431	42,431	84,862	1,945	2,580	4,525	44,376	45,011	89,387
Wyoming	437	512	949	91	124	215	528	636	1,164
Outlying possessions									
American Samoa	2,157	2,000	4,157				2,157	2,000	4,157
Guam	76	50	126	9	19	28	85	69	154
Hawaii	3,962	3,369	7,331	1,204	1,235	2,439	5,166	4,604	9,770
Philippine Islands	24,678	23,260	47,938	12,383	4,408	16,791	37,061	27,668	64,729
Porto Rico	219	247	466	2,427	3,265	5,692	2,646	3,512	6,158
Virgin Islands	606	737	1,343				606	737	1,343

[1] Includes kindergarten pupils when reported.
[2] Not including 1,513 boys and 1,699 girls, contract pupils who are tabulated with public-school enrollment.

TABLE 5.—*Pupils enrolled in public elementary and secondary schools at different periods*

State	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1923–24
1	2	3	4	5	6	7	8
Continental United States	7,561,582	9,867,505	12,722,581	15,503,110	17,813,852	21,578,316	24,288,808
Alabama	141,312	179,490	301,615	376,423	424,611	569,940	601,175
Arizona	0	4,212	7,989	16,504	31,312	76,505	73,980
Arkansas	69,927	81,972	223,071	314,662	395,978	483,172	501,758
California	91,332	158,765	221,756	269,736	368,391	696,238	1,022,130
Colorado	4,357	22,119	65,490	117,555	168,798	220,232	247,195
Connecticut	113,588	119,694	126,505	155,228	190,353	261,463	288,927
Delaware	20,058	27,823	31,434	36,895	35,950	38,483	38,573
District of Columbia	15,157	26,439	36,906	46,519	55,774	65,298	72,015
Florida	14,000	39,315	92,472	108,874	148,089	225,160	266,318
Georgia	49,578	236,533	381,297	482,673	555,794	[1] 690,918	747,213
Idaho	906	5,834	14,311	36,669	76,168	115,192	116,970
Illinois	672,787	704,041	778,319	958,911	1,002,687	1,127,560	1,316,038
Indiana	450,057	511,283	512,955	564,807	531,459	566,288	623,566
Iowa	341,938	426,057	493,267	566,223	510,661	514,521	533,469
Kansas	89,777	231,434	399,322	389,582	398,746	406,880	424,501
Kentucky	178,457	[1] 276,000	399,660	500,294	494,863	[2] 535,332	567,782
Louisiana	57,639	77,642	120,253	196,169	263,617	354,079	390,848
Maine	152,600	149,827	139,676	130,918	144,278	137,681	147,106
Maryland	115,683	162,431	184,251	222,373	238,393	241,618	256,302
Massachusetts	273,661	306,777	371,492	474,891	535,869	623,586	737,576
Michigan	292,466	362,556	427,032	504,985	541,501	691,674	818,721
Minnesota	113,983	180,248	280,960	399,207	440,083	503,597	544,445
Mississippi	117,000	236,654	334,158	386,507	469,137	[2] 412,670	560,971
Missouri	330,070	482,986	620,314	719,817	707,031	672,483	728,814
Montana	1,657	4,270	16,980	39,430	66,141	126,576	117,793
Nebraska	23,265	92,549	240,300	288,227	[1] 281,375	311,821	326,272
Nevada	3,106	9,045	7,387	6,676	[1] 10,200	14,114	15,970
New Hampshire	71,957	64,341	59,813	65,688	63,972	64,205	74,354
New Jersey	169,430	204,961	234,072	322,575	429,797	594,780	664,496
New Mexico	1,320	4,755	18,215	36,735	56,304	81,399	88,428
New York	1,028,110	1,031,593	1,042,160	1,209,574	1,422,969	1,719,841	1,932,651
North Carolina	115,000	252,612	322,533	400,452	520,404	691,249	793,046
North Dakota	1,660	13,718	35,543	77,686	139,802	168,283	174,797
Ohio	719,372	729,499	797,489	829,160	838,080	1,020,663	1,200,117
Oklahoma				99,602	422,399	589,282	653,700
Oregon	21,000	37,533	63,254	89,405	118,412	151,028	175,510
Pennsylvania	834,614	937,310	1,020,522	1,151,880	1,282,965	1,610,459	1,803,163
Rhode Island	34,000	40,604	52,774	67,231	80,061	93,501	105,900
South Carolina	66,056	134,072	201,260	281,891	340,415	478,045	467,425
South Dakota	[3]	[3]	78,043	98,822	126,253	146,955	162,588
Tennessee	140,000	300,217	447,950	485,354	521,753	619,852	657,234
Texas	63,504	[1] 220,000	466,872	659,598	821,631	1,035,648	1,194,655
Utah	16,992	24,326	37,279	73,042	91,611	117,406	130,322
Vermont	65,384	75,328	65,608	65,964	66,615	61,785	64,113
Virginia	131,088	220,736	342,269	370,595	402,109	505,190	556,078
Washington	5,000	14,780	55,964	115,104	215,688	291,053	316,890
West Virginia	76,999	142,850	193,064	232,343	276,458	346,256	399,410
Wisconsin	265,285	299,457	351,723	445,142	464,311	465,243	535,755
Wyoming	450	2,907	7,052	14,512	24,584	43,112	51,748
Outlying possessions							
Alaska						3,360	3,975
American Samoa							1,494
Canal Zone						3,486	4,005
Guam							2,654
Hawaii						41,350	50,914
Philippine Islands						935,678	1,132,719
Porto Rico						180,458	213,020
Virgin Islands							3,112

[1] Estimated. [2] Figures for 1919. [3] Included with North Dakota.

TABLE 6.—*Per cent of the total population enrolled in school and ratio of enrollment to school population at different dates*

State	Per cent of total population enrolled in public schools							Ratio of number of children enrolled in public schools to population 5 to 17 years of age, inclusive						
	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1923–24	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1923–24
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental U. S.	19.1	19.7	20.3	20.5	19.4	20.4	21.7	0.615	0.655	0.686	0.724	0.731	0.778	0.828
Alabama	13.9	14.2	19.9	20.6	19.9	24.3	24.6	.404	.426	.558	.617	.627	.741	.741
Arizona	----	10.4	13.4	13.4	15.4	22.9	18.8	----	.532	.527	.519	.620	.880	.711
Arkansas	13.7	10.2	19.8	24.0	25.3	27.6	27.4	.403	.308	.554	.710	.800	.857	.842
California	15.6	18.4	18.4	18.2	15.5	20.3	26.1	.636	.734	.774	.796	.786	1.025	1.311
Colorado	9.3	11.4	15.9	21.8	21.1	23.4	24.6	.423	.608	.722	.882	.896	.950	.979
Connecticut	20.8	19.2	17.0	17.0	17.3	18.9	19.2	.808	.770	.720	.745	.738	.803	.807
Delaware	15.8	19.0	18.7	20.0	14.3	17.3	16.6	.500	.652	.662	.753	.715	.733	.719
District of Columbia	11.2	14.9	16.0	16.7	16.9	14.9	14.8	.416	.554	.631	.768	.833	.843	.869
Florida	7.2	15.6	23.6	20.6	19.7	23.2	24.9	.212	.442	.711	.666	.681	.826	.891
Georgia	4.1	15.3	20.8	21.8	21.3	[1]23.9	24.7	.119	.462	.585	.653	.668	[1].740	.763
Idaho	5.6	17.9	17.0	22.7	23.4	26.7	24.3	.461	.779	.627	.792	.879	.948	.847
Illinois	26.0	22.9	20.3	19.9	17.8	17.4	19.1	.810	.746	.720	.727	.717	.721	.799
Indiana	26.3	25.9	23.4	22.4	19.7	19.3	20.5	.786	.824	.792	.811	.784	.794	.854
Iowa	28.2	26.2	25.8	25.4	23.1	21.4	21.5	.844	.835	.855	.891	.869	.861	.883
Kansas	22.3	23.2	28.0	26.5	23.7	23.0	23.5	.742	.732	.886	.892	.887	.879	.902
Kentucky	13.2	16.7	21.5	23.3	21.7	[2]22.2	22.9	----	----	.656	.753	.736	.762	.793
Louisiana	7.7	8.3	10.8	14.2	16.0	19.7	21.0	.248	.259	.316	.436	.508	.635	.679
Maine	24.3	23.1	21.1	18.9	19.5	17.9	18.9	[1].874	.898	.859	.814	.845	.763	.794
Maryland	14.6	17.4	17.7	18.7	18.4	16.7	16.9	.467	.581	.604	.670	.699	.669	.690
Massachusetts	18.3	17.2	16.6	16.9	15.9	16.2	18.1	.723	.718	.726	.762	.706	.713	.791
Michigan	24.0	22.2	20.4	20.9	19.3	18.9	20.1	.797	.781	.735	.771	.780	.793	.857
Minnesota	24.5	23.1	21.6	22.8	21.2	21.1	21.5	.759	.759	.746	.776	.779	.818	.850
Mississippi	13.7	20.9	25.9	24.9	26.1	[3]23.1	32.0	.406	.613	.706	.733	.804	[3].698	.963
Missouri	18.7	22.3	23.2	23.2	21.5	19.8	21.1	.560	.689	.744	.786	.818	.783	.848
Montana	7.5	10.9	12.9	16.2	17.6	23.1	18.7	.702	.638	.711	.728	.807	.922	.721
Nebraska	16.6	20.5	22.7	27.0	23.7	24.1	24.3	.588	.685	.754	.895	.865	.905	.921
Nevada	7.0	14.5	16.1	15.8	11.1	18.2	20.6	.540	.797	.738	.741	.739	.915	.977
New Hampshire	22.4	18.5	15.9	16.0	14.9	14.5	15.2	.913	.813	.713	.740	.666	.643	.731
New Jersey	18.3	18.1	16.2	17.1	17.0	18.8	19.3	.632	.648	.622	.685	.700	.774	.789
New Mexico	1.4	4.0	11.9	18.8	17.2	22.6	23.7	[1].044	.133	.423	.614	.592	.754	.779
New York	23.2	20.3	17.4	16.6	15.6	16.6	17.6	.830	.771	.707	.696	.678	.728	.774
North Carolina	10.5	18.1	19.9	21.1	23.6	27.0	29.1	[1].312	.559	.564	.636	.735	.824	.882
North Dakota	9.3	10.2	19.5	24.3	24.2	26.0	25.7	[1].393	.417	.713	.813	.854	.846	.810
Ohio	26.5	22.8	21.7	19.9	17.6	17.7	19.3	.840	.767	.765	.754	.738	.766	.841
Oklahoma	----	----	----	25.0	25.5	29.1	29.7	----	----	----	.798	.829	.926	.940
Oregon	21.6	21.5	20.2	21.6	17.6	19.3	21.0	.677	.750	.748	.821	.792	.841	.903
Pennsylvania	23.2	21.9	19.4	18.3	16.7	18.5	19.6	.764	.744	.695	.689	.667	.715	.743
Rhode Island	15.1	14.7	15.3	15.7	14.8	15.5	16.7	[1].592	.596	.627	.668	.631	.654	.701
South Carolina	9.1	13.5	17.5	21.0	22.4	28.4	26.5	.273	.406	.471	.607	.673	.839	.780
South Dakota	[4]	[4]	23.7	24.6	21.6	23.1	24.6	[4]	[4]	.810	.795	.777	.829	.882
Tennessee	10.9	19.5	25.3	24.0	24.0	26.5	27.3	[1].320	.582	.741	.751	.795	.876	.898
Texas	7.3	13.8	20.9	21.6	21.1	22.2	23.8	.210	[1].424	.595	.647	.672	.734	.797
Utah	18.6	16.9	17.9	26.4	24.6	26.1	26.9	.534	.506	.553	.810	.843	.872	.888
Vermont	[5]19.8	22.6	[5]19.7	19.2	18.7	17.5	18.2	----	.872	----	.822	.803	.734	.756
Virginia	10.5	14.6	20.7	20.0	19.6	21.9	22.9	.323	.450	.605	.632	.643	.733	.774
Washington	18.6	19.7	16.0	22.2	19.0	21.5	21.8	[1].690	.724	.706	.879	.853	.941	.941
West Virginia	16.9	23.1	25.3	24.2	22.8	23.7	25.3	.495	.692	.753	.786	.779	.798	.848
Wisconsin	24.6	22.8	20.9	21.5	19.9	17.7	19.3	.739	.738	.698	.725	.724	.682	.763
Wyoming	4.6	14.0	11.6	15.7	16.9	22.2	23.9	[1].453	.774	.545	.657	.797	.916	.942
Outlying possessions														
Alaska	----	----	----	----	----	6.1	7.2	----	----	----	----	----	.268	----
American Samoa	----	----	----	----	----	----	18.6	----	----	----	----	----	----	----
Canal Zone	----	----	----	----	----	15.3	16.4	----	----	----	----	----	.854	----
Guam	----	----	----	----	----	----	20.0	----	----	----	----	----	----	----
Hawaii	----	----	----	----	----	16.2	17.6	----	----	----	----	----	----	----
Philippine Islands	----	----	----	----	----	[6]9.0	9.9	----	----	----	----	----	----	----
Porto Rico	----	----	----	----	----	13.9	15.3	----	----	----	----	----	----	----
Virgin Islands	----	----	----	----	----	----	12.0	----	----	----	----	----	----	----

[1] Approximate.
[2] Enrollment figures for 1919.
[3] Enrollment figures from report of the Bureau of the Census.
[4] Included in report for North Dakota.
[5] Population for December 31, 1918.
[6] Pupils of legal school age.

TABLE 7.—*Average daily attendance and aggregate days attended, 1923–24*

State	Average daily attendance			Aggregate number of days attended		
	Elementary [1]	Secondary [2]	Total	Elementary [1]	Secondary [2]	Total
1	2	3	4	5	6	7
Continental U. S.	[3] 10,637,954	[3] 1,789,340	19,132,451	[3] 1,499,390,875	[3] 264,869,448	3,219,093,331
Alabama	371,479	46,712	418,191	48,112,848	7,694,303	55,807,151
Arizona	47,419	7,492	54,911	7,828,255	1,287,980	9,116,235
Arkansas	338,332	24,506	362,838	44,943,894	4,180,668	49,124,562
California	564,401	141,778	706,179	102,083,526	25,903,528	127,987,054
Colorado			179,476			[4] 31,228,824
Connecticut	206,962	30,786	237,748	37,874,046	5,695,410	43,569,456
Delaware	27,654	4,314	31,968	4,848,019	820,426	5,668,445
District of Columbia	48,667	10,862	59,529	8,760,060	1,955,111	10,715,171
Florida			197,482			28,315,384
Georgia			[4] 545,465			[4] 76,365,100
Idaho			88,805			14,279,468
Illinois	905,569	186,920	1,092,489	164,302,849	35,514,800	199,817,649
Indiana	446,685	106,658	553,343			95,174,996
Iowa			449,392			79,087,654
Kansas	298,999	64,841	363,840	52,314,825	11,347,175	63,662,000
Kentucky	380,879	33,683	414,562	62,083,277	5,928,208	68,011,485
Louisiana			299,736			45,525,036
Maine	105,430	24,458	129,888	18,378,038	4,430,796	22,808,834
Maryland	179,526	24,236	203,762	33,222,976	4,509,781	37,732,757
Massachusetts [5]	501,388	104,621	606,009	91,081,033	19,068,234	110,149,267
Michigan			650,472			115,784,016
Minnesota			429,882			76,888,016
Mississippi	367,919	[4] 20,724	388,643	49,669,065	[4] 3,523,080	53,192,145
Missouri			579,513			97,638,504
Montana	79,544	16,810	96,354	13,468,776	2,996,064	16,464,840
Nebraska			263,572			45,594,156
Nevada	10,171	2,183	12,354	1,821,180	386,190	2,207,370
New Hampshire	50,193	9,777	59,970	8,632,827	1,710,921	10,343,748
New Jersey	483,388	73,593	556,981	10,885,980	13,835,484	104,721,464
New Mexico	58,093	6,363	64,456	9,991,996	1,094,436	11,086,432
New York	1,389,849	220,227	1,610,076			302,481,811
North Carolina			571,359			81,932,881
North Dakota			144,263			23,803,438
Ohio	818,965	194,157	1,013,122	144,263,805	34,815,999	179,079,804
Oklahoma	380,274	60,761	441,035	61,747,158	10,366,159	72,133,317
Oregon	119,321	29,802	149,123	20,726,886	5,214,982	25,941,868
Pennsylvania	1,301,029	194,813	1,495,842	235,092,054	35,800,595	270,892,649
Rhode Island	79,107	10,170	89,277	15,397,385	1,978,255	17,375,640
South Carolina			324,822			38,626,273
South Dakota			132,022			22,641,773
Tennessee	411,941	36,104	448,045	59,838,476	6,670,556	66,509,032
Texas			976,204			132,275,685
Utah	97,842	12,342	110,184	16,497,509	2,103,306	18,600,815
Vermont	47,878	9,620	57,498	7,698,782	1,590,642	9,289,424
Virginia			417,785			66,845,600
Washington	197,056	50,325	247,381	34,640,695	9,224,056	43,864,751
West Virginia	287,710	22,840	310,550	47,184,440	4,019,840	51,204,280
Wisconsin			454,907			80,344,393
Wyoming	34,284	6,862	41,146	6,000,215	1,202,463	7,202,678
Outlying possessions						
Alaska	2,764	373	3,137	474,274	65,133	539,407
American Samoa			1,428			287,028
Canal Zone	3,042	250	3,292	522,539	42,897	565,436
Guam			2,336			427,448
Hawaii			47,518			9,075,938
Philippine Islands	920,290	36,833	957,123	177,615,970	7,108,769	184,724,739
Porto Rico	174,688	6,275	180,963	31,828,219	1,190,845	33,019,064
Virgin Islands	2,967	20	2,987	602,301	4,060	606,361

[1] Includes kindergartens.
[2] Includes local normal and vocational schools.
[3] For States reporting distribution.
[4] Estimated.
[5] Not including pupils in vocational and continuation schools.

TABLE 8.—*Average daily attendance in elementary and secondary schools at different dates*

State	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1923–24
1	2	3	4	5	6	7	8
Continental United States	4,545,317	6,144,143	8,153,635	10,632,772	12,827,307	16,150,035	19,132,451
Alabama	107,666	117,978	182,467	297,805	266,589	367,554	418,191
Arizona		2,847	4,702	10,177	20,094	46,420	54,911
Arkansas	46,600	[1] 54,700	[1] 148,714	195,401	255,135	326,053	362,838
California	64,286	100,966	146,589	197,395	286,744	480,864	706,179
Colorado	2,611	12,618	38,715	73,291	107,520	150,090	179,476
Connecticut	62,683	73,546	83,656	111,564	[2] 147,190	205,213	237,748
Delaware	12,700	17,439	19,649	[1] 25,300	22,559	27,368	31,968
District of Columbia	10,261	20,637	28,184	35,463	44,627	52,739	59,529
Florida	10,900	27,046	64,819	75,003	103,892	165,720	197,482
Georgia	31,377	145,190	240,791	298,237	346,295	467,081	[1] 545,465
Idaho	600	3,863	[1] 9,500	21,962	51,137	84,642	88,805
Illinois	341,686	431,638	538,310	737,576	779,040	956,090	1,092,489
Indiana	295,071	321,659	342,275	429,566	420,780	457,113	553,343
Iowa	211,562	259,836	306,309	373,474	360,178	405,567	449,392
Kansas	52,891	137,669	243,300	261,783	291,329	309,505	363,840
Kentucky	129,866	178,000	225,739	310,339	315,196	[3] 342,669	414,562
Louisiana	40,500	[1] 54,800	87,536	146,323	182,659	256,133	299,736
Maine	100,392	103,115	98,364	97,697	106,955	115,885	129,888
Maryland	56,435	85,778	102,351	134,400	145,762	175,312	203,762
Massachusetts	201,750	233,127	273,910	366,136	444,090	519,905	606,009
Michigan	193,000	[1] 240,000	[1] 282,000	355,226	443,458	521,251	650,472
Minnesota	50,694	[1] 78,400	127,025	243,224	348,500	394,859	429,882
Mississippi	90,000	156,761	207,704	224,526	261,384	[3] 259,982	[1] 388,643
Missouri	187,024	[1] 281,000	384,627	460,012	490,390	531,221	579,513
Montana	1,100	[1] 3,000	10,596	[1] 26,300	41,314	91,744	96,354
Nebraska	14,300	60,156	146,139	181,874	191,076	232,515	263,572
Nevada	1,800	5,401	5,064	4,698	[1] 7,400	10,625	12,354
New Hampshire	48,150	48,966	41,526	47,276	50,101	53,245	59,970
New Jersey	86,812	115,194	133,286	207,947	324,239	476,261	556,981
New Mexico	880	3,150	[1] 13,000	22,433	37,389	59,442	64,456
New York	493,648	573,089	642,984	857,488	1,122,649	1,361,600	1,610,076
North Carolina	73,000	170,100	203,100	206,918	331,335	473,552	571,359
North Dakota	1,040	[1] 8,530	20,694	43,500	90,149	128,436	144,263
Ohio	432,452	476,279	549,269	616,365	648,544	808,712	1,013,122
Oklahoma				63,718	278,650	355,998	441,035
Oregon	15,000	27,435	43,333	64,411	103,553	136,575	149,123
Pennsylvania	567,188	601,627	682,941	854,640	1,001,464	1,266,350	1,495,842
Rhode Island	22,485	27,217	33,905	47,124	61,487	73,387	89,277
South Carolina	44,700	[1] 90,600	147,799	201,295	243,901	331,451	324,822
South Dakota	[4]	[4]	48,327	[1] 68,000	80,032	98,907	132,022
Tennessee	89,000	208,528	323,548	338,566	363,953	457,503	448,045
Texas	41,000	[1] 132,000	291,941	438,779	544,691	745,667	976,204
Utah	12,819	17,178	20,967	50,595	69,246	97,745	110,184
Vermont	44,100	48,606	45,887	47,020	52,104	50,186	57,498
Virginia	77,402	128,404	198,290	216,464	259,394	351,171	417,785
Washington	3,300	10,546	36,946	74,717	156,064	211,239	247,381
West Virginia	51,336	91,604	121,700	151,254	189,900	256,479	310,550
Wisconsin	132,000	[1] 156,000	200,457	[1] 309,800	320,439	368,712	454,907
Wyoming	250	1,920	[1] 4,700	[1] 9,650	16,730	33,297	41,146
Outlying possessions							
Alaska						2,505	3,137
American Samoa							1,428
Canal Zone						2,575	3,292
Guam							2,336
Hawaii						38,451	47,518
Philippine Islands						756,533	957,123
Porto Rico						145,250	180,963
Virgin Islands							2,987

[1] Approximate.
[2] High-school attendance not reported.
[3] Figures for 1919.
[4] Included with North Dakota.

TABLE 9.—*Average length of school term and school attendance*

State	Average number of days schools were in session, 1871–1924									Average number of days attended by each pupil enrolled, 1924	Number attending daily for each 100 enrolled, 1924
							1923–24				
	1870–71[1]	1879–80	1889–90	1899–1900	1909–10	1919–20	Elementary schools in 30 States[2]	Secondary schools in 30 States[3]	All schools		
1	2	3	4	5	6	7	8	9	10	11	12
Continental U. S.	132	130	135	144	158	161.9	170.4	181.1	168	132.5	78.8
Alabama	67	81	74	78	117	123.1	130.0	165.0	133	92.8	69.6
Arizona	----	109	126	125	[1]136	162.6	165.0	172.0	166	123.2	74.2
Arkansas	----	----	[1]75	78	107	126.3	133.0	171.0	135	97.9	72.3
California	123	147	158	166	175	174.0	181.0	183.0	181	125.2	69.1
Colorado	92	[1]132	144	150	156	167.9	----	----	174	126.3	72.6
Connecticut	172	179	183	189	185	183.5	183.0	185.0	183	150.8	82.3
Delaware	132	158	166	170	173	181.7	175.0	190.0	177	147.0	82.9
District of Columbia	200	193	178	179	181	178.0	180.0	180.0	180	148.8	82.7
Florida	----	----	120	93	106	133.1	----	----	143	106.3	74.2
Georgia	59	[1]65	83	112	144	145.0	----	----	140	102.2	73.0
Idaho	45	94	[1]70	106	[1]137	172.7	----	----	161	122.1	75.9
Illinois	147	150	155	152	171	170.9	181.0	190.0	183	151.8	83.0
Indiana	99	136	130	152	147	155.8	----	----	172	152.6	88.7
Iowa	130	148	156	160	172	174.0	----	----	176	148.3	84.2
Kansas	116	120	135	126	164	164.0	175.0	175.0	175	150.0	85.7
Kentucky	110	102	94	118	125	[4]123.0	163.0	176.0	164	119.8	73.0
Louisiana	65	79	101	120	136	148.9	----	----	152	116.5	76.7
Maine	98	109	112	141	159	169.2	174.0	181.0	176	155.1	88.3
Maryland	183	187	184	183	[1]185	179.6	185.0	186.0	185	147.2	79.5
Massachusetts	169	177	177	189	186	179.4	182.0	182.0	182	149.3	82.2
Michigan	140	150	156	164	171	172.0	----	----	178	141.4	79.4
Minnesota	83	94	128	169	149	160.0	----	----	179	141.2	79.0
Mississippi	110	75	[1]86	101	123	[4]122.0	135.0	170.0	137	93.0	68.0
Missouri	90	[1]104	129	144	155	162.8	----	----	168	134.0	79.5
Montana	89	96	143	107	185	166.4	169.0	178.0	171	139.8	81.8
Nebraska	72	82	140	135	174	164.0	----	----	173	139.7	80.8
Nevada	142	143	140	154	[1]145	167.0	179.0	177.0	179	138.2	77.4
New Hampshire	70	105	118	148	164	174.0	172.0	175.0	172	139.1	80.7
New Jersey	178	192	192	186	184	189.0	188.0	188.0	188	157.6	83.8
New Mexico	111	111	[1]67	97	100	165.0	172.0	172.0	172	124.8	72.6
New York	176	179	187	175	188	188.0	----	----	188	156.5	83.3
North Carolina	50	50	59	71	102	134.0	----	----	143	103.3	72.1
North Dakota	75	[1]96	113	156	147	166.9	----	----	165	136.2	82.5
Ohio	165	152	162	165	170	165.0	176.0	179.0	177	149.2	84.4
Oklahoma	----	----	----	95	140	166.4	162.0	171.0	164	110.3	67.5
Oregon	90	90	118	117	138	152.0	174.0	175.0	174	147.8	85.0
Pennsylvania	127	133	148	167	170	176.8	181.0	184.0	181	150.2	83.0
Rhode Island	170	184	188	191	193	182.1	195.0	195.0	195	164.1	84.3
South Carolina	100	70	70	88	103	109.6	----	----	119	82.6	69.5
South Dakota	([5])	([5])	145	129	166	167.0	----	----	172	139.3	81.2
Tennessee	77	68	86	96	130	133.5	145.0	185.0	148	101.2	68.2
Texas	140	72	100	108	131	155.6	----	----	136	110.7	81.7
Utah	152	128	133	151	165	166.4	169.0	170.0	169	142.7	84.5
Vermont	116	126	136	156	160	162.0	161.0	172.0	162	144.9	89.7
Virginia	93	113	118	120	140	147.0	----	----	160	120.2	75.1
Washington	80	[1]91	97	128	172	176.4	176.0	179.0	177	138.4	78.1
West Virginia	77	90	97	106	134	138.9	164.0	176.0	165	128.2	77.8
Wisconsin	155	165	159	160	180	175.3	----	----	177	150.0	84.9
Wyoming	----	119	[1]120	[1]110	141	152.0	175.0	175.0	175	139.2	79.5
Outlying possessions											
Alaska	----	----	----	----	----	177.4	172.0	175.0	172	135.7	78.9
American Samoa	----	----	----	----	----	----	----	----	201	192.1	95.6
Canal Zone	----	----	----	----	----	154.6	172.0	171.0	172	141.2	82.2
Guam	----	----	----	----	----	----	183.0	183.0	183	161.1	88.0
Hawaii	----	----	----	----	----	181.0	----	----	191	178.3	93.3
Philippine Islands	----	----	----	----	----	193.0	193.0	193.0	193	163.1	84.5
Porto Rico	----	----	----	----	----	181.0	182.0	190.0	183	155.0	85.0
Virgin Islands	----	----	----	----	----	----	203.0	203.0	203	194.9	96.0

[1] Estimated.
[2] Includes kindergartens.
[3] Includes local normal and vocational schools.
[4] Figures for 1919.
[5] Included in report for North Dakota.

TABLE 10.—*Administrative officers, supervisors, and principals, 1923–24*

State	Administrative officers and assistants (superintendents)					Supervisors of instruction			Principals			Total number of teachers, supervisors, and principals
	State officers	County superintendents	City superintendents	Other superintendents	Total	Elementary schools	Secondary schools	Total	Elementary schools	Secondary schools	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	760	3,488	6,480	1,528	12,256	3,631	1,194	7,924	9,461	3,852	17,881	774,114
Alabama	9	73	43	------	125	96	8	104	91	54	145	14,947
Arizona	6	22	33	------	61	53	63	116	94	30	124	2,613
Arkansas	12	75	32	------	119	------	1	1	25	103	128	11,537
California	13	93	66	98	270	218	------	218	2,589	388	2,977	30,616
Colorado	4	63	100	------	167	2	94	96	245	86	331	9,365
Connecticut	65	------	27	52	144	355	52	407	516	100	616	9,311
Delaware	9	------	8	13	30	7	6	13	27	15	42	1,378
District of Columbia	------	------	3	------	3	31	------	31	43	20	63	2,587
Florida	8	63	------	------	71	7	1	8	------	------	(1)	7,844
Georgia	18	160	75	------	253	------	------	(1)	------	------	(1)	17,687
Idaho	4	61	52	------	117	[2] 19	[2] 18	[2] 37	[2] 8	[2] 35	[2] 43	4,329
Illinois	11	200	330	------	541	------	------	(1)	------	------	(1)	42,865
Indiana	14	92	134	------	240	132	97	229	524	929	1,453	20,230
Iowa	11	99	957	[3]	1,067	------	------	(1)	------	------	(1)	25,813
Kansas	8	122	87	------	217	135	33	168	223	73	296	18,650
Kentucky	2	120	89	------	211	------	184	184	251	236	487	13,126
Louisiana	15	64	2	------	81	------	------	27	------	------	313	11,094
Maine	11	------	8	137	156	------	------	(1)	------	------	(1)	6,172
Maryland	6	26	12	------	44	75	6	81	------	------	(1)	7,511
Massachusetts	41	------	57	158	256	------	------	[4] 561	605	167	772	24,412
Michigan	9	83	800	------	892	------	------	1,583	------	------	[5] 1,109	29,692
Minnesota	22	106	521	------	649	------	------	------	592	------	592	20,610
Mississippi	------	82	21	------	103	------	------	------	------	69	69	14,677
Missouri	16	114	75	------	205	112	26	[2] 138	105	33	[2] 138	23,715
Montana	8	85	------	222	315	6	------	6	69	------	69	5,774
Nebraska	6	93	90	------	189	------	------	136	------	------	265	14,435
Nevada	5	------	16	5	26	3	3	6	4	9	13	793
New Hampshire	3	------	12	56	71	34	14	48	21	35	56	2,967
New Jersey	12	21	50	------	83	450	81	531	605	94	699	21,132
New Mexico	5	31	51	16	103	------	------	25	------	------	283	3,126
New York	138	------	60	275	[6] 473	1,132	57	1,189	1,156	169	1,325	66,006
North Carolina	35	100	124	------	259	------	------	(1)	------	------	(1)	21,434
North Dakota	9	116	160	------	285	------	------	243	------	------	514	9,021
Ohio	30	174	128	150	482	371	125	496	715	384	1,099	39,436
Oklahoma	8	154	337	------	499	130	51	181	94	41	135	18,349
Oregon	4	36	35	------	75	25	10	35	105	20	125	7,352
Pennsylvania	82	158	165	18	423	------	------	(1)	------	------	1,259	51,520
Rhode Island	7	------	9	28	44	------	136	136	------	------	------	3,207
South Carolina	14	46	82	------	142	10	------	10	150	249	399	11,499
South Dakota	11	127	199	------	337	------	------	(1)	------	------	(1)	8,138
Tennessee	10	95	90	------	195	------	------	(1)	------	------	(1)	15,695
Texas	4	252	816	------	1,072	------	------	(1)	------	------	(1)	35,459
Utah	2	------	8	35	45	------	------	46	------	------	21	4,230
Vermont	5	0	5	97	107	------	------	72	[2] 20	[2] 86	[2] 106	3,016
Virginia	14	89	20	------	123	------	------	------	------	------	------	16,490
Washington	10	45	275	110	440	------	------	150	------	------	804	10,530
West Virginia	4	55	46	58	163	184	125	309	280	------	280	12,449
Wisconsin	15	72	94	------	181	------	------	256	223	400	623	18,379
Wyoming	5	21	76	------	102	44	3	47	81	27	108	2,896
Outlying possessions												
Alaska	1	------	------	------	1	------	------	0	------	------	0	192
American Somoa	------	------	------	------	2	------	1	1	4	------	4	46
Canal Zone	1	------	------	------	1	3	1	4	3	2	5	121
Guam	1	------	------	------	1	------	1	1	16	1	17	98
Hawaii	2	------	------	6	8	------	------	93	------	------	71	1,746
Philippine Islands	6	------	------	55	61	643	------	643	1,008	84	1,092	26,743
Porto Rico	13	------	------	76	89	------	------	------	117	------	117	4,678
Virgin Islands	3	------	------	------	3	------	------	------	1	------	1	111

[1] Included with teachers.
[2] Estimated.
[3] Included in column 4.
[4] Not including 581 part-time supervisors and teachers.
[5] Figures for 1922.
[6] Cities and villages only.

TABLE 11.—*Number and sex of teachers employed, not including superintendents, supervisors, and principals, when separately reported, 1923–24*

State	Elementary [1]			Secondary [2]			Total			Total number of teaching positions
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11
Continental U. S.	76,816	540,262	617,078	51,915	92,315	144,230	128,731	632,577	761,308	748,309
Alabama	2,024	10,819	12,843	949	1,233	2,182	2,973	12,052	15,025	14,698
Arizona	253	1,998	2,251	191	339	530	444	2,337	2,781	2,373
Arkansas	3,566	7,340	10,906	539	647	1,186	4,105	7,987	12,092	11,408
California	765	17,687	18,452	3,083	5,886	8,969	3,848	23,573	27,421	27,421
Colorado	436	6,736	7,172	1,018	748	1,766	1,454	7,484	8,938	8,938
Connecticut	95	6,530	6,625	586	1,077	1,663	681	7,607	8,288	8,288
Delaware	73	1,037	1,110	85	170	255	158	1,207	1,365	1,323
Dist. Columbia	131	1,865	1,996	184	358	542	315	2,223	2,538	2,493
Florida	1,106	6,403	7,509	227	576	803	1,333	6,979	8,312	7,836
Georgia	1,648	13,476	15,124	1,209	1,354	2,563	2,857	14,830	17,687	17,687
Idaho	417	2,865	3,312	432	508	940	879	3,373	4,252	4,249
Illinois	3,963	29,785	33,748	3,494	5,623	9,117	7,457	35,408	42,865	42,865
Indiana	3,223	10,748	13,971	2,157	2,846	5,003	5,380	13,594	18,974	18,548
Iowa	412	18,084	18,496	2,359	5,078	7,437	2,771	23,162	25,933	25,813
Kansas	1,612	12,523	14,135	1,533	2,518	4,051	3,145	15,041	18,186	18,186
Kentucky [3]	3,261	9,662	12,923	790	943	1,733	4,051	10,605	14,656	12,455
Louisiana	[3] 1,286	[3] 8,073	9,359	[3] 322	[3] 1,073	1,395	1,608	9,146	10,754	10,754
Maine [3]	309	5,205	5,514	479	851	1,330	788	6,056	6,844	6,172
Maryland	553	6,063	6,616	533	793	1,326	1,086	6,856	7,942	7,430
Massachusetts	799	16,670	17,469	2,065	3,545	5,610	2,864	20,215	23,079	23,079
Michigan	[3] 3,857	[3] 21,033	24,890	[3] 428	[3] 2,600	3,028	4,285	23,633	27,918	27,000
Minnesota	[3] 1,062	[3] 14,198	15,260	[3] 544	[3] 4,214	4,758	1,606	18,412	20,018	20,018
Mississippi	3,521	9,886	13,407	406	795	1,201	3,927	10,681	14,608	14,608
Missouri [3]	4,179	16,105	20,284	650	2,505	3,155	4,829	18,610	23,439	23,439
Montana	367	4,895	5,262	386	709	1,095	753	5,604	6,357	5,699
Nebraska	[3] 427	[3] 11,483	11,910	[3] 1,098	[3] 1,276	2,374	1,525	12,759	14,284	14,034
Nevada	37	574	611	58	125	183	95	699	794	774
New Hampshire	251	2,167	2,418	216	394	610	467	2,561	3,028	2,863
New Jersey	893	15,759	16,652	1,198	2,242	3,440	2,091	18,001	20,092	19,902
New Mexico	468	1,917	2,385	125	308	433	593	2,225	2,818	2,818
New York	[3] 4,056	[3] 48,204	[3] 52,260	[3] 3,187	[3] 8,045	[3] 11,232	7,243	56,249	63,492	63,492
North Carolina	[3] 3,120	[3] 16,940	[3] 20,060	[3] 550	[3] 892	[3] 1,442	3,670	17,832	21,502	21,434
North Dakota	[3] 1,054	[3] 6,885	[3] 7,939	[3] 395	[3] 494	[3] 889	1,449	7,379	8,828	8,264
Ohio	3,991	24,968	28,959	3,869	5,796	9,665	7,860	30,764	38,624	37,841
Oklahoma	2,513	11,735	14,248	1,841	2,213	3,996	4,354	13,948	18,302	18,033
Oregon	514	5,044	5,558	627	1,007	1,634	1,141	6,051	7,192	7,192
Pennsylvania	5,285	35,602	40,887	3,943	5,431	9,374	9,228	41,033	50,261	50,261
Rhode Island	96	2,744	2,840	174	378	552	270	3,122	3,392	3,071
South Carolina	1,507	8,581	10,088	100	902	1,002	1,607	9,483	11,090	11,090
South Dakota	645	6,401	7,046	533	815	1,348	1,178	7,216	8,394	8,138
Tennessee	2,824	11,049	13,873	797	1,677	2,474	3,621	12,726	16,347	15,695
Texas	[3] 3,033	[3] 22,084	[3] 25,117	[3] 4,365	[3] 5,977	[3] 10,342	7,398	28,061	35,459	35,459
Utah	752	2,620	3,372	427	364	791	1,179	2,984	4,163	4,163
Vermont	87	2,318	2,405	176	396	572	263	2,714	2,977	2,838
Virginia	1,095	12,417	13,512	923	2,055	2,978	2,018	14,472	16,490	16,490
Washington	403	6,904	7,307	746	1,523	2,269	1,149	8,427	9,576	9,576
West Virginia	3,702	8,433	12,135	623	905	1,528	4,325	9,338	13,663	11,860
Wisconsin	901	13,610	14,511	1,161	1,828	2,989	2,062	15,438	17,500	17,500
Wyoming	214	2,137	2,351	134	283	417	348	2,420	2,768	2,741
Outlying possessions										
Alaska	7	141	148	19	25	44	26	166	192	192
American Samoa	28	9	37				28	9	37	41
Canal Zone	38	63	101	4	13	17	42	76	118	112
Guam	37	41	78	1	1	2	38	42	80	80
Hawaii	124	1,265	1,389	65	167	232	189	1,432	1,621	1,582
Philippine Islands	14,129	9,955	24,084	589	335	924	14,718	10,290	25,008	25,008
Porto Rico	[3] 1,306	[3] 3,155	[3] 4,461	[3] 99	[3] 165	[3] 264	1,405	3,320	4,725	4,561
Virgin Islands	35	72	107	2	1	3	37	73	110	110

[1] Includes kindergarten teachers.
[2] Includes teachers in local normal and vocational schools.
[3] Distribution estimated.

TABLE 12.—*Salaries of teachers and percentage of men teachers*

State	Average annual salaries of teachers, supervisors, and principals, 1923–24	Percentage of men teachers						
		1870–71[1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1923–24
1	2	3	4	5	6	7	8	9
Continental United States	$1,227	41.0	42.8	34.5	29.9	21.1	14.1	16.9
Alabama	635	66.8	63.8	62.9	30.1	35.0	20.3	19.8
Arizona	1,523	-------	47.5	38.8	27.3	17.0	10.8	16.0
Arkansas	595	75.6	78.4	68.5	59.7	47.0	31.2	34.0
California	1,820	40.0	33.6	21.4	17.8	13.8	12.2	14.0
Colorado	1,279	48.8	36.4	26.2	20.9	15.6	9.2	16.3
Connecticut	1,508	22.1	[1] 22.8	[1] 13.4	[1] 9.0	6.2	7.3	8.2
Delaware	1,272	29.9	46.6	[1] 31.0	25.3	13.7	10.8	11.6
District of Columbia	1,727	8.2	7.8	13.0	13.1	11.5	11.9	12.4
Florida	698	65.7	61.6	48.0	36.9	25.7	15.8	16.0
Georgia	577	71.4	[1] 65.2	53.3	44.0	24.4	13.1	16.2
Idaho	1,154	64.3	57.4	[1] 33.4	31.2	25.5	14.8	20.7
Illinois	1,490	43.5	39.7	32.5	26.4	18.5	15.0	17.4
Indiana	1,422	60.5	57.5	51.1	46.2	35.7	16.9	28.4
Iowa	1,061	39.0	33.6	20.6	17.2	9.8	8.2	10.7
Kansas	1,087	47.2	45.1	40.8	32.7	18.0	12.1	17.3
Kentucky	876	66.0	64.6	49.8	45.5	41.7	21.0	27.6
Louisiana	890	50.9	46.1	44.7	47.9	21.4	13.7	15.0
Maine	832	24.4	[1] 27.2	[1] 16.0	[1] 16.4	11.2	8.5	11.5
Maryland	1,324	45.0	42.6	27.8	21.7	17.1	11.5	13.7
Massachusetts	1,637	12.7	13.2	9.8	8.8	9.1	8.6	12.4
Michigan	1,327	26.3	29.2	22.3	20.3	14.0	11.5	15.4
Minnesota	1,277	33.7	35.9	23.9	19.4	12.0	8.8	8.0
Mississippi	456	60.8	61.2	49.6	44.2	31.0	22.0	26.9
Missouri	1,033	65.3	58.1	44.4	37.6	26.4	16.2	20.6
Montana	1,096	60.3	38.5	22.9	16.6	12.0	10.7	11.9
Nebraska	1,027	51.9	40.7	27.1	21.8	11.9	7.3	10.7
Nevada	1,369	32.4	46.7	16.3	11.1	10.8	9.0	12.0
New Hampshire	1,063	15.0	16.8	9.8	8.9	7.1	8.3	15.4
New Jersey	1,786	32.5	28.5	18.4	12.9	12.3	10.5	10.4
New Mexico	992	91.7	78.0	[1] 62.2	[1] 55.2	34.4	20.6	21.0
New York	1,942	22.9	26.0	16.9	14.9	11.7	10.3	11.4
North Carolina	715	73.2	[1] 71.3	59.1	49.4	28.5	15.8	17.1
North Dakota	875	24.7	[1] 40.8	28.3	28.8	17.4	12.3	16.4
Ohio	1,362	43.2	47.8	43.1	40.4	31.1	18.0	20.4
Oklahoma	1,014	-------	-------	-------	42.8	26.2	18.9	23.8
Oregon	1,221	51.7	48.3	43.3	28.4	19.4	12.8	15.9
Pennsylvania	1,395	42.8	45.5	34.2	32.0	22.6	16.3	18.4
Rhode Island	1,459	20.4	20.2	12.6	9.5	8.9	7.8	8.0
South Carolina	676	62.4	59.5	49.6	[1] 43.5	23.1	14.7	11.5
South Dakota	946	[2]	[2]	29.0	24.4	16.6	10.5	14.0
Tennessee	690	75.0	74.4	61.8	[1] 54.0	37.0	22.4	22.2
Texas	788	77.3	[1] 75.0	61.1	48.9	30.8	18.0	20.9
Utah	1,208	55.0	54.5	46.6	36.5	26.6	24.9	28.3
Vermont	846	16.5	16.8	12.0	13.6	8.9	3.7	8.8
Virginia	743	64.5	61.8	41.5	31.5	19.9	10.9	12.2
Washington	1,448	46.5	37.4	40.6	28.9	20.0	13.9	12.0
West Virginia	1,119	79.0	75.2	63.4	57.9	48.0	28.7	31.7
Wisconsin	1,376	28.8	28.9	19.8	18.4	11.8	8.9	11.8
Wyoming	1,105	28.6	44.3	22.4	15.6	12.8	11.0	12.6
Outlying possessions								
Alaska	1,727	-------	-------	-------	-------	-------	11.0	13.5
American Samoa	267	-------	-------	-------	-------	-------	-------	75.7
Canal Zone	1,423	-------	-------	-------	-------	-------	31.4	35.6
Guam	287	-------	-------	-------	-------	-------	-------	47.5
Hawaii	1,491	-------	-------	-------	-------	-------	11.1	11.7
Philippine Islands	-------	-------	-------	-------	-------	-------	60.6	58.9
Porto Rico	852	-------	-------	-------	-------	-------	27.8	29.7
Virgin Islands	581	-------	-------	-------	-------	-------	-------	33.6

[1] Estimated.

[2] Included in North Dakota

TABLE 13.—*Schools and school buildings, 1923–24*

State	Consolidated schools		One-room schoolhouses used	School buildings used		
	Established this year	Total number		For elementary schools	For secondary schools exclusively	Total
1	2	3	4	5	6	7
Continental United States	1,053	14,134	157,034	[1] 155,206	[1] 4,758	263,280
Alabama	49	455	3,365	6,320	107	6,427
Arizona	12	36	235	----	----	[2] 525
Arkansas	----	[3] 170	[3] 3,800	6,520	102	6,622
California	[4] 7	[4] 149	1,765	5,068	332	5,400
Colorado	----	166	1,779	2,604	88	2,692
Connecticut	----	----	603	1,411	57	1,468
Delaware	2	14	267	415	5	420
District of Columbia	----	----	----	144	13	157
Florida	----	151	945	2,417	15	2,432
Georgia	212	510	4,350	----	----	8,033
Idaho	1	46	1,001	1,665	42	1,707
Illinois	----	123	10,085	----	----	14,022
Indiana	138	1,024	3,452	7,136	99	7,235
Iowa	----	388	9,558	----	----	11,885
Kansas	9	172	7,278	----	----	9,326
Kentucky	40	344	6,122	6,929	659	7,588
Louisiana	----	[3] 391	1,681	----	----	3,465
Maine	----	[3] 38	2,142	2,770	95	2,865
Maryland	----	----	1,450	2,432	24	2,456
Massachusetts	----	----	755	2,774	[2] 210	2,984
Michigan	----	[2] 250	6,558	----	----	8,700
Minnesota	13	379	7,520	9,129	75	9,204
Mississippi	----	1,200	800	----	----	6,000
Missouri	15	226	----	----	----	10,092
Montana	6	98	2,481	3,510	51	3,561
Nebraska	----	98	6,492	7,224	210	7,434
Nevada	----	10	253	348	15	363
New Hampshire	1	21	701	1,077	29	1,106
New Jersey	4	274	579	2,106	104	2,210
New Mexico	----	----	832	1,358	28	1,386
New York	29	433	8,433	----	----	11,828
North Carolina	200	691	2,989	----	----	7,360
North Dakota	17	472	4,293	5,077	21	5,098
Ohio	----	1,736	5,631	8,839	881	9,720
Oklahoma	5	440	3,647	6,187	74	6,261
Oregon	8	60	1,648	2,665	118	2,783
Pennsylvania	38	423	8,219	13,493	382	13,875
Rhode Island	1	5	107	495	13	508
South Carolina	36	342	2,561	4,468	126	4,594
South Dakota	----	125	4,630	----	----	5,319
Tennessee	80	632	4,026	----	----	6,685
Texas	75	788	5,048	12,121	157	12,278
Utah	----	----	86	664	46	710
Vermont	----	[3] 59	1,126	1,419	24	[2] 1,443
Virginia	----	625	3,440	6,388	21	6,409
Washington	26	337	1,614	2,987	129	3,116
West Virginia	29	204	5,045	7,557	238	7,795
Wisconsin	----	74	6,472	8,137	140	8,277
Wyoming	----	53	1,170	1,352	28	1,380
Outlying possessions						
Alaska	----	----	53	77	0	77
American Samoa	1	3	38	42	0	42
Canal Zone	----	----	----	20	0	20
Guam	----	----	4	20	0	20
Hawaii	1	1	22	587	29	616
Philippine Islands	----	----	2,100	6,358	40	6,398
Porto Rico	300	300	403	2,424	17	2,441
Virgin Islands	----	----	0	22	0	22

[1] Total for 36 States.
[2] Estimated.
[3] Figures for 1922.
[4] Number of consolidated districts, elementary.

TABLE 14.—*Value of public property used for school purposes, 1923–24*

State	Value of sites and buildings	Value of equipment (furniture, apparatus, libraries, etc.).	Value of all property used for school purposes	Average value of school property per pupil enrolled
1	2	3	4	5
Total for States reporting	$2,783,980,933	$279,288,113	$3,744,780,714	$154
Alabama	29,118,387	3,479,914	32,598,301	54
Arizona [1]			12,131,560	164
Arkansas	21,322,635	2,919,722	24,242,357	48
California	208,100,047	26,524,533	234,624,580	230
Colorado	38,656,938	4,443,883	43,100,821	174
Connecticut			65,175,224	226
Delaware			5,820,641	150
District of Columbia			[2] 15,242,000	212
Florida	22,176,541	2,573,543	24,750,084	93
Georgia	25,038,391	4,235,214	29,273,605	39
Idaho	17,116,672	2,567,020	19,683,692	168
Illinois	239,546,075	20,412,791	259,958,866	198
Indiana	103,398,556	6,700,740	110,099,296	177
Iowa	97,383,457	5,876,649	103,260,106	194
Kansas			72,348,432	170
Kentucky			36,110,583	64
Louisiana	29,329,512	3,452,114	32,781,626	84
Maine	23,473,844	2,449,621	25,923,465	176
Maryland			28,264,507	110
Massachusetts	134,331,588	10,692,263	145,023,851	197
Michigan			191,422,457	233
Minnesota			127,702,557	235
Mississippi			[3] 21,793,087	39
Missouri	91,769,066	8,671,070	100,440,136	138
Montana	24,361,794	3,442,456	27,804,250	236
Nebraska	55,460,529	6,180,659	61,641,188	189
Nevada	3,717,219	621,459	4,338,678	272
New Hampshire	12,581,390	1,734,590	14,315,980	193
New Jersey	159,019,578	11,528,271	170,547,849	257
New Mexico	8,015,692	1,058,987	9,074,679	103
New York	431,005,799	28,808,280	459,814,079	238
North Carolina			59,768,005	75
North Dakota			37,111,668	212
Ohio	155,185,200	15,898,052	171,083,252	143
Oklahoma	60,432,481	11,995,612	72,428,093	111
Oregon	31,036,834	4,037,468	35,074,302	200
Pennsylvania	301,114,270	30,070,974	331,185,244	184
Rhode Island	16,950,144	1,684,275	18,634,419	176
South Carolina	26,197,122	2,271,710	28,468,832	61
South Dakota	27,662,669	3,376,641	31,039,310	191
Tennessee	29,827,202	2,971,740	32,798,942	50
Texas	98,717,228	15,606,602	114,323,830	96
Utah	18,982,546	2,532,671	21,515,217	165
Vermont			8,620,947	134
Virginia	40,888,192	3,795,547	44,683,739	80
Washington	54,249,462	7,151,411	61,400,873	194
West Virginia	43,454,488	4,894,259	48,348,747	121
Wisconsin	95,833,635	12,981,625	108,815,260	203
Wyoming	8,525,750	1,645,747	10,171,497	197
Outlying possessions				
Alaska	600,000	75,000	675,000	170
American Samoa	61,000	9,000	70,000	469
Canal Zone			550,000	137
Guam	110,000	8,000	118,000	44
Hawaii	4,833,439	553,313	5,386,752	106
Philippine Islands			15,950,063	14
Porto Rico	6,000,000	2,000,000	8,000,000	38
Virgin Islands			125,250	40

[1] Estimated. [2] Figures for 1922. [3] Figures for 1923.

TABLE 15.—*Permanent school funds and school lands, 1923–24*

State	Permanent school funds				Unsold school lands	
	State	County	Local	Total	Number of acres	Value
1	2	3	4	5	6	7
Continental United States				$430, 680, 172	40, 611, 422	$454, 834, 704
Total for States reporting distribution	$344, 103, 522	$22, 985, 809	$34, 320, 654			
Alabama	3, 115, 854		14, 587	3, 130, 441	130, 000	2, 000, 900
Arizona	964, 736			964, 736	7, 298, 324	21, 894, 730
Arkansas	119, 058			119, 058	[1] 96, 300	[1] 150, 000
California	9, 252, 499			9, 252, 499	790, 179	1, 500, 000
Colorado				[1] 7, 235, 269	[1] 2,735, 354	[1] 41, 030, 310
Connecticut	2, 022, 892		975, 886	2, 998, 778	0	0
Delaware	944, 407		60, 000	1, 004, 407	0	0
Florida				2, 352, 543	201, 918	
Georgia			[1] 35, 000	[1] 35, 000	0	0
Idaho	9, 164, 188			9, 164, 188	2, 469, 357	24, 693, 557
Illinois	948, 955		7, 441, 924	8, 390, 879	[2] 2, 403	[3] 12, 948, 180
Indiana	12, 455, 967		2, 461, 631	14, 917, 598		
Iowa				4, 800, 000	0	0
Kansas	10, 404, 982			10, 404, 982	0	0
Kentucky [1]	2, 013, 536		381, 900	2, 395, 436	0	0
Louisiana			[1] 2, 540, 000	[1] 2, 540, 000	118, 252	1, 791, 775
Maine	545, 878		592, 575	1, 138, 453	0	0
Maryland	[1] 231, 448			[1] 231, 448	0	0
Massachusetts	5, 000, 000			5, 000, 000	0	0
Michigan	5, 500, 000			5, 500, 000		
Minnesota	44, 106, 999			44, 106, 999	600, 000	[4] 85, 000, 000
Mississippi				4, 704, 480	([5])	
Missouri		9, 860, 764	2, 539, 197	12, 399, 961	0	0
Montana	17, 567, 882			17, 567, 882	4, 600, 000	46, 000, 000
Nebraska				10, 177, 895	1, 588, 479	22, 226, 414
Nevada	2, 881, 413			2, 881, 413	28, 300	30, 000
New Hampshire	59, 723		554, 629	614, 352	0	0
New Jersey	11, 737, 768		708, 574	12, 446, 342	([6])	2, 350, 000
New Mexico	1, 100, 233			1, 100, 233	8, 711, 324	34, 845, 296
New York	[1] 9, 371, 863			[1] 9, 371, 863	0	0
North Carolina	1, 186, 106			1, 186, 106		
North Dakota	19, 912, 155			19, 912, 155	1, 405, 582	23, 894, 893
Ohio	4, 110, 200			4, 110, 200	8, 993	438, 631
Oklahoma	24, 401, 114			24, 401, 114	300, 000	5, 208, 000
Oregon	422, 788			422, 788		
Pennsylvania	837, 789			837, 789	0	0
Rhode Island	275, 969			275, 969	0	0
South Carolina	63, 511			63, 511	0	0
South Dakota [1]	24, 137, 505	0	0	24, 137, 505	2, 137, 053	74, 796, 855
Tennessee	2, 512, 500			2, 512, 500	0	0
Texas	70, 696, 830	9, 700, 000		80, 396, 830	300, 000	600, 000
Utah	4, 872, 254			4, 872, 254	2, 500, 000	6, 250, 000
Vermont	[1] 1, 365, 947		[1] 510, 000	[1] 1, 875, 947	[7] 47, 220	[7] 1, 770, 000
Virginia	5, 546, 766	3, 425, 045	15, 504, 751	24, 476, 562	0	0
Washington	18, 665, 232			18, 665, 232	1, 450, 272	14, 502, 720
West Virginia	1, 000, 000			1, 000, 000	0	0
Wisconsin [1]	3, 631, 202			3, 631, 202	12, 802	120, 000
Wyoming	10, 955, 373			10, 955, 373	3, 079, 310	30, 793, 100
Outlying possession						
Guam	30, 000			30, 000		

[1] Figures for 1922.
[2] 37 city lots additional.
[3] Chiefly in Chicago real estate.
[4] Includes estimates of royalties on iron ore of approximately $80,000,000.
[5] Acreage undetermined.
[6] Riparian lands.
[7] Estimated.

TABLE 16.—*Indebtedness, sinking funds, and payments on indebtedness, 1923–24*

State	School bonds outstanding and other forms of debt	Total amount in school sinking funds	Bonds and other indebtedness paid	Transfers to sinking funds	Interest paid on indebtedness	Refunds
1	2	3	4	5	6	7
Continental United States	$1,466,621,583	$82,839,791	$90,055,335	$8,908,508	$58,962,573	$3,143,386
Alabama	7,986,097	----------	214,613	----------	222,961	30,901
Arizona	9,653,098	2,258,843	338,217	----------	469,737	----------
Arkansas	9,396,650	----------	285,594	----------	----------	(1)
California	142,792,075	----------	4,969,063	----------	5,125,623	----------
Colorado	26,973,013	----------	429,182	----------	1,260,003	----------
Connecticut	----------	----------	1,069,682	353,949	757,638	----------
Delaware	1,211,178	[2] 6,000,000	50,995	----------	54,354	2,716
Florida	[2] 20,052,561	----------	----------	----------	1,212,001	----------
Georgia	18,732,791	----------	----------	----------	260,604	----------
Idaho	11,800,713	773,803	1,553,267	747,643	812,662	24,948
Illinois	74,795,774	----------	2,531,863	----------	3,323,931	----------
Indiana	5,889,390	----------	----------	----------	2,449,304	----------
Iowa	53,639,618	0	----------	----------	----------	----------
Kentucky	----------	----------	4,335,595	----------	(1)	(1)
Louisiana	----------	----------	655,253	----------	951,496	273,511
Maine	----------	----------	49,659	----------	312,740	----------
Maryland	13,560,712	----------	631,182	----------	657,082	----------
Michigan	110,344,455	----------	15,659,689	----------	----------	----------
Minnesota	72,490,179	11,058,856	3,923,861	----------	(1)	----------
Mississippi	9,038,360	----------	----------	----------	169,900	----------
Missouri	[3] 26,311,628	----------	----------	----------	----------	----------
Montana	12,952,940	1,346,865	623,884	72,737	703,999	17,286
Nebraska	30,704,103	1,083,208	488,081	----------	1,140,955	34,977
Nevada	1,232,792	131,398	207,684	(1)	(1)	(1)
New Hampshire	3,540,964	17,166	420,936	----------	190,277	----------
New Jersey	116,919,064	10,681,942	3,852,018	767,360	4,887,795	----------
New Mexico	6,257,934	251,132	495,452	111,056	328,423	----------
New York	109,820,814	[4] 53,451	7,870,168	53,451	4,382,768	175,059
North Carolina	[5] 1,000,000	----------	830,727	322,486	1,195,075	2,348,288
North Dakota	18,616,170	2,839,535	3,269,446	1,303,408	699,731	----------
Ohio	203,492,452	11,407,567	9,745,850	----------	12,209,547	----------
Oklahoma	32,576,718	4,538,077	1,741,686	----------	2,431,238	----------
Oregon	12,408,979	----------	2,862,760	----------	372,478	----------
Pennsylvania	152,362,813	13,769,520	10,005,542	4,384,826	4,958,557	235,700
Rhode Island	6,030,167	----------	----------	----------	----------	----------
South Carolina	[3] 4,147,835	[4] 331,691	----------	331,691	557,776	----------
South Dakota	19,711,992	1,262,474	2,414,298	----------	1,069,182	----------
Tennessee	[3] 4,229,000	----------	986,372	----------	----------	----------
Texas	[3] 36,330,603	5,885,513	1,350,281	459,901	2,394,030	----------
Utah	11,670,572	509,562	420,669	----------	602,377	----------
Vermont	1,348,348	[3] 90,000	242,619	----------	(1)	----------
Virginia	----------	----------	2,571,980	----------	----------	----------
Washington	27,355,762	2,175,077	2,020,738	----------	1,534,644	----------
West Virginia	12,967,400	1,262,606	717,300	----------	583,515	----------
Wisconsin	21,063,246	5,111,505	219,129	----------	605,604	----------
Wyoming	5,212,623	----------	----------	----------	74,566	----------

[1] Included in column 4.
[2] For districts only.
[3] Figures for 1922.
[4] Transfers only.
[5] State bonds only.

TABLE 17.—*Receipts from permanent school funds and leases of school lands, 1923–24*

State	Receipts from—		Total receipts from permanent funds and leases of school lands			
	Permanent funds	Leases of school lands	State	County	Local	Total, including undistributed items
1	2	3	4	5	6	7
United States	$20,465,091	$4,201,184	$21,401,654	$902,665	$1,979,987	$24,666,275
Alabama	173,569		173,569			173,569
Arizona	114,825	163,574	278,399			278,399
Arkansas	65,725	[1]	65,725			65,725
California	464,746		464,746			464,746
Colorado	855,594		855,594			855,594
Connecticut	203,702	0	123,282		80,420	203,702
Delaware	45,149	0	[2] 42,452		[2] 2,697	45,149
Florida	105,839		105,839			105,839
Georgia		0				0
Idaho	611,115	152,489	763,604			763,604
Illinois	439,818	1,147,153	56,756		1,530,215	1,586,971
Indiana	381,969					381,969
Iowa [3]						
Kansas	516,363	0	516,363			516,363
Kentucky	[4]	0				[4]
Louisiana	101,625	42,828		42,828	101,625	144,453
Maine	64,522	0	32,752		31,770	64,522
Maryland		0				
Massachusetts	309,163	0	309,163			309,163
Michigan	350,000		350,000			350,000
Minnesota	1,741,261		1,741,261			1,741,261
Mississippi		235,224	73,330		161,894	235,224
Missouri						
Montana	613,959	295,133	909,092			909,092
Nebraska	[2] 687,777	[2] 386,875	1,074,652			1,074,652
Nevada	131,360	34,613	165,973			165,973
New Hampshire	29,152	0	2,389		26,763	29,152
New Jersey	477,650		450,000	27,650		477,650
New Mexico	32,705	488,597	521,302			521,302
North Carolina	44,504	13,821	58,325			58,325
North Dakota	2,168,498	296,000	2,464,498			2,464,498
Ohio	247,403	15,000	247,403		15,000	262,403
Oklahoma	1,262,421	662,254	1,924,675			1,924,675
Oregon	422,788		422,788			422,788
Pennsylvania	28,070	0	28,070			28,070
Rhode Island	29,120	0	11,985		17,135	29,120
South Carolina	3,262	0	3,262			3,262
South Dakota	1,730,550	[1]	1,730,550			1,730,550
Tennessee	150,750		150,750			150,750
Texas	3,674,757		2,842,570	832,187		3,674,757
Utah	286,521	[1]	286,521			286,521
Vermont	63,209	12,468	63,209		12,468	75,677
Virginia	169,311	0	169,311			169,311
Washington	784,086	255,155	1,039,241			1,039,241
West Virginia	71,085	0	71,085			71,085
Wisconsin	97,593		97,593			97,593
Wyoming	713,575	[1]	713,575			713,575

[1] Included in column 2.
[2] Distribution estimated.
[3] Included in column 10, Table 20, total revenue receipts.
[4] Included in Table 18, with receipts from taxation and appropriation.

TABLE 18.—*Income from appropriation and taxation, 1923–24*

State	State	County	Local	Total, including undistributed items
1	2	3	4	5
Continental United States	$237,659,875	$149,497,649	$1,073,607,847	$1,518,382,688
Alabama	4,734,412	4,038,551	2,538,140	11,311,103
Arizona	1,406,525	2,295,160	3,198,577	6,900,262
Arkansas	2,673,035	----------	6,165,376	8,838,411
California	18,650,356	28,239,215	38,013,779	84,903,350
Colorado	146,000	4,838,332	13,312,225	18,296,557
Connecticut	1,563,608	----------	20,664,317	22,227,925
Delaware	2,175,726	----------	637,872	2,813,598
District of Columbia	[1] 3,035,861	----------	4,588,791	7,624,652
Florida	406,346	4,478,875	3,867,890	8,753,111
Georgia	4,257,052	3,552,479	4,401,800	12,211,331
Idaho	81,994	2,397,452	5,956,228	8,435,674
Illinois	8,081,390	186,799	99,451,323	107,719,512
Indiana	----------	----------	----------	53,969,386
Iowa	2,006,419	----------	41,071,028	43,077,447
Kansas	168,750	[2]	40,778,659	40,947,409
Kentucky	5,272,032	4,391,276	6,602,537	16,265,845
Louisiana	4,195,129	11,030,990	365,205	15,591,324
Maine	2,638,786	----------	6,847,566	9,486,352
Maryland	3,281,564	4,421,654	7,278,996	14,982,214
Massachusetts	6,282,735	----------	61,494,887	67,777,622
Michigan	11,734,349	----------	50,922,643	62,656,992
Minnesota	8,154,193	----------	35,517,443	43,671,636
Mississippi	3,680,000	2,011,306	3,743,817	9,435,123
Missouri	4,185,137	226,746	42,081,992	46,493,875
Montana	118,133	4,356,897	5,913,376	10,388,406
Nebraska	276,466	----------	19,747,571	20,024,037
Nevada	245,965	1,058,896	395,014	1,699,875
New Hampshire	690,755	----------	5,233,131	5,923,886
New Jersey	14,646,824	230,935	50,357,427	65,235,186
New Mexico	50,300	----------	----------	3,698,231
New York	39,788,788	----------	139,177,453	178,966,241
North Carolina	1,535,259	15,462,315	6,009,365	23,006,939
North Dakota	4,262,478	[3] 966,141	[3] 12,000,000	17,228,619
Ohio	3,323,012	27,066,371	67,889,538	98,278,921
Oklahoma	650,000	3,209,501	19,169,281	23,028,782
Oregon	2,060,136	2,933,763	8,018,830	13,012,729
Pennsylvania	26,044,267	----------	105,866,861	131,911,128
Rhode Island	391,007	----------	7,272,450	7,663,457
South Carolina	2,842,202	1,541,765	5,974,175	10,358,142
South Dakota	218,880	258,107	13,571,836	14,048,823
Tennessee	3,591,860	8,319,079	2,821,508	14,732,447
Texas	16,228,480	----------	17,149,944	33,378,424
Utah	3,312,664	----------	5,588,839	8,901,503
Vermont	556,440	----------	3,586,748	4,143,188
Virginia	5,257,826	3,201,919	8,251,290	16,711,035
Washington	6,358,627	3,929,357	15,803,147	26,091,131
West Virginia	1,699,310	----------	20,056,527	21,755,837
Wisconsin	3,495,655	4,111,160	31,489,661	39,096,476
Wyoming	1,203,142	742,608	2,762,784	4,708,534
Outlying possessions				
American Samoa	----------	----------	----------	15,196
Canal Zone	217,051	----------	----------	217,051
Guam	54,248	----------	----------	54,248
Hawaii	970,625	2,571,820	----------	3,542,445
Philippine Islands	7,325,434	1,231,816	2,360,534	10,917,784
Porto Rico	----------	----------	----------	4,472,344
Virgin Islands	----------	----------	----------	94,699

[1] Federal appropriation. [2] Included in column 4. [3] Distribution estimated.

TABLE 19.—*Income from Federal Government, from all other sources, and total revenue receipts, 1923–24*

State	Federal aid for vocational education	Receipts from other revenue sources than those designated in Tables 17 and 18				Total revenue receipts			
		State	County	Local	Total, including undistributed items	State [1]	County	Local	Grand total, including undistributed items
1	2	3	4	5	6	7	8	9	10
Continental United States	$3,985,814	$2,935,735	$4,705,795	$59,544,922	$71,403,048	$265,983,078	$155,106,109	$1,135,132,756	$1,618,437,825
Alabama	112,761	44,916	990,348	691,031	1,726,295	5,065,658	5,028,899	3,229,171	13,323,728
Arizona	20,000	230,581	205,157	34,838	470,576	1,935,505	2,500,317	3,233,415	7,669,237
Arkansas	63,429	312		454,640	454,952	2,802,501		6,620,016	9,422,517
California	123,238			3,477,344	3,477,344	19,238,340	28,239,215	41,491,123	88,968,678
Colorado	35,419			3,305,705	3,305,705	1,037,013	4,838,332	16,617,930	22,493,275
Connecticut	49,967			915,635	915,635	1,736,857		21,660,372	23,397,229
Delaware	17,525				44,804	2,235,703		640,569	2,921,076
District of Columbia				8,578	8,578	3,035,861		4,597,369	7,633,230
Florida	35,416			7,632	7,632	547,601	4,478,875	3,875,522	8,901,998
Georgia	110,488				612,975	4,367,540	3,552,479	4,401,800	12,934,794
Idaho	16,965			662,508	662,508	862,563	2,397,452	6,618,736	9,878,751
Illinois	244,481			695,836	695,836	8,382,627	186,799	101,677,374	110,246,800
Indiana	111,374				1,915,975	[2] 111,374			56,378,704
Iowa	70,529				1,508,406	2,076,948		41,071,028	44,656,382
Kansas	54,581		795,042		795,042	739,694	795,042	40,778,659	42,313,395
Kentucky	80,599					5,352,631	4,391,276	6,602,537	16,346,444
Louisiana	62,576			361,714	361,714	4,257,705	11,073,818	823,544	16,160,067
Maine	20,563			265,231	265,231	2,692,101		7,144,567	9,836,668
Maryland	42,830	20,774	93,831	27,007	141,612	3,345,168	4,515,485	7,306,003	15,166,656
Massachusetts	145,522			279,741	279,741	6,737,420		61,774,628	68,512,048
Michigan	136,198			6,824,294	6,824,294	12,220,547		57,746,937	69,967,484
Minnesota	90,543			4,328,698	4,328,698	9,985,997		39,846,141	49,832,138
Mississippi	60,586			688,131	688,131	3,813,916	2,011,306	4,593,842	10,419,064
Missouri	130,295					4,315,432	226,746	42,081,992	46,624,170
Montana	22,327			284,409	284,409	1,049,552	4,356,897	6,197,785	11,604,234

Nebraska	46,700			472,996	472,996	1,397,818		20,220,567	21,618,385
Nevada	10,315				45,272	422,253	1,058,896	395,014	1,921,435
New Hampshire	16,610	965		40,825	41,790	710,719		5,300,719	6,011,438
New Jersey	117,580		9,325	235,991	245,316	15,214,404	267,910	50,593,418	66,075,732
New Mexico	15,971				89,164	587,573			4,324,668
New York	388,767			8,184,208	8,184,208	40,177,555		147,361,661	187,539,216
North Carolina	97,058	111,433	612,279	236,614	960,326	1,802,075	16,074,594	6,245,979	24,122,648
North Dakota	23,863			1,012,846	1,012,846	6,750,839	966,141	13,012,846	20,729,826
Ohio	171,070			4,692,719	4,692,719	3,741,485	27,066,371	72,597,257	103,405,113
Oklahoma	71,252		15,427	1,232,986	1,248,413	2,645,927	3,224,928	20,402,267	26,273,122
Oregon	29,250			1,019,426	1,019,426	2,512,174	2,933,763	9,038,256	14,484,193
Pennsylvania	296,681			8,135,723	8,135,723	26,369,018		114,002,584	140,371,602
Rhode Island	27,606			75,725	75,725	430,598		7,365,310	7,795,908
South Carolina	62,576			1,199,765	1,199,765	2,908,040	1,541,765	7,173,940	11,623,745
South Dakota	25,452			1,318,220	1,318,220	1,974,882	258,107	14,890,056	17,123,045
Tennessee	89,873		1,984,386	80,264	2,064,650	3,832,483	10,303,465	2,901,772	17,037,720
Texas	162,465	1,977,855		4,076,223	6,054,078	21,211,370	832,187	21,226,167	43,269,724
Utah	20,000	38,228		161,969	200,197	3,657,413		5,750,808	9,408,221
Vermont	15,084			66,503	66,503	634,733		3,665,719	4,300,452
Virginia	84,404	72,176		1,558,736	1,630,912	5,583,717	3,201,919	9,810,026	18,595,662
Washington	50,537	227,139		841,251	1,068,390	7,675,544	3,929,357	16,644,398	28,249,299
West Virginia	43,426	211,356			211,356	2,025,177		20,056,527	22,081,704
Wisconsin	244,481			1,358,785	1,358,785	3,837,729	4,111,160	32,848,446	40,797,335
Wyoming	16,581			230,175	230,175	1,933,298	742,608	2,992,959	5,668,865
Outlying possessions									
American Samoa									15,196
Canal Zone		6,544			6,544	6,544			217,051
Guam		1,616			1,616	55,864			55,864
Hawaii						970,625	2,571,820		3,542,445
Philippine Islands				595,529	595,529		1,231,816	2,956,063	11,513,313
Porto Rico									4,472,344
Virgin Islands									94,699

[1] Includes Federal aid for vocational education, column 2.

[2] Federal aid only, State revenue included in column 10.

TABLE 20.—*Nonrevenue receipts, total of all receipts, and balance on hand, 1923–24*

State	Nonrevenue receipts				Total revenue and nonrevenue receipts, excluding balance on hand				Balance on hand from school year 1923–24
	From loans and bond sales	From sales of property and proceeds of insurance adjustments	Other nonrevenue receipts	Total	State	County	Local	Total, including undistributed items	
1	2	3	4	5	6	7	8	9	10
Continental United States	$305,314,829	$7,660,442	$27,115,776	$340,091,047	$271,072,166	$159,445,267	$1,405,546,290	$1,958,528,872	$488,854,303
Alabama	971,006	52,597	61,434	1,085,037	5,065,658	5,379,666	3,963,441	14,408,765	883,972
Arizona	759,524	49,824		809,348	1,935,505	2,500,317	4,042,763	8,478,585	3,462,515
Arkansas	536,395			536,395	2,802,501		7,156,411	9,958,912	2,066,590
California	22,982,976			22,982,976	19,238,340	28,239,215	64,474,099	111,951,654	35,616,584
Colorado					1,037,013	4,838,332	16,617,930	22,493,275	5,068,961
Connecticut	2,429,507		100,252	2,529,759	1,736,857		24,190,131	25,926,988	
Delaware	188,954	9,295	5,288	203,537	2,235,703		640,569	3,124,613	620,694
District of Columbia					3,035,861		4,597,369	7,633,230	340,955
Florida	3,828,217		1,010,259	4,838,476	547,601	4,478,875	3,875,522	13,740,474	3,238,916
Georgia	3,297,724			3,297,724	4,367,540	3,552,479	4,401,800	16,232,518	3,528,147
Idaho	845,006	13,969	69,636	928,611	862,563	2,397,452	7,547,347	10,807,362	226,534
Illinois	6,335,815	1,053,077	7,443,058	14,831,950	8,382,627	186,799	116,509,324	125,078,750	28,491,124
Indiana	12,742,513	934,671	2,318,381	15,995,565	111,374			72,374,269	27,253,566
Iowa		280,035		280,035	2,076,948		41,071,028	44,936,417	13,483,550
Kansas					739,694	795,042	40,778,659	42,313,395	
Kentucky	4,066,454		1,290,305	5,356,759	5,352,631	6,057,157	10,293,415	21,703,203	1,813,081
Louisiana	5,153,262	77,204	165,997	5,396,463	4,257,705	11,317,019	5,981,806	21,556,530	4,207,092
Maine		590,610		590,610	2,692,101		7,735,177	10,427,278	364,353
Maryland	6,064,235	55,640		6,119,875	3,345,168	5,604,644	12,336,719	21,286,531	974,284
Massachusetts					6,737,420		61,774,628	68,512,048	
Michigan	20,678,271		12,643,542	33,321,813	12,220,547		91,068,750	103,289,297	14,068,084
Minnesota	8,297,881	472,160		8,770,041	9,985,997		48,616,182	58,602,179	11,761,272
Mississippi					3,813,916	2,011,306	4,593,842	10,419,064	860,000
Missouri					4,315,432	226,746	42,031,992	46,624,170	16,407,480
Montana	708,407	14,635		723,042	1,049,552	4,356,897	6,920,827	12,327,276	2,323,427

Nebraska	2,540,384	196,207	130,006	2,866,597	1,397,818		23,087,164	24,484,982	6,385,303
Nevada	197,756			197,756	422,253	1,058,896	592,770	2,119,191	997,105
New Hampshire	287,820	11,544	65,976	365,340	711,419		5,665,359	6,376,778	253,344
New Jersey	13,621,790	654,404	149,987	14,426,181	15,214,404	267,910	65,019,599	80,501,913	14,415,839
New Mexico	124,716	31,352		156,068	587,573			4,480,736	1,023,679
New York	83,642,848			83,642,848	40,177,555		231,004,509	271,182,064	129,527,382
North Carolina	9,819,342		661,607	10,480,949	6,890,463	16,736,201	10,976,933	34,603,597	1,163,209
North Dakota	2,990,354			2,990,354	4,286,341	966,141	16,003,200	23,720,180	6,209,470
Ohio	24,796,036	1,448,938	461,558	26,706,532	3,741,485	27,066,371	72,597,257	130,111,645	70,544,453
Oklahoma	2,112,284	222,644	182,396	2,517,324	2,645,927	3,264,560	22,879,959	28,790,446	6,863,210
Oregon	3,541,387	108,772		3,650,159	2,512,174	2,933,763	12,688,415	18,134,352	3,494,455
Pennsylvania	29,715,169			29,715,169	26,369,018		143,717,753	170,086,771	22,959,051
Rhode Island	1,319,364			1,319,364	430,598		8,684,674	9,115,272	791,966
South Carolina	1,810,129			1,810,129	2,908,040	1,541,765	8,984,069	13,433,874	1,287,259
South Dakota	1,416,225	202,273		1,618,498	1,974,882	258,107	16,508,554	18,741,543	6,781,399
Tennessee	1,553,598	21,463		1,575,061	3,832,483	10,592,376	4,187,922	18,612,781	2,828,545
Texas	9,821,522	359,676		10,181,198	21,211,370	832,187	31,407,365	53,450,922	9,330,420
Utah	269,820	79,501	53,738	403,059	3,657,413		6,153,867	9,811,280	1,176,911
Vermont					634,733		3,665,719	4,300,452	
Virginia	4,692,143			4,692,143	5,583,717	3,201,919	14,502,169	23,287,805	1,465,173
Washington	1,721,391			1,721,391	7,675,544	3,929,357	18,365,789	29,970,690	5,618,586
West Virginia		143,091		143,091	2,025,177		20,199,618	22,224,795	3,151,101
Wisconsin	7,998,248	470,726	302,356	8,771,330	3,837,729	4,111,160	32,848,446	49,568,665	14,324,260
Wyoming	1,436,356	106,134		1,542,490	1,933,298	742,608	4,535,449	7,211,355	1,201,002
Outlying possessions									
Alaska								471,439	
American Samoa								15,196	
Canal Zone		520		520	7,064			217,571	
Hawaii					970,625	2,571,820		3,542,445	
Philippine Islands						1,231,816		11,513,313	62,045
Porto Rico								4,472,344	

TABLE 21.—*Percentage analysis of revenue receipts, 1923–24*

State	Total revenue receipts						Receipts from taxation and appropriation		
	Receiving and distributing body			Source of revenue					
	State	County	Local	Permanent school funds and leases of school lands	Taxation and appropriation	Other sources	State	County	Local
1	2	3	4	5	6	7	8	9	10
Continental U. S.	17.1	10.0	72.9	1.5	93.8	4.7	16.3	10.2	73.5
Alabama	38.0	37.8	24.2	1.3	84.9	13.8	41.9	35.7	22.4
Arizona	25.2	32.6	42.2	3.6	90.0	6.4	20.4	33.3	46.3
Arkansas	29.7	-------	70.3	.7	93.8	5.5	30.2	-------	69.8
California	21.6	31.7	46.7	.5	95.4	4.1	21.9	33.3	44.8
Colorado	4.6	21.5	73.9	3.8	81.3	14.9	.8	28.4	72.8
Connecticut	7.4	-------	92.6	.9	95.0	4.1	7.0	-------	93.0
Delaware [1]	77.7	-------	22.3	1.6	96.3	2.1	77.3	-------	22.7
Dist. Columbia	39.8	-------	60.2	-------	99.9	.1	39.8	-------	60.2
Florida	6.2	50.3	43.5	1.2	98.3	.5	4.6	51.2	44.2
Georgia [2]	35.5	28.8	35.7	-------	94.4	5.6	34.9	29.1	36.0
Idaho	8.7	24.3	67.0	7.7	85.4	6.9	1.0	28.4	70.6
Illinois	7.6	.2	92.2	1.4	97.7	.9	7.5	.2	92.3
Indiana [3]	(4)	(4)	(4)	.7	95.7	3.6	(4)	(4)	(4)
Iowa [5]	4.8	-------	95.2	-------	96.5	3.5	4.7	-------	95.3
Kansas	1.7	1.9	96.4	1.2	96.8	2.0	.4	-------	99.6
Kentucky	32.7	26.9	40.4	-------	99.5	.5	32.4	27.0	40.6
Louisiana	26.4	68.5	5.1	.9	96.5	2.6	26.9	70.8	2.3
Maine	27.4	-------	72.6	.7	96.4	2.9	27.8	-------	72.2
Maryland	22.0	29.8	48.2	-------	98.8	1.2	21.9	29.5	48.6
Massachusetts	9.8	-------	90.2	.5	98.9	.6	9.3	-------	90.7
Michigan	17.5	-------	82.5	.5	89.6	9.9	18.7	-------	81.3
Minnesota	20.0	-------	80.0	3.5	87.6	8.9	18.7	-------	81.3
Mississippi	36.6	19.3	44.1	2.2	90.6	7.2	39.0	21.3	39.7
Missouri	9.2	.5	90.3	(6)	99.7	.3	9.0	.5	90.5
Montana	9.0	37.6	53.4	7.8	89.5	2.7	1.1	42.0	56.9
Nebraska	6.5	-------	93.5	5.0	92.6	2.4	1.4	-------	98.6
Nevada [7]	22.5	56.4	21.1	8.6	88.5	2.9	14.5	62.3	23.2
New Hampshire	11.8	-------	88.2	.5	98.5	1.0	11.7	-------	88.3
New Jersey	23.0	.4	76.6	.7	98.7	.6	22.5	.3	77.2
New Mexico	(4)	(4)	(4)	12.1	85.5	2.4	(4)	(4)	(4)
New York	21.4	-------	78.6	-------	95.4	4.6	22.2	-------	77.8
North Carolina	7.5	66.6	25.9	.2	95.4	4.4	6.7	67.2	26.1
North Dakota	32.5	4.7	62.8	11.9	83.1	5.0	24.7	5.6	69.7
Ohio	3.6	26.2	70.2	.3	95.0	4.7	3.4	27.5	69.1
Oklahoma	10.1	12.3	77.6	7.3	87.7	5.0	2.8	13.9	83.3
Oregon	17.3	20.3	62.4	3.0	89.8	7.2	15.8	22.6	61.6
Pennsylvania	18.8	-------	81.2	.2	93.8	6.0	19.7	-------	80.3
Rhode Island	5.5	-------	94.5	.4	98.3	1.3	5.1	-------	94.9
South Carolina	25.0	13.3	61.7	.2	89.0	10.8	27.4	14.9	57.7
South Dakota	11.5	1.5	87.0	10.1	82.0	7.9	1.6	1.8	96.6
Tennessee	22.5	60.5	17.0	.9	86.5	12.6	24.4	56.5	19.1
Texas	49.0	1.9	49.1	8.5	77.1	14.4	48.6	-------	51.4
Utah	38.5	-------	61.5	3.1	94.6	2.3	37.2	-------	62.8
Vermont	14.8	-------	85.2	1.8	96.3	1.9	13.4	-------	86.6
Virginia	30.0	17.2	52.8	.9	89.9	9.2	31.4	19.2	49.4
Washington	27.2	13.9	58.9	3.7	92.4	3.9	24.4	15.0	60.6
West Virginia	9.2	-------	90.8	.3	98.5	1.2	7.8	-------	92.2
Wisconsin	9.4	10.1	80.5	.3	95.8	3.9	8.9	10.5	80.6
Wyoming	34.1	13.1	52.8	12.6	83.1	4.3	25.6	15.7	58.7
Outlying possessions									
American Samoa	-------	-------	-------	-------	100.0	-------	-------	-------	-------
Canal Zone	100.0	-------	-------	-------	100.0	-------	100.0	-------	-------
Guam	100.0	-------	-------	-------	97.1	2.9	100.0	-------	-------
Hawaii	27.4	72.6	-------	-------	100.0	-------	27.4	72.6	-------
Philippine Islands	-------	29.4	70.6	-------	94.8	5.2	67.1	11.3	21.6
Porto Rico	-------	-------	-------	-------	100.0	-------	-------	-------	-------
Virgin Islands	-------	-------	-------	-------	100.0	-------	-------	-------	-------

[1] $44,804 not distributed to State, county, or local.
[2] $612,975 not distributed to State, county, or local.
[3] $56,267,330 not distributed.
[4] No distribution available.
[5] $1,788,441 not distributed to State, county, or local.
[6] Included in column 6.
[7] $45,272 not distributed to State, county, or local.

TABLE 22.—*Percentage analysis of expenditures, 1923–24*

State	Total expenditures, excluding payment of bonds							Total expenditures, excluding payments for outlays and of bonds		
	General control	Instruction				Miscellaneous current expenses	Outlays	General control	Instruction	Miscellaneous current expenses
		Salaries	Textbooks and other supplies	Instruction in evening schools	Total					
1	2	3	4	5	6	7	8	9	10	11
Continental U. S.	3.0	52.3	2.8	0.3	55.4	20.5	21.1	3.8	70.3	25.9
Alabama	4.3	66.0	.9	.3	67.2	11.5	17.0	5.2	81.0	13.8
Arizona	5.2	49.9	4.1	-------	54.0	23.9	16.9	6.3	64.9	28.8
Arkansas	3.0	72.7	4.2	.2	77.1	12.6	7.3	3.3	83.1	13.6
California	2.2	44.8	3.4	-------	48.2	15.7	33.9	3.4	72.9	23.7
Colorado	1.6	52.2	-------	-------	52.2	30.5	15.7	1.9	61.9	36.2
Connecticut	3.7	56.2	5.5	-------	61.7	19.6	15.0	4.3	72.6	23.1
Delaware	3.5	54.7	4.2	1.1	60.0	17.3	19.2	4.3	74.3	21.4
Dist. Columbia	1.5	67.0	3.0	1.0	71.0	16.4	11.1	1.7	79.9	18.4
Florida	11.0	44.2	3.0	-------	47.2	18.1	23.7	14.4	61.8	23.8
Georgia	2.8	59.0	1.5	-------	60.5	14.9	21.8	3.7	77.3	19.0
Idaho	4.3	55.7	3.4	-------	59.1	27.3	9.3	4.8	65.1	30.1
Illinois	3.4	55.2	2.9	.5	58.6	20.2	17.8	4.1	71.3	24.6
Indiana	1.9	56.2	1.8	.2	58.2	31.9	8.0	2.0	63.3	34.7
Iowa	1.1	64.9	.7	-------	65.6	33.3	-------	1.1	65.6	33.3
Kansas	1.6	57.4	-------	-------	57.4	24.3	16.7	1.9	68.9	29.2
Kentucky	5.4	66.9	-------	-------	66.9	11.8	15.9	6.5	79.5	14.0
Louisiana	2.6	50.8	1.7	.3	52.8	18.5	26.1	3.5	71.5	25.0
Maine	2.6	50.7	5.3	.3	56.3	25.6	15.5	3.1	66.6	30.3
Maryland	2.2	48.5	3.0	.4	51.9	15.2	30.7	3.1	74.9	22.0
Massachusetts	3.0	57.0	4.2	.3	61.5	18.2	17.3	3.6	74.4	22.0
Michigan	1.1	47.6	-------	-------	47.6	27.1	24.2	1.5	62.8	35.7
Minnesota	2.6	47.5	3.1	-------	50.6	25.1	21.7	3.3	64.7	32.0
Mississippi	3.2	68.0	-------	.1	68.1	17.5	11.2	3.7	76.7	19.6
Missouri	.6	53.3	-------	-------	53.3	22.0	24.1	.8	70.2	29.0
Montana	6.1	58.8	4.3	-------	63.1	26.9	3.9	6.3	65.7	28.0
Nebraska	3.3	55.4	5.0	-------	60.4	19.0	17.3	4.0	73.0	23.0
Nevada	5.0	51.4	5.3	.4	57.1	17.5	20.4	6.3	71.8	21.9
New Hampshire	6.2	54.1	5.2	-------	59.3	25.7	8.8	6.8	65.0	28.2
New Jersey	2.4	47.8	3.3	.5	51.6	21.6	24.4	3.1	68.3	28.6
New Mexico	6.5	65.2	1.5	.1	66.8	21.6	5.1	6.8	70.4	22.8
New York	2.4	52.7	2.7	1.0	56.4	13.8	27.4	3.3	77.6	19.1
North Carolina	4.0	49.5	.5	-------	50.0	13.4	32.6	6.0	74.1	19.9
North Dakota	3.0	47.2	1.2	.1	48.5	38.3	10.2	3.4	54.0	42.6
Ohio	3.1	43.3	3.8	.2	47.3	25.8	23.8	4.0	62.2	33.8
Oklahoma	3.9	57.0	1.2	.1	58.3	24.8	13.0	4.5	67.0	28.5
Oregon	2.4	54.7	2.4	.1	57.2	18.4	22.0	3.1	73.3	23.6
Pennsylvania	4.8	47.9	6.3	-------	54.2	18.2	22.8	6.2	70.2	23.6
Rhode Island	3.4	54.4	2.9	1.3	58.6	17.0	21.0	4.3	74.2	21.5
South Carolina	2.9	60.6	-------	-------	60.6	15.3	21.2	3.7	76.9	19.4
South Dakota	3.4	49.4	1.4	.1	50.9	27.0	18.7	4.1	62.6	33.3
Tennessee	5.6	64.4	1.4	-------	65.8	12.0	16.6	6.8	78.9	14.3
Texas	4.6	50.2	2.3	.1	52.6	20.5	22.3	5.9	67.7	26.4
Utah	4.5	54.7	5.5	-------	60.2	22.0	13.3	5.2	69.4	25.4
Vermont	5.2	63.4	4.6	.0	68.0	24.8	2.0	5.3	69.4	25.3
Virginia	2.2	60.3	1.1	.2	61.6	16.3	19.9	2.8	76.8	20.4
Washington	4.0	55.7	4.0	-------	59.7	24.9	11.4	4.5	67.4	28.1
West Virginia	3.9	62.1	2.0	.1	64.2	17.8	14.1	4.6	74.7	20.7
Wisconsin	2.8	57.1	3.1	.4	60.6	22.1	14.5	3.3	70.9	25.8
Wyoming	5.6	54.9	3.9	-------	58.8	21.9	13.7	6.5	68.1	25.4
Outlying possessions										
Alaska	5.4	70.3	-------	.2	70.5	16.8	7.3	5.8	76.1	18.1
American Samoa	-------	80.9	16.1	-------	97.0	3.0	-------	-------	97.0	3.0
Canal Zone	2.4	76.9	6.6	-------	83.5	11.8	2.3	2.5	85.4	12.1
Guam	6.1	50.4	1.8	-------	52.2	8.1	33.6	9.2	78.7	12.1
Hawaii	1.6	72.8	5.1	-------	77.9	6.7	13.8	1.9	90.4	7.7
Porto Rico	3.2	88.5	4.5	.4	93.4	2.5	.9	3.3	94.2	2.5
Virgin Islands	10.1	68.0	7.6	-------	75.6	6.2	8.1	11.0	82.4	6.6

TABLE 23.—*Payments for general control and instruction, 1923–24*

State	General control				Instruction				
	School boards and business offices	Superintendents and their offices	Compulsory attendance and school census	Total	Salaries and expenses of supervisors and principals and salaries of teachers	Payments for textbooks	Supplies used in instruction and other expenses of instruction	Instruction in evening schools	Total payments for instruction
1	2	3	4	5	6	7	8	9	10
Continental United States				$54,753,279	$949,877,465	$14,908,295	$36,570,211	$4,728,644	$1,006,084,615
Total for States reporting distribution	$14,482,054	$28,187,240	$4,867,736						
Alabama	57,900	526,701	28,971	613,572	9,492,138	27,372	109,805	40,542	9,669,857
Arizona		395,897	21,959	417,856	3,980,830	45,549	278,550		4,304,929
Arkansas	126,044	131,081	30,000	287,125	6,861,955		395,172	14,406	7,271,533
California				2,787,187	55,712,571	308,676	3,938,273	(1)	59,959,520
Colorado	229,216	[2] 146,000		375,216	[3] 11,975,630				[3] 11,975,630
Connecticut	209,334	580,542	133,353	923,229	14,044,284	346,535	1,039,666	(4)	15,430,485
Delaware	14,842	89,884	5,986	110,712	1,752,941	67,859	68,375	34,604	1,923,779
District of Columbia	30,245	59,294	10,260	99,799	4,467,815	54,913	144,115	70,036	4,736,879
Florida	132,053	305,989		[5] 1,359,169	5,476,299	7,300	366,401		5,850,000
Georgia		492,614		492,614	10,200,212		[6] 253,882		10,454,094
Idaho	62,525	297,007	26,834	386,366	4,993,560	102,123	204,228		5,299,911
Illinois	1,785,955	1,827,059	262,025	3,875,039	63,881,413	(7)	3,329,015	607,548	67,817,976
Indiana	525,718	415,650	7,653	949,021	28,762,083		945,390	77,643	29,785,116
Iowa	238,502	227,050		465,552	27,383,191	297,763			27,680,954
Kansas		565,138		565,138	20,263,438	(1)	(1)		20,263,438
Kentucky				940,045	11,498,223	(1)	(1)	(1)	11,498,223
Louisiana	31,062	471,937		502,999	9,871,695		338,361	52,554	10,262,610
Maine	32,648	215,844	14,554	263,046	5,135,155	275,544	261,185	34,496	5,706,380
Maryland	98,378	288,900	55,875	443,153	9,942,757	327,339	296,636	73,417	10,640,149
Massachusetts	588,243	1,520,155		2,108,398	39,971,963	1,013,864	1,924,623	[8] 224,131	43,134,581
Michigan	[9] 130,000	[9] 800,000		930,000	39,407,174				39,407,174
Minnesota				1,413,895	26,319,448	(10)	1,737,601		28,057,049
Mississippi	8,541	307,111	4,000	319,652	6,688,000			8,500	6,696,500
Missouri		[9] 295,496		295,496	24,499,347				24,499,347
Montana	160,947	474,775	20,609	656,331	6,326,195	211,621	247,553		6,785,369

Nebraska	279,257	574,133	32,929	886,319	14,822,449	549,682	778,831		16,150,962
Nevada	13,916	87,025	4,123	105,064	1,085,527	31,907	80,897	7,930	1,206,261
New Hampshire	82,759	252,172	24,956	359,887	3,155,180	119,835	184,459	(1)	3,459,474
New Jersey	849,069	676,149	360,606	1,885,824	37,737,646	1,037,292	1,599,825	385,193	40,759,956
New Mexico	6,343	295,072	6,707	308,122	3,101,957		71,454	5,000	3,178,411
New York	1,641,761	3,116,225	1,186,672	5,944,658	128,195,968	2,123,379	4,419,589	2,321,501	137,060,437
North Carolina	133,352	914,386	148,295	[11] 1,254,004	15,334,712		140,195		15,474,907
North Dakota	(12)	508,231		508,231	7,890,488	203,108		5,886	8,099,482
Ohio	1,474,361	1,869,495	450,387	3,794,243	53,695,129	1,320,901	3,456,300	319,225	58,791,555
Oklahoma	204,985	1,008,034	66,019	1,279,038	18,609,266	13,798	391,184	20,212	19,034,460
Oregon		316,527	75,145	391,672	8,976,763		394,488	1,333	9,372,584
Pennsylvania	3,409,990	2,204,376	1,509,005	7,123,371	71,848,672	2,801,390	6,685,939		81,336,001
Rhode Island	(12)	260,169	30,116	290,285	4,679,971	(10)	246,940	117,310	5,044,221
South Carolina		371,950		371,950	7,769,225				7,769,225
South Dakota	96,979	426,423		523,402	7,697,836	220,121		14,911	7,932,868
Tennessee	367,284	508,481	72,661	948,426	10,833,936		240,233		11,074,169
Texas	422,608	2,043,592	97,178	2,563,378	27,949,719	1,067,102	234,282	68,677	29,319,780
Utah	219,276	174,214	26,994	420,484	5,111,843	252,296	263,232	(13)	5,627,371
Vermont	22,532	180,268	5,065	207,865	2,550,988	61,535	125,814	992	2,739,329
Virginia	53,309	388,530	11,706	453,545	12,249,590	125,877	87,179	34,250	12,496,896
Washington				1,096,024	15,244,320	1,110,165			16,354,485
West Virginia	188,773	630,550	66,644	885,967	13,935,311	166,686	291,113	13,181	14,406,291
Wisconsin	493,444	692,563	60,165	1,246,172	25,291,702	497,023	891,234	175,166	26,855,125
Wyoming	59,903	254,551	10,284	324,738	3,200,950	119,740	108,192		3,428,882
Outlying possessions									
Alaska	3,535	21,650		25,185	331,586	(1)	(1)	1,104	332,690
American Samoa		(14)			12,290	1,806	650		14,746
Canal Zone		5,479		5,479	172,235	7,256	7,524		187,015
Guam		3,100	300	3,400	28,171		1,000		29,171
Hawaii	(12)	57,260		57,260	2,603,720		183,810		2,787,530
Philippine Islands				(15)					(15)
Porto Rico				145,384	3,983,541	147,009	53,542	19,583	4,203,675
Virgin Islands		9,600		9,600	64,436	7,195			71,631

[1] Included in column 6.
[2] Estimated; includes State and county superintendents only.
[3] Includes city superintendents.
[4] Included in distribution of school expenditures.
[5] Includes $921,127 for other expenses of general control.
[6] Distribution estimated on 1920 figures.
[7] Included with supplies and other expenses of instruction.
[8] Vocational school only; expenses for other evening schools distributed among other items.
[9] Estimated.
[10] Included in column 8.
[11] Includes $57,971 for other expenses of general control.
[12] Included in column 3.
[13] Included in vocational and other schools.
[14] U. S. Navy.
[15] Included in Table 25, column 5.

TABLE 24.—*Payments for operation of school plant, maintenance, auxiliary agencies, fixed charges, interest on indebtedness, and capital outlay*

State	Operation of school plant			Maintenance (upkeep charges, repairs, and replacements)	Auxiliary agencies					Fixed charges (pensions, rent, insurance, contributions, contingencies)	Interest on indebtedness	Capital outlay		
	Wages of janitors, engineers, etc.	Fuel, light, power, janitors' supplies, etc.	Total cost of operation		Libraries	Promotion of health	Transportation of pupils	Other auxiliary agencies	Total for auxiliary agencies			New building and grounds, alterations (not repairs)	Cost of new equipment (not replacements)	Total payments for capital outlay
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental U.S.			$167,401,754	$53,549,092					$55,638,749	$35,884,731	$58,962,573			$388,469,143
Total for States reporting distribution	$40,739,408	$41,762,430			$6,823,408	$5,028,208	$26,983,016	$16,804,117				$271,760,299	$30,634,342	
Alabama	233,200	278,646	511,846	268,713	43,743	14,061	423,991	20,468	502,263	143,860	222,961	2,127,354	325,968	2,453,322
Arizona	297,655	182,512	480,167	506,964	42,297		114,984	178,034	335,315	115,512	469,737	1,290,998	53,888	1,344,886
Arkansas	165,612	55,200	220,812	969,089								492,227	200,000	692,227
California			6,325,008	3,005,740	1,266,151	(1)	(1)	2,560,619	3,826,770	1,160,619	5,125,623			42,050,511
Colorado			[2] 5,387,200							[3] 359,401	1,260,003	3,603,376		3,603,376
Connecticut	1,094,286	1,144,727	2,239,013	1,028,782	49,356	192,854	524,448	111,793	878,451		757,638	3,474,369	264,804	3,739,173
Delaware	93,380	111,801	205,181	114,961	2,645	8,651	100,778	28,529	140,603	37,936	54,354	573,897	42,069	615,966
Dist. Columbia	361,954	251,214	613,168	302,799		36,210	2,850	81,964	121,024	54,526		671,056	69,142	740,198
Florida	190,383	46,668	237,051	300,907	10,192		403,940		414,132	85,256	1,212,001	2,611,860	328,526	2,940,386
Georgia	[4] 287,441	[4] 268,472	555,913	[4] 685,232	[4] 21,886	[4] 18,968	[4] 420,364		461,218	[4] 608,440	260,604	[4] 3,516,069	258,785	3,774,854
Idaho	385,436	595,449	980,885	211,587	57,411	13,348	238,622	18,318	327,699	116,882	812,662	704,661	132,265	836,926
Illinois	5,566,698	4,712,733	10,279,431	5,334,742	401,073	204,546	277,957	2,020,878	2,904,454	1,511,178	3,323,931	19,026,431	1,604,119	20,630,550
Indiana	2,080,860	2,250,521	4,331,381	2,232,294	502,388	163,094	3,336,407	205,211	4,207,100	3,114,460	2,449,304	2,999,020	1,101,687	4,100,707
Iowa			[5] 7,448,994		373,283		1,955,982	4,269,360	6,598,625					6,000,000
Kansas			8,582,698	(6)	(6)	(6)	(6)	(6)	(6)	(6)				5,874,764
Kentucky			2,027,248	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(7)			2,729,488
Louisiana			932,372	459,845	33,425		1,017,595		1,051,020	191,780	951,496	4,570,628	509,589	5,080,217
Maine	415,487	544,763	960,250	534,090		66,668	461,679	182,945	711,292	77,272	312,740	1,493,321	71,210	1,564,531
Maryland	548,942	531,728	1,080,670	598,079	11,243	190,848	192,074	179,909	574,074	211,310	657,082			6,285,381
Massachusetts			6,770,282	2,926,652	28,678	693,748	1,291,703	696,080	2,710,209	363,373		10,978,027	1,115,878	12,093,905

Michigan			20,388,527	(6)	1,633,229		419,746		2,052,975			20,079,759		20,079,759
Minnesota			5,719,112	2,273,482	178,485		1,423,428		1,601,913	4,282,980				12,043,768
Mississippi			685,000	60,000	2,400		800,000		802,400		169,900	1,000,000	100,000	1,100,000
Missouri			10,104,417	(6)	(6)		(6)		(6)					11,090,590
Montana	527,901	594,634	1,122,535	308,524	59,754	14,892	351,995	164,048	590,689	166,849	703,999	309,473	106,325	415,798
Nebraska	890,498	1,332,432	2,222,930	902,590	79,642	82,267	238,779	115,318	516,006	309,273	1,140,955	3,874,143	769,639	4,643,782
Nevada	83,510	119,248	202,758	87,688	5,435		55,456		60,891	17,199		393,239	38,609	431,848
New Hampshire	264,720	361,169	625,889	139,280		53,894	308,079	144,553	506,526	36,096	190,277	431,429	83,231	514,660
New Jersey	3,222,363	2,572,193	5,794,556	3,022,875	54,569	763,103	1,301,819	628,887	2,748,378	611,059	4,887,795	18,235,416	1,022,821	19,258,237
New Mexico	148,883	157,187	306,070	79,304	12,280	2,501	236,707		251,488	61,942	328,423	193,391	50,000	243,391
New York	7,038,729	6,023,411	13,062,140	8,241,951	518,576	833,209	861,294	1,677,262	3,890,341	4,123,835	4,382,768	55,775,161	10,973,797	66,748,958
North Carolina			1,519,377	512,011	66,513		654,645		721,158	213,595	1,195,075	8,459,327	1,630,568	10,089,895
North Dakota			4,559,929	(6)	43,311	15,325	983,488	15,000	1,057,124	72,814	699,731	1,549,840	159,545	1,709,385
Ohio	4,556,460	4,202,247	8,758,707	3,413,410	225,805	347,437	2,338,803	1,277,080	4,189,125	3,362,549	12,209,547	27,533,523	1,923,559	29,457,082
Oklahoma	524,680	1,558,451	2,083,131	1,627,180	168,682	217,539	763,085	212,401	1,361,707	582,462	2,431,238	3,571,710	678,858	4,250,568
Oregon	533,288	1,190,365	1,723,653	481,343	18,685		289,315		308,000	131,632	372,478	3,421,460	189,204	3,610,664
Pennsylvania	5,386,694	5,241,473	10,628,167	4,458,179	310,983	778,329	1,367,707	646,544	3,103,563	4,184,961	4,958,557	32,497,216	1,619,768	34,116,984
Rhode Island	479,688	341,893	821,581	346,750		58,336	67,756		126,092	171,416		1,689,885	116,541	1,806,426
South Carolina	50,000	654,927	704,927	100,000	27,072		174,002		201,074	400,599	557,776	2,379,695	340,095	2,719,790
South Dakota			2,050,217	541,879	49,542		325,308		374,850	174,339	1,069,182	2,533,998	370,135	2,904,133
Tennessee	375,697	573,951	949,648	418,592	33,586	20,769	245,078	57,367	356,800	285,051		2,402,065	397,340	2,799,405
Texas	1,008,471	1,189,111	2,197,582	1,610,376	191,496	(8)	179,658		371,154	[9] 4,830,477	2,394,030	11,708,062	693,036	12,401,098
Utah	393,650	261,001	754,651	320,488	8,081	15,519	263,511	17,219	304,330	76,048	602,377	1,123,728	120,039	1,243,767
Vermont	180,454	265,190	445,644	211,089		12,395	244,713	47,766	304,874	35,335	(7)	82,419		82,419
Virginia	477,402	854,360	1,331,762	439,573	29,812	59,584	479,719	31,647	600,762	943,634		3,642,184	398,319	4,040,503
Washington			2,399,535	1,203,453	(1)		986,021	163,784	1,149,805	515,195	1,534,644	2,060,212	1,049,349	3,109,561
West Virginia	915,151	742,153	1,657,304	1,233,805	68,999	60,087	117,349		246,435	267,359	583,515	2,433,429	739,845	3,173,274
Wisconsin	1,781,447	2,225,274	4,006,721	1,859,920	170,295	67,530	525,851	995,939	1,759,615	1,568,156	605,604	5,581,903	848,233	6,430,136
Wyoming	178,388	227,326	405,714	174,874	22,405	22,496	216,330	55,194	316,425	308,071	74,566	664,338	137,556	801,894
Outlying possessions														
Alaska			63,182	10,885			1,000		1,000	3,907				34,590
American Samoa										450				
Canal Zone	9,650	7,035	16,685	9,747								2,500	2,690	5,190
Guam	400	100	500	2,000		(10)				2,000		18,294	500	18,794
Hawaii	67,033	15,683	82,716	124,120		12,527	19,167		31,694			405,119	89,196	494,315
Philippine Islands			(1)	(1)					(11)	(11)	(11)	403,541	5,915	409,456
Porto Rico				13,389				49,525	49,525	50,081				37,777
Virgin Islands [12]	2,460	120	2,580	600		960			960	1,608		900	6,820	7,720

[1] Included in column 9.
[2] Includes rent and insurance.
[3] Rent and insurance included in column 4.
[4] Distribution estimated on 1920 figures.
[5] Includes rent.
[6] Included in column 4.
[7] Included in Table 25, column 8.
[8] Included in column 6.
[9] Includes $4,319,282 expended for other purposes.
[10] Under naval hospital control.
[11] Included in Table 25, column 5.
[12] Figures for 1922.

TABLE 25.—*Recapitulation of expenditures, 1923–24*

State	General control	Instruction	Miscellaneous current expenses	Total current expenses	Outlays, new buildings, sites and new equipment	Total current expenses and outlays	Debt service	
							Payments of bonds and short-term loans	Payments to sinking funds
1	2	3	4	5	6	7	8	9
Continental United States	$54,753,279	$1,006,084,615	$371,436,899	$1,432,274,793	$388,469,143	$1,820,743,936	$108,123,532	$9,127,637
Alabama	613,572	9,669,857	1,649,643	11,933,072	2,453,322	14,386,394	214,613	
Arizona	417,856	4,304,929	1,907,695	6,630,480	1,344,886	7,975,366	338,217	
Arkansas	287,125	7,271,533	1,189,901	8,748,559	692,227	9,440,786	[1] 285,594	
California	2,787,187	59,959,520	19,443,760	82,190,467	42,050,511	124,240,978	4,969,063	
Colorado	375,216	11,975,630	7,006,604	19,357,450	3,603,376	22,960,826	429,182	
Connecticut	923,229	15,430,485	4,903,884	21,257,598	3,739,173	24,996,771	1,069,682	353,949
Delaware	110,712	1,923,779	553,035	2,587,526	615,966	3,203,492	50,995	
District of Columbia	99,799	4,736,879	1,091,517	5,928,195	740,198	6,668,393		
Florida	1,359,169	5,850,000	2,249,347	9,458,516	2,940,386	12,398,902		
Georgia	492,614	10,454,094	2,571,407	13,518,115	3,774,854	17,292,969		
Idaho	386,366	5,299,911	2,449,715	8,135,992	836,926	8,972,918	1,553,266	747,643
Illinois	3,875,039	67,817,976	23,353,736	95,046,751	20,630,550	115,677,301	2,531,863	
Indiana	949,021	29,785,116	16,334,539	47,068,676	4,100,707	51,169,383	5,889,390	
Iowa	465,552	27,680,954	14,047,619	42,194,125	6,000,000	48,194,125	[1 2] 3,436,411	
Kansas	565,138	20,263,438	8,582,698	29,411,274	5,874,764	35,286,038		
Kentucky	940,045	11,498,223	2,027,248	14,465,516	2,729,488	17,195,004	[3] 4,335,595	(4)
Louisiana	502,999	10,262,610	3,586,513	14,352,122	5,080,217	19,432,339	655,253	
Maine	263,046	5,706,380	2,595,644	8,565,070	1,564,531	10,129,601	49,659	
Maryland	443,153	10,640,149	3,121,215	14,204,517	6,285,381	20,489,898	631,182	
Massachusetts	2,108,398	43,134,581	12,770,516	58,013,495	12,093,905	70,107,400		
Michigan	930,000	39,407,174	22,441,502	62,778,676	20,079,759	82,858,435	15,659,689	
Minnesota	1,413,895	28,057,049	13,877,487	43,348,431	12,043,768	55,392,199	3,923,861	
Mississippi	319,652	6,696,500	1,717,300	8,733,452	1,100,000	9,833,452		
Missouri	295,496	24,499,347	10,104,417	34,899,260	11,090,590	45,989,850		
Montana	656,331	6,785,369	2,892,596	10,334,296	415,798	10,750,093	623,884	72,737
Nebraska	886,319	16,150,962	5,091,754	22,129,035	4,643,782	26,772,818	488,081	
Nevada	105,064	1,206,261	368,536	1,679,861	431,848	2,111,709	[1] 207,684	(4)
New Hampshire	359,887	3,459,474	1,498,068	5,317,429	514,660	5,832,089	420,936	
New Jersey	1,885,824	40,759,956	17,064,663	59,710,443	19,258,237	78,968,680	3,852,019	767,360
New Mexico	308,122	3,178,411	1,027,227	4,513,760	243,391	4,757,151	495,452	111,056

New York	5,944,658	137,060,437	33,701,035	176,706,130	66,748,958	243,455,088	7,870,168	53,451
North Carolina	1,254,004	15,474,907	4,161,216	20,890,127	10,089,895	30,980,022	830,727	322,486
North Dakota	508,231	8,099,482	6,389,598	14,997,311	1,709,385	16,706,696	3,269,446	1,303,408
Ohio	3,794,243	58,791,555	31,933,338	94,519,136	29,457,082	123,976,218	9,745,850	
Oklahoma	1,279,038	19,034,460	8,085,718	28,399,216	4,250,568	32,649,784	5,571,705	
Oregon	391,672	9,372,584	3,017,106	12,781,362	3,610,664	16,392,026	2,862,760	
Pennsylvania	7,123,371	81,336,001	27,333,427	115,792,799	34,116,984	149,909,783	10,005,542	4,384,826
Rhode Island	290,285	5,044,221	1,465,839	6,800,345	1,806,426	8,606,771		
South Carolina	371,950	7,769,225	1,964,376	10,105,551	2,719,790	12,825,341		331,691
South Dakota	523,402	7,932,868	4,210,467	12,666,737	2,904,133	15,570,870	2,414,298	
Tennessee	948,426	11,074,169	2,010,091	14,032,686	2,799,405	16,832,091	986,372	
Texas	2,563,378	29,319,780	11,403,619	43,286,777	12,401,098	55,687,875	1,350,281	459,901
Utah	420,484	5,627,371	2,057,894	8,105,749	1,243,767	9,349,516	440,669	
Vermont	207,865	2,739,329	996,942	3,944,136	82,419	4,026,555	[1] 242,619	([4])
Virginia	453,545	12,496,896	3,315,731	16,266,172	4,040,503	20,306,675	[1] 2,571,980	
Washington	1,096,024	16,354,485	6,802,632	24,253,141	3,109,561	27,362,702	2,020,739	
West Virginia	885,967	14,406,291	3,988,418	19,280,676	3,173,274	22,453,950	717,300	
Wisconsin	1,246,172	26,855,125	9,800,016	37,901,313	6,430,136	44,331,449	5,111,505	219,129
Wyoming	324,738	3,428,882	1,279,650	5,033,270	801,894	5,835,164		
Outlying possessions								
Alaska	25,185	332,690	78,974	436,849	34,590	471,439		
American Samoa		14,746	450	15,196		15,196		
Canal Zone	5,479	187,015	26,432	218,926	5,190	224,116		
Guam	3,400	29,171	4,500	37,071	18,794	55,865		
Hawaii	57,260	2,787,530	238,530	3,083,320	494,315	3,577,635		
Philippine Islands				11,125,423	409,456	11,534,879		
Porto Rico	145,384	4,203,675	112,995	4,462,054	37,777	4,499,831		
Virgin Islands	9,600	71,631	5,748	86,979	7,720	94,699		

[1] Includes payments of interest on indebtedness.
[2] Figures for 1922.
[3] Includes interest and refunds.
[4] Included in column 8.

TABLE 26.—*Percentage of attendance—School funds and lands—Per capita costs, 1923–24*

State	Per cent of total enrollment in high school	Per cent of school term not attended	Income from funds and lands per pupil enrolled	Total estimated population, 1924	Cost of education						
					Total per capita of population	Per pupil enrolled		Per pupil attending		Daily cost per pupil attending	
						For current expenses	For outlays	For current expenses	For outlays	For current expenses	For outlays
1	2	3	4	5	6	7	8	9	10	11	12
										Cents	*Cents*
Continental United States	14.0	21.3	$1.02	112,078,611	$16.25	$58.97	$15.99	$74.86	$20.30	44	12
Alabama	9.6	30.5	.29	2,445,551	5.88	19.85	4.08	28.53	5.87	21	4
Arizona	12.2	25.8	3.76	394,331	20.23	89.63	18.18	120.75	24.49	73	15
Arkansas	5.5	27.7	.13	1,834,596	5.15	17.44	1.38	24.11	1.91	18	1
California	30.2	30.9	.45	3,913,236	31.75	80.41	41.14	116.39	59.55	64	33
Colorado	19.6	27.4	3.46	1,004,803	22.85	78.31	14.58	107.86	20.08	62	12
Connecticut	13.8	17.7	.71	1,503,869	16.62	73.57	12.94	89.41	15.73	49	9
Delaware	13.3	17.1	1.17	232,590	13.77	67.08	15.97	80.94	19.27	46	11
District of Columbia	16.9	17.3		486,936	13.69	82.32	10.28	99.58	12.43	55	7
Florida	8.7	25.9	.40	1,068,520	11.60	35.52	11.04	47.90	14.89	33	10
Georgia	8.5	27.0		3,028,728	5.71	18.09	5.05	24.78	6.92	18	5
Idaho	16.9	24.1	6.53	481,125	18.65	69.56	7.16	91.62	9.42	57	6
Illinois	16.6	17.0	1.21	6,877,737	16.82	72.22	15.68	87.00	18.88	48	10
Indiana	18.1	11.3	.61	3,036,775	16.85	75.48	6.58	85.06	7.41	50	4
Iowa	17.9	15.7		2,487,106	16.97	79.09	11.25	93.89	13.35	53	9
Kansas	17.8	14.2	1.22	1,805,555	19.54	69.28	13.84	80.84	16.15	46	9
Kentucky	7.2	27.0		2,475,370	6.95	25.48	4.81	34.89	6.58	21	4
Louisiana	10.7	23.3	.37	1,864,385	10.42	36.46	13.00	47.88	16.95	32	11
Maine	18.4	11.7	.44	779,900	12.99	58.22	10.64	65.94	12.05	38	7
Maryland	11.0	20.5		1,521,190	13.47	55.42	24.52	69.71	30.85	38	17
Massachusetts	17.4	17.9	.42	4,077,599	17.19	78.65	16.40	95.73	19.96	53	11
Michigan	16.3	20.6	.43	4,066,223	20.38	76.68	24.53	96.51	30.87	54	17
Minnesota	16.0	21.0	3.20	2,531,473	21.88	79.62	22.12	100.84	28.02	56	16
Mississippi	5.4	32.0	.42	1,790,618	5.49	15.57	1.96	22.47	2.83	16	2
Missouri	13.5	20.5		3,455,376	13.31	47.89	1.52	60.22	19.14	36	11
Montana	16.8	18.2	7.71	629,003	17.09	87.73	3.53	107.25	4.32	63	3

Nebraska	15.0	19.2	3.29	1,344,652	19.91	67.82	14.23	83.96	17.62	49	10
Nevada	16.8	22.7	10.39	77,407	27.28	105.19	27.04	135.98	34.96	76	20
New Hampshire	14.6	19.4	.39	448,882	12.99	71.52	6.92	88.67	8.58	51	5
New Jersey	12.4	16.2	.72	3,442,695	22.94	89.86	28.98	107.20	34.58	57	18
New Mexico	9.1	27.4	5.90	375,669	12.66	51.04	2.75	70.03	3.78	41	2
New York	15.1	16.7	----------	10,974,642	22.18	91.43	34.54	109.75	41.46	58	22
North Carolina	5.1	28.0	.07	2,722,669	11.38	26.34	12.72	36.56	17.66	26	12
North Dakota	13.5	17.5	14.10	679,232	24.60	85.80	9.78	103.96	11.85	63	7
Ohio	18.2	15.6	.22	6,219,330	19.93	78.76	24.55	93.30	29.08	53	16
Oklahoma	12.0	32.5	2.94	2,200,307	14.84	43.44	6.50	64.39	9.64	39	6
Oregon	19.8	15.1	2.41	834,665	19.64	72.82	20.57	85.71	24.21	49	14
Pennsylvania	12.0	17.1	.02	9,208,986	16.28	64.22	18.92	77.41	22.81	43	13
Rhode Island	11.9	15.7	.27	633,036	13.60	64.21	17.06	76.17	20.23	39	10
South Carolina	5.6	30.5	.07	1,761,746	7.28	21.62	5.82	31.11	8.37	26	7
South Dakota	15.5	18.8	10.64	660,956	23.56	77.91	17.86	95.94	22.00	56	13
Tennessee	7.1	31.9	.23	2,408,846	6.99	21.35	4.26	31.32	6.25	21	4
Texas	14.8	18.3	3.08	5,018,602	11.10	36.23	10.38	44.34	12.70	33	9
Utah	17.9	15.5	2.20	484,645	19.29	62.20	9.54	73.57	11.29	44	7
Vermont	18.4	10.3	1.18	352,428	11.43	61.52	1.29	68.60	1.43	43	1
Virginia	8.9	24.9	.30	2,423,942	8.38	29.25	7.27	38.93	9.67	24	6
Washington	19.4	21.9	3.28	1,456,106	18.79	76.53	9.81	98.04	12.57	55	7
West Virginia	7.6	22.3	.18	1,576,143	14.25	48.27	7.94	62.09	10.22	38	6
Wisconsin	20.8	15.1	.18	2,770,291	16.00	70.74	12.00	83.32	14.14	47	8
Wyoming	16.7	20.5	13.79	216,853	26.91	97.27	15.50	122.33	19.49	70	11
Outlying possessions											
Alaska	11.7	21.1	----------	55,036	8.57	109.90	8.70	139.26	11.03	82	6
American Samoa	----------	4.4	----------	8,056	1.89	10.17	----------	10.64	----------	53	----------
Canal Zone	7.4	17.8	----------	24,484	9.15	54.66	1.30	66.50	1.58	39	1
Guam	.3	12.0	----------	13,275	4.21	13.97	7.08	15.87	8.05	9	4
Hawaii	3.7	6.6	----------	288,872	12.38	60.56	9.71	64.89	10.40	34	5
Philippine Islands	3.7	15.5	----------	11,462,324	1.01	9.82	.36	11.62	.43	6	----------
Porto Rico	3.5	15.1	----------	1,393,437	3.23	20.95	.18	24.66	.21	14	----------
Virgin Islands	2.0	4.0	----------	26,051	3.64	27.95	2.48	29.12	2.58	14	1

TABLE 27.—*Statistics of elementary and secondary schools for 13 States, 1923–24*

I.—ELEMENTARY DAY SCHOOLS [1]

State	Teachers, principals, and supervisors	Average daily attendance	Salaries of teachers, principals, and supervisors	Payments for current expenses [2]	Payments for outlays	Average annual salaries of teachers, principals, and supervisors	Cost per pupil attending	
							For current expenses	For outlays
1	2	3	4	5	6	7	8	9
Alabama	12,749	371,479	6,849,844	7,884,789	1,802,641	$537	$21.23	$4.85
Arizona	2,099	47,419	3,074,956	4,297,760	769,729	1,465	90.63	16.23
Arkansas	10,302	338,332	5,243,544	6,124,354	519,171	509	18.10	15.35
California	21,259	564,401	34,357,901	45,033,259	22,378,963	1,616	79.79	39.65
Connecticut	7,496	206,962	11,107,621	15,751,407	1,855,563	1,482	76.11	8.96
Dist. Columbia	2,021	48,667	3,057,572	3,946,221	362,891	1,513	81.09	7.46
Indiana	14,457	446,685	19,314,913	28,004,859	2,172,521	1,336	62.69	4.86
Montana	4,722	79,544	4,857,787	6,824,696	332,795	1,029	85.80	41.84
Nevada	591	10,171	783,120	1,125,916	264,322	1,325	110.70	25.99
New Jersey	17,595	483,388	29,609,781	41,720,562	13,807,437	1,683	86.31	28.56
Oklahoma	14,234	380,274	13,076,050	16,802,289	2,326,432	919	44.18	6.12
Oregon	5,683	119,321	6,398,294	8,591,890	2,076,955	1,126	72.01	17.41
West Virginia	10,722	287,710	10,266,422	13,160,747	2,198,274	958	45.74	7.64
Total	123,930	3,384,353	147,997,805	199,268,749	50,867,694	1,203	58.88	15.03

II.—SECONDARY DAY SCHOOLS [3]

Alabama	2,198	46,712	2,642,294	3,211,750	650,681	1,202	68.76	13.93
Arizona	514	7,492	905,874	1,378,204	575,157	1,762	183.96	76.77
Arkansas	1,235	24,506	1,618,411	2,337,080	173,056	1,310	95.37	70.62
California	9,357	141,778	21,354,670	29,244,398	19,671,547	2,282	206.27	138.75
Connecticut	1,815	30,786	2,936,663	4,887,619	2,148,414	1,618	158.76	69.79
Dist. Columbia	544	10,862	1,410,243	1,797,361	377,307	2,592	165.47	34.74
Indiana	5,773	106,658	9,447,169	13,717,156	1,928,186	1,636	128.61	18.08
Montana	1,052	16,810	1,468,408	2,149,270	83,003	1,396	127.86	4.94
Nevada	168	2,183	302,407	448,681	167,526	1,800	205.53	76.74
New Jersey	3,537	73,593	8,127,865	11,216,261	5,450,800	2,298	152.41	74.07
Oklahoma	4,111	60,761	5,533,216	7,886,651	1,924,136	1,346	129.80	31.67
Oregon	1,664	29,802	2,578,469	3,424,950	1,533,710	1,550	114.92	51.46
West Virginia	1,728	22,840	3,654,023	4,635,218	975,000	2,116	202.94	42.69
Total	33,095	574,783	61,979,712	86,334,599	35,658,523	1,873	150.20	62.04

[1] Includes kindergartens.
[2] Not including general control and interest on indebtedness.
[3] Includes local normal and vocational schools of secondary grade.

TABLE 28.—*Distribution of pupils, enrolled in school in 25 States, according to the length of the school term, 1923–24*

State	80 days or fewer	81–100 days	101–120 days	121–140 days	141–160 days	161–180 days	181–200 days	Over 200 days	Total enrollment
1	2	3	4	5	6	7	8	9	10
Total for 25 States	229,717	167,533	277,357	285,900	1,074,897	3,727,204	1,225,982	63,904	7,052,494
Alabama	79,804	61,867	102,867	70,746	42,558	242,698	635		601,175
Arkansas	75,888	63,995	102,963	58,437	86,001	113,872	6,662	3,940	511,758
California	39	24	61	70	8,685	282,286	311,113	59,935	662,213
Connecticut						31,946	252,683		284,629
Delaware	3,129	1,512	1,780	2,760	6,150	17,040	6,202		38,573
Dist. Columbia						72,573			72,573
Idaho	4,014	1,244	1,768	7,605	18,798	79,950	3,440		116,819
Indiana						614,655			614,655
Kansas					125,883	298,618			424,501
Maine			43	901	17,614	113,636	28,189		160,383
Maryland	4	8	3	12	143	531	1,694	18	2,413
Massachusetts					89	325,503	401,082		726,674
Montana	1,410	655	1,954	3,183	8,366	76,420	25,805		117,793
Nevada	3	4	83	157	1,091	12,385	2,247		15,970
New Hampshire						67,865	4,405		72,270
New Mexico				6,898	15,583	65,138	809		88,428
North Dakota	2,715	1,401	2,718	24,040	29,655	112,652	1,605	11	174,797
Oklahoma	4,702	8,095	37,967	60,956	179,679	411,571	72		703,042
South Dakota				444	36,757	120,400	4,459		162,060
Utah	43	37	23	3,714	21,093	73,569	31,843		130,322
Vermont					400	63,813			64,213
Washington	40	35	357	601	7,330	164,085	142,698		315,146
West Virginia					371,222	30,122			401,344
Wisconsin	57,926	28,651	24,770	45,376	94,691	[1] 287,580			538,994
Wyoming		5			3,109	48,296	339		51,749
Outlying possessions									
Alaska	13	19		16	71	3,573	283		3,975
Virgin Islands							3,112		3,112

[1] 161 days or more.

TABLE 29.—*Enrollment of pupils by grades, 1923–24*

State	In kindergartens and elementary grades										In secondary grades					Grand total
	Kindergartens[1]	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total of kindergartens and elementary	First year	Second year	Third year	Fourth year	Total secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	609,659	4,103,782	2,759,123	2,741,771	2,656,548	2,393,681	2,079,720	1,810,124	1,346,338	20,500,746	1,244,601	862,038	610,279	459,156	3,176,074	23,676,820
Alabama	744	164,816	77,623	77,222	72,342	59,776	48,877	41,862	[2]	543,262	23,387	15,881	10,968	7,677	57,913	601,175
Arizona	2,142	19,403	9,991	9,063	8,158	7,082	5,682	4,863	4,055	70,439	3,017	2,310	1,815	1,461	8,603	79,042
Arkansas	58	108,516	68,238	63,474	62,025	54,310	47,196	37,691	32,919	474,427	9,952	7,472	5,530	4,377	27,331	501,758
California	52,531	135,179	83,491	86,166	82,013	78,607	69,036	64,783	61,747	713,553	59,211	41,174	29,293	21,890	151,568	865,121
Colorado[3]	6,954	36,104	25,509	25,813	25,398	23,364	20,783	18,276	16,435	198,636	18,801	13,150	9,344	7,264	48,559	247,195
Connecticut [3]	15,642	38,342	31,981	32,362	31,842	29,291	26,057	22,914	20,605	249,036	15,445	10,802	7,676	5,968	39,891	288,927
Delaware	72	5,892	4,452	4,693	4,368	4,335	3,649	3,211	2,749	33,421	2,357	1,246	917	623	5,143	38,564
Dist. Columbia	4,981	8,964	6,848	7,014	6,813	6,715	6,014	5,387	5,187	57,923	4,997	3,411	2,142	1,627	12,177	70,100
Florida	19	67,712	32,598	33,537	31,435	26,352	21,055	16,581	13,829	243,118	9,639	6,145	6,212	3,104	25,100	268,218
Georgia	2,734	198,520	123,846	104,114	89,752	72,020	52,273	40,557	[2]	683,816	26,592	15,761	10,730	6,320	59,403	743,219
Idaho	110	15,043	12,635	12,798	12,768	12,732	11,712	10,762	10,228	98,788	7,485	5,226	4,034	3,030	19,775	118,563
Illinois [3]	50,626	187,453	141,043	142,724	140,428	129,182	114,915	101,054	90,873	1,098,298	84,302	58,996	41,898	32,574	217,740	1,316,038
Indiana	10,911	77,651	63,001	66,068	67,372	64,541	58,296	53,369	49,421	510,630	39,839	30,690	22,866	19,541	112,936	623,566
Iowa	13,272	84,701	61,398	60,053	57,364	52,434	48,400	41,679	42,127	461,428	44,989	27,834	17,377	10,245	100,445	561,873
Kansas [4]	6,049	34,035	28,006	27,579	27,245	26,040	23,888	23,261	21,755	217,858	26,837	21,991	16,847	14,925	80,600	298,458
Kentucky	3,830	97,405	68,573	75,479	76,826	57,751	56,280	36,308	37,226	509,678	15,568	10,449	7,222	6,141	39,380	549,058
Louisiana	3,395	101,191	54,173	52,756	48,974	38,791	28,198	21,747	[2]	349,225	15,621	11,874	8,316	5,812	41,623	390,848
Maine [5]	6,567	19,213	15,264	15,269	15,054	13,895	13,344	11,298	11,102	121,006	9,090	7,191	5,867	4,842	26,990	147,996
Maryland	4,241	39,964	30,451	30,985	31,475	28,782	24,224	19,248	[6] 7,551	216,921	10,687	7,270	5,249	4,069	27,275	244,196
Massachusetts [7]	26,255	77,879	70,381	69,614	68,446	65,269	61,257	53,370	45,178	537,649	37,214	31,436	23,777	18,579	111,006	648,655
Michigan	71,779	102,764	84,670	84,340	82,565	74,002	66,381	62,655	55,113	684,269	43,907	31,130	22,265	17,713	115,015	799,284
Minnesota	22,455	71,866	55,234	55,007	53,331	52,725	47,167	44,641	45,198	447,624	27,224	21,196	15,819	14,120	78,359	525,983
Mississippi [3]	505	116,953	69,584	70,414	69,282	63,733	56,694	49,856	44,833	541,854	11,683	8,171	5,806	4,514	30,174	572,028
Missouri [3]	15,815	120,906	80,997	81,962	80,644	74,185	65,992	58,033	52,186	630,720	37,979	26,565	18,875	14,675	98,094	728,814
Montana	1,148	17,049	12,686	12,751	13,135	11,929	11,504	9,940	10,279	100,421	6,736	5,489	4,235	3,229	19,689	120,110

Nebraska [3]	9,238	50,878	35,614	36,039	35,459	32,619	29,017	25,517	22,946	277,327	18,950	13,255	9,418	7,322	48,945	326,272
Nevada	452	2,216	1,747	1,750	1,660	1,569	1,509	1,225	1,156	13,284	892	727	559	455	2,633	15,917
N. Hampshire	1,966	9,355	7,493	7,359	7,298	6,829	6,440	5,993	5,315	58,048	3,888	3,029	2,281	1,897	11,095	69,143
New Jersey	41,173	95,604	70,183	69,729	66,992	63,183	56,333	47,483	38,175	548,855	32,297	21,383	14,670	11,382	79,732	628,587
New Mexico [3]	345	17,076	10,321	10,444	10,276	9,453	8,408	7,395	6,650	80,368	3,120	2,183	1,551	1,206	8,060	88,428
New York	112,381	238,864	195,374	200,007	202,001	191,964	175,299	154,707	133,995	1,604,592	131,754	74,876	48,073	31,935	286,638	1,891,230
North Carolina	110	206,612	112,517	107,750	98,967	81,182	61,538	51,979	(2)	720,655	30,560	19,903	13,455	9,442	73,360	794,015
North Dakota	617	27,245	19,500	19,268	18,972	18,048	16,382	14,927	16,303	151,262	8,629	6,069	4,772	4,065	23,535	174,797
Ohio	32,408	140,072	123,850	128,061	124,169	116,494	103,468	96,794	85,425	950,741	70,615	52,255	37,857	30,408	191,135	1,141,876
Oklahoma	4,456	119,941	71,196	74,973	74,673	67,754	58,356	49,930	45,745	567,024	29,532	20,254	12,834	9,247	71,867	638,891
Oregon	524	22,488	16,927	17,768	17,774	19,380	16,210	15,087	15,132	141,290	12,971	9,050	7,059	5,639	34,719	176,009
Pennsylvania [3]	24,707	319,351	203,828	206,257	202,939	186,686	166,069	146,038	131,325	1,587,200	83,614	58,485	41,556	32,308	215,963	1,803,163
Rhode Island [3]	5,343	14,880	11,980	12,123	11,928	10,973	9,761	8,584	7,719	93,291	4,882	3,415	2,426	1,886	12,609	105,900
South Carolina	303	133,367	75,872	63,988	54,965	43,018	29,875	22,360	(2)	423,748	18,580	12,120	8,580	4,406	43,686	467,434
South Dakota	761	22,382	17,021	17,142	17,695	17,026	15,957	15,529	14,842	138,355	8,262	6,213	4,754	4,177	23,406	161,761
Tennessee	739	163,079	84,437	82,916	79,784	67,317	52,389	41,064	33,266	604,991	21,192	13,674	8,346	6,080	49,292	654,283
Texas	16,703	236,766	144,854	146,083	141,294	128,024	108,805	95,285	(2)	1,017,814	74,094	48,657	33,583	20,507	176,841	1,194,655
Utah	1,856	16,774	13,789	14,158	13,486	13,472	11,751	11,308	10,401	106,995	9,019	6,560	4,443	3,305	23,327	130,322
Vermont [3]	444	10,902	6,721	6,802	6,692	6,156	5,476	4,816	4,331	52,340	4,558	3,188	2,266	1,761	11,773	64,113
Virginia	1,664	119,239	80,518	75,259	69,736	56,911	47,537	39,096	(2)	489,960	21,381	13,613	9,030	5,743	49,767	539,727
Washington	2,496	38,539	31,818	32,348	33,116	32,273	28,775	29,312	25,925	254,602	22,691	16,334	11,981	10,380	61,386	315,988
West Virginia	823	78,570	51,823	53,156	52,526	43,360	34,371	26,012	23,761	364,402	9,991	8,423	6,016	4,872	29,302	393,704
Wisconsin	26,545	64,865	53,265	51,346	49,759	47,045	42,248	41,967	39,448	416,488	27,494	23,184	18,103	15,262	84,043	500,531
Wyoming	770	7,196	5,802	5,788	5,332	5,102	4,872	4,370	3,882	43,114	3,076	2,358	1,586	1,151	8,171	51,285
Outlying possessions																
Alaska	117	698	473	492	451	373	355	309	243	3,511	171	119	92	72	454	3,965
American Samoa	753	251	193	188	71	15	10	7	6	1,494						1,494
Canal Zone		751	591	604	557	404	323	263	215	3,708	133	75	50	26	284	3,992
Guam		1,129	618	446	306	78	40	11	17	2,645	9				9	2,654
Hawaii		13,917	7,670	6,812	6,107	4,982	3,668	2,692	1,915	47,763	1,210	774	580	447	3,011	50,774
Philippine Islands		356,657	241,584	190,561	138,313	77,239	49,273	37,794	(2)	1,091,421	21,339	10,700	5,884	3,375	41,298	1,132,719
Porto Rico		64,655	44,490	40,265	22,863	12,393	8,633	6,377	5,650	205,326	3,338	2,125	1,242	719	7,424	212,750
Virgin Islands		677	506	555	403	391	309	133	76	3,050	41	16	5		62	3,112

[1] Data largely taken from statistics of kindergartens, 1923–24.
[2] On 7-year plan.
[3] Distribution estimated on basis of 32 States with 8 elementary grades.
[4] Not including approximately 131,000 pupils in 1-teacher schools.
[5] Ninth grade, 2,783 pupils.
[6] 3 counties and Baltimore City on 8-year plan.
[7] Ninth grade, 4,865 pupils.

TABLE 30.—*Statistics of white and of colored school population, enrollment, and teachers in 16 States, 1923–24*

State	Population, 5 to 17 years of age (inclusive)		Per cent of school population		Enrollment in elementary and secondary schools		Per cent of school population enrolled in public schools		Number of teachers	
	White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
1	2	3	4	5	6	7	8	9	10	11
Alabama	502,085	309,037	61.9	38.1	417,237	183,938	83.1	59.5	11,813	3,212
Arkansas	442,104	153,723	74.2	25.8	379,656	122,102	85.9	79.4	9,624	2,468
Delaware	46,211	7,460	86.1	13.9	32,407	6,166	70.1	82.7	1,156	209
Dist. Columbia	59,271	23,625	71.5	28.5	49,153	22,862	82.9	96.8	1,755	783
Florida	199,364	99,533	66.7	33.3	195,204	71,114	97.9	71.4	6,201	1,511
Georgia	563,318	416,366	57.5	42.5	472,020	275,193	83.8	66.1	12,532	5,155
Louisiana	354,536	221,010	61.6	38.4	258,713	132,135	73.0	59.8	8,406	2,348
Maryland	306,276	64,968	82.5	17.5	207,282	49,020	67.7	75.5	6,648	1,294
Mississippi	283,320	310,642	47.7	52.3	272,720	288,251	96.3	92.8	9,395	5,213
North Carolina	613,136	285,890	68.2	31.8	544,142	248,904	88.7	87.1	16,283	5,120
Oklahoma	624,655	70,952	89.8	10.2	607,205	46,495	97.2	65.5	16,997	1,305
South Carolina	276,431	323,203	46.1	53.9	238,909	228,516	86.4	70.7	7,413	3,677
Tennessee	600,195	131,750	82.0	18.0	538,271	118,963	89.7	90.3	13,923	2,424
Texas	1,259,449	239,895	84.0	16.0	952,152	185,043	75.6	77.1	31,268	4,191
Virginia	498,804	219,934	69.4	30.6	398,665	157,413	79.9	71.6	12,918	3,572
West Virginia	448,034	23,085	95.1	4.9	376,348	23,062	84.0	99.9	12,857	806
Total	7,077,189	2,901,073	70.9	29.1	5,940,084	2,159,177	83.9	74.4	179,189	43,288

TABLE 31.—*School term and school attendance of white and of colored pupils in 16 States, 1923–24*

State	Length of school term (days)		Average number of days attended by each pupil enrolled		Per cent of school term wasted		Per cent of pupils attending daily	
	In white schools	In colored schools	In white schools	In colored schools	In white schools	In colored schools	In white schools	In colored schools
1	2	3	4	5	6	7	8	9
Alabama	143	112	100	78	30	31	70	69
Arkansas	137	130	101	89	26	31	73	69
Delaware	178	176	150	130	16	26	85	74
Dist. Columbia	180	180	148	151	18	16	82	84
Florida	154	114	114	84	26	26	74	74
Georgia	145	131	109	90	24	32	76	68
Louisiana	171	113	133	84	22	25	78	75
Maryland	187	175	152	125	18	29	81	72
Mississippi	158	114	113	73	28	36	72	64
North Carolina	146	135	110	89	25	40	75	66
Oklahoma	165	144	111	97	33	33	67	67
South Carolina	148	87	105	59	29	32	71	68
Tennessee							68	70
Texas	136	130	120	97	12	25	88	74
Virginia	170	144	131	92	23	34	77	70
West Virginia	170	160	129	113	24	30	76	70

TABLE 32.—*Enrollment of white and of colored pupils in 16 States according to the year of advancement, 1923–24*

Year of advancement	White pupils		Colored pupils	
	Number	Per cent of total	Number	Per cent of total
1	2	3	4	5
Kindergarten	42,782	0.69	3,556	0.19
First	1,221,694	19.75	618,983	32.96
Second	772,579	12.49	314,693	16.76
Third	775,189	12.53	279,357	14.88
Fourth	760,884	12.29	232,183	12.36
Fifth	673,860	10.89	172,838	9.20
Sixth	549,177	8.88	112,927	6.01
Seventh	484,166	7.83	73,248	3.90
Eighth	178,975	2.89	17,413	.93
First year high	296,423	4.79	25,508	1.36
Second year high	199,822	3.23	14,481	.77
Third year high	137,069	2.22	8,412	.45
Fourth year high	94,334	1.52	4,350	.23
Total	6,186,954	100.00	1,877,949	100.00

TABLE 33.—*Enrollment of colored pupils in 16 States, 1923–24*

State	Kindergarten and elementary			Secondary			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Alabama	85,547	95,235	180,782	1,046	2,110	3,156	86,593	97,345	183,938
Arkansas	58,340	61,924	120,264	699	1,139	1,838	59,039	63,063	122,102
Delaware	2,848	3,109	5,957	71	138	209	2,919	3,247	6,166
Dist. Columbia	9,117	10,081	19,198	1,288	2,376	3,664	10,405	12,457	22,862
Florida [1]	32,570	37,633	70,203	220	691	911	32,790	38,324	71,114
Georgia	127,217	145,225	272,442	1,285	1,466	2,751	128,502	146,691	275,193
Louisiana	60,582	68,645	129,227	1,363	1,545	2,908	61,945	70,190	132,135
Maryland	23,036	23,831	46,867	719	1,434	2,153	23,755	25,265	49,020
Mississippi	131,638	150,848	282,486	2,687	3,078	5,765	134,325	153,926	288,251
North Carolina	116,918	127,008	243,926	2,386	2,592	4,978	119,304	129,600	248,904
Oklahoma	22,137	22,181	44,318	785	1,392	2,177	22,922	23,573	46,495
South Carolina	104,497	122,495	226,992	510	1,014	1,524	105,007	123,509	228,516
Tennessee	55,654	59,715	115,369	1,162	2,432	3,594	56,816	62,147	118,963
Texas	85,630	88,670	174,300	3,910	6,833	10,743	89,540	95,503	185,043
Virginia	72,941	80,684	153,625	1,804	1,984	3,788	74,745	82,668	157,413
West Virginia	10,638	11,456	22,094	380	588	968	11,018	12,044	23,062
Total	999,310	1,108,740	2,108,050	20,315	30,812	51,127	1,019,625	1,139,552	2,159,177

[1] Distribution estimated.

TABLE 34.—*Statistics of colored schools—Attendance and teachers in 16 States, 1923–24*

State	Average daily attendance			Aggregate days attended			Teachers								
							Elementary schools			Secondary schools			Total		
	Elementary schools	Secondary schools	Total	Elementary schools	Secondary schools	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama	125,395	2,402	127,797	13,860,368	405,385	14,265,753	599	2,523	3,122	44	46	90	643	2,569	3,212
Arkansas	82,293	1,562	83,855	10,641,693	234,300	10,875,993	685	1,691	2,376	45	47	92	730	1,738	2,468
Delaware	4,373	194	4,567	770,344	33,276	803,620	23	172	195	6	8	14	29	180	209
District of Columbia	16,013	3,128	19,141	2,882,273	563,077	3,445,350	59	567	626	72	85	157	131	652	783
Florida			52,440			5,984,435							206	1,305	1,511
Georgia			188,507			24,694,417	499	4,483	4,982	99	74	173	598	4,557	5,155
Louisiana			98,790			11 163,270	433	1,915	2,348				433	1,915	2,348
Maryland	33,227	1,853	35,080	5,789,535	335,076	6,124,611	197	1,007	1,204	43	47	90	240	1,054	1,294
Mississippi			185,048			21,095,472							1,431	3,782	5,213
North Carolina			164,698			22,168,351							1,025	4,095	5,120
Oklahoma	29,418	1,844	31,262	4,206,774	291,352	4,498,126	237	878	1,115	115	75	190	352	953	1,305
South Carolina			155,561			13,546,444	716	2,889	3,605	43	29	72	759	2,918	3,677
Tennessee	80,501	2,624	83,125				408	1,841	2,249	66	109	175	474	1,950	2,424
Texas			137,787			17,943,458							[1] 996	[1] 3,195	4,191
Virginia			110,799			14,515,056	410	2,948	3,358	62	152	214	472	3,100	3,572
West Virginia			16,220			2,595,200	187	528	715	39	52	91	226	580	806
Total			[2] 1,411,552			173,719,556							8,745	34,543	43,288

[1] Figures for 1923.

[2] Total, not including 83,125 in Tennessee

TABLE 35.—*Enrollment of colored pupils by grades in 16 States, 1923–24*

State	In kindergarten and elementary grades										In secondary grades					Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total of kindergarten and elementary	First year	Second year	Third year	Fourth year	Total secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama		68,334	29,940	26,936	22,391	15,947	10,561	6,673	(1)	180,782	1,726	780	447	203	3,156	183,938
Arkansas		30,657	18,994	16,714	15,984	13,586	11,072	7,952	5,305	120,264	710	545	299	284	1,838	122,102
Delaware		1,413	883	877	880	712	516	355	321	5,957	73	68	45	23	209	6,166
District of Columbia	1,644	3,251	2,529	2,611	2,350	2,106	1,689	1,375	1,346	18,901	1,441	822	491	331	3,085	21,986
Florida		30,414	10,500	9,941	8,027	5,155	3,268	1,847	1,051	70,203	465	268	113	65	911	71,114
Georgia		97,004	57,511	43,789	32,612	22,431	12,109	6,616	(1)	272,072	1,968	821	251	70	3,110	275,182
Kentucky		11,036	7,339	7,595	6,964	5,959	3,786	3,043	2,314	48,036	1,152	863	374	233	2,622	50,658
Louisiana		48,565	22,015	20,227	16,927	11,778	6,272	3,443	(1)	129,227	1,308	850	482	268	2,908	132,135
Maryland		11,376	7,111	6,958	6,385	4,972	3,378	2,324	715	43,219	857	725	501	258	2,341	45,560
North Carolina		90,645	40,085	35,999	29,864	22,120	14,202	8,519	(1)	241,434	2,799	1,496	781	577	5,653	247,087
Oklahoma		12,879	6,100	6,237	5,875	4,711	3,761	2,674	2,081	44,318	943	589	362	283	2,177	46,495
South Carolina		70,707	36,920	28,613	22,309	15,260	8,260	4,822	(1)	186,891	2,601	1,285	632	110	4,628	191,519
Tennessee		38,192	17,993	16,799	15,063	11,280	7,331	5,065	3,209	114,932	1,641	767	396	309	3,113	118,045
Texas	1,912	53,521	25,478	26,121	22,922	19,489	14,320	10,537	(1)	174,300	5,025	2,986	1,863	869	10,743	185,043
Virginia		45,005	28,037	26,237	20,782	15,097	10,640	6,787	(1)	152,585	2,425	1,387	1,178	299	5,289	157,874
West Virginia		5,984	3,258	3,703	2,848	2,235	1,762	1,216	1,071	22,077	374	229	197	168	968	23,045
Total	3,556	618,983	314,693	279,357	232,183	172,838	112,927	73,248	17,413	1,825,198	25,508	14,481	8,412	4,350	52,751	1,877,949

[1] On seven-year basis.

CHAPTER XXI

CITY SCHOOL SYSTEMS, 1923–24

INTRODUCTION

This report presents the statistics of public schools in cities for the school year 1923–24. The cities are grouped according to the population groups as set forth by the Bureau of the Census. The various tables describe these groups with respect to size. Every city in Group I made a report. Groups II and III are 98 per cent complete. This degree of completeness is due largely to the fact that some cities were visited by field agents of the bureau, who obtained many reports by personal solicitation and collaboration. Careful estimates have been made for cities which failed to report. Summary tables are given by States for cities in Group IV. The other groups are reported in detail.

In Groups I, II, and III, 773 cities report 23,225 schools and 14,922 buildings. The schools were in session for an average of 185 days, 19.4 per cent of the population were enrolled, 81.4 per cent of those enrolled were in average daily attendance, and 36.3 pupils were enrolled per teacher employed.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923–24*

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
I.—Distribution of attendance and personnel in day schools				
Kindergartens:				
City school systems reporting kindergartens	62	127	200	389
Supervisors and principals	53	27	4	84
Teachers (women)	5,924	1,905	1,258	9,087
Enrollment—				
Boys	174,163	44,502	27,218	245,883
Girls	174,564	45,000	27,419	246,983
Aggregate days' attendance	35,724,298	10,412,849	6,566,417	52,703,564
Average daily attendance	189,909	56,384	35,933	282,226
Number of schools	3,832	1,605	1,170	6,607
Elementary schools:				
City school systems reporting	68	186	519	773
Supervisors and principals	5,646	2,949	3,006	11,601
Teachers—				
Men	3,051	981	996	5,028
Women	87,346	34,859	33,845	156,050
Enrollment—				
Boys	1,868,037	673,320	677,301	3,218,658
Girls	1,821,809	657,433	663,522	3,142,764
Aggregate days' attendance	573,703,109	201,417,371	201,213,598	976,384,078
Average daily attendance	3,053,500	1,098,114	1,107,540	5,259,154
Number of schools	4,979	3,134	4,252	12,365

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923–24*—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
I.—Distribution of attendance and personnel in day schools—Continued				
Junior high schools:				
City school systems reporting junior high schools	37	84	168	289
Supervisors and principals	258	231	195	684
Teachers—				
Men	1,852	892	587	3,331
Women	6,924	4,144	2,844	13,912
Enrollment—				
Boys	124,475	72,800	50,526	247,801
Girls	124,226	74,665	53,272	252,163
Aggregate days' attendance	40,810,352	22,057,292	15,915,143	78,782,787
Average daily attendance	218,381	121,974	88,367	428,722
Number of schools	245	224	227	696
High schools:				
City school systems reporting high schools	68	180	494	742
Supervisors and principals	563	372	702	1,637
Teachers—				
Men	9,100	3,469	3,774	16,343
Women	14,431	7,501	8,757	30,689
Enrollment—				
Boys	321,070	131,358	147,922	600,350
Girls	328,102	147,516	170,858	646,476
Aggregate days' attendance	100,642,028	42,988,197	49,793,594	193,423,819
Average daily attendance	537,610	234,999	274,816	1,047,425
Number of schools	362	263	570	1,195
Special schools for the deaf, the blind, the feeble-minded, etc.:				
City school systems reporting special schools	59	87	[1]	146
Supervisors and principals	115	21		136
Teachers—				
Men	174	36		210
Women	2,996	502		3,498
Enrollment—				
Boys	38,236	5,605		43,841
Girls	24,765	3,570		28,335
Aggregate days' attendance	9,903,545	1,342,130		11,245,675
Average daily attendance	52,466	7,225		59,691
Number of schools	1,821	334		2,155
Vocational schools (full-time):				
City school systems reporting vocational schools	29	30	[1]	59
Supervisors and principals	48	22		70
Teachers—				
Men	641	215		856
Women	480	144		624
Enrollment—				
Boys	21,038	4,013		25,051
Girls	15,710	1,762		17,472
Aggregate days' attendance	3,942,738	804,836		4,747,574
Average daily attendance	20,431	4,398		24,829
Number of schools	64	39		103
Normal schools:				
City school systems reporting normal schools	24	9	[1]	33
Supervisors and principals	29	2		31
Teachers—				
Men	98	1		99
Women	380	18		398
Enrollment—				
Boys	582	3		585
Girls	10,643	277		10,920
Aggregate days' attendance	1,746,563	45,311		1,791,874
Average daily attendance	9,383	249		9,632
Number of schools	32	9		41
Colleges (under city board of education):				
City school systems reporting colleges	4	7	[1]	11
Supervisors and principals	5	4		9
Teachers—				
Men	127	44		171
Women	65	33		98
Enrollment—				
Boys	2,350	729		3,079
Girls	1,604	925		2,529
Aggregate days' attendance	479,522	193,024		672,546
Average daily attendance	2,529	1,097		3,626
Number of schools	5	7		12

[1] The items of this class for Group III not tabulated in detail.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923–24*—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
II.—*Total population and attendance and personnel in public day schools*				
Total population (census 1920)	27,449,936	9,275,256	8,292,403	45,017,595
Superintendents and assistant superintendents	257	244	549	1,050
Supervisors and principals	6,717	3,628	3,909	14,254
Teachers:				
Men	15,043	5,638	5,430	26,111
Women	118,546	49,106	46,953	214,605
Enrollment:				
Boys	2,549,951	932,330	907,693	4,389,974
Girls	2,501,423	931,148	920,424	4,352,995
Aggregate days' attendance	767,002,155	279,261,010	274,114,684	1,320,377,849
Average daily attendance	4,084,209	1,524,440	1,512,299	7,120,948
Average length of school term in days	188	183	181	185
Total number of schools	11,340	5,615	6,270	23,225
School buildings	6,245	3,635	5,042	14,922
III.—*Report of attendance and personnel in part-time and continuation schools*				
City school systems reporting part-time and continuation schools	46	98	(1)	144
Supervisors and principals	91	61	(1)	152
Teachers:				
Men	640	291	(1)	931
Women	721	380	(1)	1,101
Enrollment:				
Boys	101,395	25,109	(1)	126,504
Girls	86,318	25,793	(1)	112,111
Number of schools	132	123	(1)	255
IV.—*Distribution of attendance and personnel in public night schools and Americanization classes.*				
Number of school systems reporting night schools	66	138	238	442
Number of school systems reporting Americanization classes	46	80	----------	126
Supervisors and principals in night schools	655	188	159	1,002
Supervisors and principals in Americanization classes	235	75	----------	310
Teachers:				
Elementary schools	3,674	1,290	1,547	6,511
High schools	5,729	1,317	463	7,509
Vocational schools	1,820	1,278	318	3,416
Americanization classes	2,414	1,130	----------	3,544
Enrollment:				
Elementary schools	181,099	39,055	41,911	262,065
High schools	283,439	62,158	12,935	358,532
Vocational schools	94,129	37,695	8,207	140,031
Americanization classes	139,635	43,179	----------	182,814
V.—*Distribution of attendance and personnel in public summer schools*				
Number of school systems reporting summer schools	47	81	109	237
Supervisors and principals	448	125	63	636
Teachers:				
Elementary schools	5,342	1,202	629	7,173
Junior high schools	221	144	56	421
High schools	2,110	357	239	2,706
Enrollment:				
Elementary schoools	168,674	42,986	17,152	228,812
Junior high schools	7,983	4,336	1,523	13,842
High schools	74,298	9,734	5,796	89,828
VI.—*Receipts of city school systems*				
From the United States for vocational education	$1,124,674	$225,245	(2)	$1,349,919
From the State	62,632,457	18,840,292	$16,489,243	97,961,992
From the county	10,724,468	8,099,492	5,360,857	24,184,817
From other civil divisions for tuition	1,093,740	1,359,597	3,030,934	5,484,271

[1] The items of this class for Group III not tabulated in detail.
[2] Included in State moneys.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923–24*—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
VI.—*Receipts of city school systems*—Continued				
From general property taxes and city appropriations for maintenance	$358, 448, 831	$116, 388, 957	$100, 707, 317	$575, 545, 105
From taxation for debt service	26, 405, 395	11, 936, 210	9, 124, 158	47, 465, 763
All other local revenue	9, 032, 512	3, 197, 608	2, 852, 430	15, 082, 550
From loans and bond sales	159, 843, 741	33, 167, 021	28, 128, 538	221, 139, 300
From sales of property	1, 960, 410	767, 223	972, 155	3, 699, 788
Other nonrevenue receipts	762, 957	902, 463	1, 306, 085	2, 971, 505
Balance from previous school year	202, 152, 931	39, 051, 484	32, 792, 857	273, 997, 272
Total amount available	834, 182, 116	233, 935, 592	200, 764, 574	1,268,882,282
VII.—*Expenses, outlays, and other payments for school purposes*				
General control:				
Business	7, 635, 598	2, 045, 425	1, 565, 810	11, 246, 833
Educational	4, 491, 103	2, 274, 027	3, 372, 518	10, 137, 648
Expenses of instruction (day schools):				
Salaries and expenses of supervisors and principals	26, 560, 625	9, 339, 163	8, 083, 781	43, 983, 569
Salaries of teachers	272, 484, 268	84, 532, 034	72, 057, 773	429, 074, 075
Textbooks, school-library books, stationery, supplies, and other expenses of instruction	14, 325, 262	5, 189, 078	4, 787, 936	24, 302, 276
Expenses of instruction in part-time and continuation schools	3, 312, 405	874, 174	388, 232	4, 574, 811
Expenses of instruction in public night schools and Americanization classes	6, 068, 547	1, 302, 082	436, 291	7, 806, 920
Expenses of instruction in summer schools	1, 450, 211	323, 644	142, 835	1, 916, 690
Operation of plant—janitors' salaries, fuel, light, etc	34, 571, 645	14, 583, 986	13, 833, 252	62, 988, 883
Repairs and replacements	20, 214, 849	5, 887, 211	4, 390, 219	30, 492, 279
Auxiliary agencies	12, 106, 070	3, 705, 131	3, 007, 357	18, 818, 558
Fixed charges—pensions, rent, insurance, etc	6, 169, 079	2, 375, 554	2, 367, 205	10, 911, 838
Interest on indebtedness (paid from current funds)	23, 467, 482	8, 028, 856	7, 900, 655	39, 396, 993
Total current expenses	432, 857, 144	140, 460, 365	122, 333, 864	695, 651, 373
Outlays—capital acquisition and construction	147, 376, 154	42, 379, 894	36, 702, 163	226, 458, 211
Expenses of debt service [3]	51, 870, 396	16, 111, 805	10, 942, 663	78, 924, 864
Grand total expenditures	632, 103, 694	198, 952, 064	169, 978, 690	1,001,034,448
VIII.—*Distribution of expenses of instruction in public day schools*				
Kindergartens:				
Salaries and expenses of supervisors and principals	148, 883	58, 449	7, 410	214, 742
Salaries of teachers	10, 790, 339	2, 647, 306	1, 652, 017	15, 089, 662
Total	10, 939, 222	2, 705, 755	1, 659, 427	15, 304, 404
Elementary schools:				
Salaries and expenses of supervisors and principals	20, 533, 235	6, 809, 718	5, 608, 224	32, 951, 177
Salaries of teachers	171, 589, 354	51, 060, 715	44, 277, 075	266, 927, 144
Textbooks, supplies, and other expenses of instruction	8, 709, 322	2, 979, 895	2, 958, 381	14, 647, 598
Total	200, 831, 911	60, 850, 328	52, 843, 680	314, 525, 919
Junior high schools:				
Salaries and expenses of supervisors and principals	1, 309, 576	713, 418	455, 163	2, 478, 157
Salaries of teachers	18, 885, 918	7, 934, 124	5, 030, 016	31, 850, 058
Textbooks, supplies, and other expenses of instruction	1, 105, 131	505, 373	377, 190	1, 987, 694
Total	21, 300, 625	9, 152, 915	5, 862, 369	36, 315, 909
High schools:				
Salaries and expenses of supervisors and principals	3, 761, 896	1, 622, 383	1, 996, 371	7, 380, 650
Salaries of teachers	59, 827, 362	21, 150, 339	20, 872, 305	101, 850, 006
Textbooks, supplies, and other expenses of instruction	3, 470, 652	1, 556, 905	1, 437, 051	6, 464, 608
Total	67, 059, 910	24, 329, 627	24, 305, 727	115, 695, 264

[3] Not including interest, payments made from sinking funds, and payments made from money received by issue of new bonds to redeem old bonds.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923–24*—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
VIII.—*Distribution of expenses of instruction in public day schools*—Continued				
Special schools for the deaf, the blind, the feeble-minded, etc.:				
Salaries and expenses of supervisors and principals	$337,283	$42,064	(1)	$379,347
Salaries of teachers	7,063,304	901,691		7,964,995
Textbooks, supplies, and other expenses of instruction	443,248	30,936		474,184
Total	7,843,835	974,691		8,818,526
Vocational schools (full time):				
Salaries and expenses of supervisors and principals	249,387	80,740	(1)	330,127
Salaries of teachers	2,439,527	712,020		3,151,547
Textbooks, supplies, and other expenses of instruction	412,181	103,729		515,910
Total	3,101,095	896,489		3,997,584
Normal schools under city boards of education:				
Salaries and expenses of supervisors and principals	174,553	4,191	(1)	178,744
Salaries of teachers	1,486,555	32,112		1,518,667
Textbooks, supplies, and other expenses of instruction	156,706	521		157,227
Total	1,817,814	36,824		1,854,638
Colleges under city boards of education:				
Salaries and expenses of supervisors and principals	45,812	8,200	(1)	54,012
Salaries of teachers	401,909	[4] 93,727		495,636
Textbooks, supplies, and other expenses of instruction	28,022	8,369		36,391
Total	475,743	[4] 110,296		586,039
IX.—*Expenses of debt service*				
Redemption of bonds by payment from—				
Current funds	7,715,849	5,357,834	$4,007,417	17,081,100
Sinking funds	4,365,928	2,391,381	2,445,762	9,203,071
Issue of new bonds	4,902,000	4,218,000	6,013,680	15,133,680
Payments to sinking funds	8,739,740	3,919,378	1,757,685	14,416,803
Payments of interest from—				
Current funds	23,467,482	8,028,856	7,900,655	39,396,993
Sinking funds	3,177,105	2,410,969	98,414	5,686,488
Redemption of short-term loans	34,987,547	6,634,569	5,025,848	46,647,964
Refunds and other expenses of debt service	427,260	200,024	151,713	778,997
Total [5]	75,337,878	24,215,661	18,843,318	118,396,857
X.—*Bonds and sinking funds (thousands of dollars)*				
School bonds outstanding	622,318	243,524	192,033	1,057,875
Other forms of school debt	46,802	4,494	6,513	57,809
Total amount in sinking funds	48,748	13,758	9,079	71,585
XI.—*Taxation and values*				
Assessed valuation of property taxed for school purpose (thousands of dollars)	43,710,471	11,385,484	9,027,132	64,123,087
True valuation of property assessed for school purposes (thousands of dollars)	51,276,849	15,959,357	14,046,200	81,282,406
Ratio of assessed valuation to true property value	85.24	71.34	64.27	78.89
Amount derived from tax on property (thousands of dollars)	417,694	138,832	115,556	672,082
Average rate of taxation for all school purposes (mills)	8.15	8.70	8.23	8.27
Value of school properties (thousands of dollars)	1,177,958	487,707	461,083	2,126,748

[1] The items of this class in Group III not tabulated in detail.
[4] Does not include salaries of teachers in two junior colleges which did not report salaries.
[5] Does not include payments from sinking funds and from receipts from new bonds issued to redeem old bonds.

TABLE 2.—*Combined summary of personnel and attendance in city public schools, 1923–24, for all cities of 2,500 population and more*

State	Day schools									Night schools			Summer schools		
	City school systems	Superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	City school systems	Supervisors, principals, and teachers	Enrollment	City school systems	Supervisors, principals, and teachers	Enrollment
				Men	Women	Boys	Girls								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	[1] 2,881	2,842	19,197	34,880	279,372	5,617,149	5,617,017	1,688,945,230	9,295,942	623	19,573	782,634	346	11,747	355,266
Alabama	40	40	149	217	2,581	59,467	63,998	16,137,018	92,515	2	38	1,712	1	1	26
Arizona	16	17	93	118	994	20,399	19,976	4,980,124	28,287	5	43	1,454	5	46	1,149
Arkansas	41	39	96	219	1,532	37,906	39,999	10,857,054	63,285				1	6	71
California	103	109	1,139	2,370	15,840	315,116	308,154	87,383,396	472,642	34	1,216	105,146	3	946	28,411
Colorado	27	30	252	365	2,854	58,833	59,813	15,883,928	88,049	6	95	2,369	8	148	5,157
Connecticut	76	81	525	510	7,026	131,378	127,810	40,027,917	216,329	34	592	19,112	7	222	7,445
Delaware	4	5	33	43	455	8,808	8,883	2,700,756	14,631	1	22	948	1	34	831
Dist. of Columbia	1	3	95	289	2,193	35,005	36,969	10,775,681	59,865	1	167	9,675	1	172	4,839
Florida	30	35	175	151	2,182	41,179	42,299	11,661,085	68,145	3	21	612	1	[2]	92
Georgia	58	73	198	451	3,836	76,945	82,874	24,219,018	134,096	4	129	4,678	3	50	939
Idaho	20	25	57	170	905	18,439	18,715	5,108,959	29,243	1	2	39	2	5	109
Illinois	176	164	837	2,001	19,063	397,179	391,438	130,827,069	689,989	14	1,310	61,956	13	690	20,578
Indiana	93	101	816	1,436	7,487	149,902	151,983	45,866,397	251,731	22	381	11,550	6	346	14,294
Iowa	82	77	544	580	5,583	92,969	95,498	28,360,283	159,081	12	147	4,770	4	63	1,665
Kansas	62	60	408	560	3,964	75,984	78,142	21,860,503	125,051	8	180	6,481	13	128	3,785
Kentucky	49	53	218	333	2,963	59,557	62,195	17,972,922	97,868	3	61	2,286	3	46	2,141
Louisiana	38	35	202	246	2,974	57,831	59,499	16,439,015	93,577	2	197	13,760	4	24	484
Maine	56	53	168	290	2,489	40,358	39,793	12,138,263	68,177	11	221	5,360	1	6	141
Maryland	17	26	257	417	3,083	66,915	67,868	20,710,286	110,338	1	250	17,105	1	99	4,332
Massachusetts	169	175	1,252	1,943	18,059	338,836	330,882	103,948,085	573,454	75	2,377	63,261	33	705	24,749
Michigan	93	101	883	1,649	11,894	232,975	229,324	70,664,272	372,357	37	1,303	51,852	20	698	21,889
Minnesota	59	70	431	714	6,478	109,921	112,793	34,477,426	189,259	21	375	9,803	9	409	12,977
Mississippi	32	34	116	93	1,340	27,097	30,322	7,787,888	43,721	1	4	21	4	66	1,336
Missouri	63	68	484	854	6,915	154,641	155,605	43,742,941	237,259	5	668	26,453	5	842	17,049
Montana	17	16	79	59	1,035	18,459	18,824	5,302,961	29,968	1	1	17	2	28	835

Nebraska	31	31	202	261	2,597	46,808	48,025	14,051,112	87,943	7	324	8,314	8	67	2,057
Nevada	3	3	2	12	122	2,231	2,107	620,511	3,547				1	2	54
New Hampshire	27	29	95	196	1,226	19,929	19,855	6,081,519	34,821	11	184	4,040	2	44	1,010
New Jersey	123	108	916	1,502	13,515	267,058	259,311	81,031,101	427,793	41	1,063	34,575	24	1,111	34,346
New Mexico	12	12	42	49	443	8,547	8,580	2,303,891	12,934	1	7	331	2	20	423
New York	171	176	2,360	4,633	39,380	833,551	805,338	249,333,383	1,320,410	74	2,806	126,978	15	1,495	49,409
North Carolina	55	54	215	291	2,307	65,849	70,132	19,001,243	107,583	5	59	1,391	6	66	2,069
North Dakota	12	12	48	80	604	9,727	10,377	3,118,272	17,423	3	36	869	2	11	288
Ohio	145	151	1,185	2,619	18,427	356,972	351,985	111,923,768	611,923	30	1,174	35,603	28	915	26,495
Oklahoma	63	57	334	676	4,085	81,052	83,509	22,614,681	128,420	5	110	4,492	7	128	2,513
Oregon	23	22	167	285	2,279	44,936	45,476	13,236,541	71,735	4	157	5,495			
Pennsylvania	310	238	1,488	3,526	23,923	542,264	540,182	166,590,677	890,859	41	1,492	53,132	33	875	24,842
Rhode Island	27	32	187	224	2,756	53,697	54,236	15,641,181	86,838	15	435	12,666	3	23	666
South Carolina	32	29	122	158	1,718	38,253	42,033	10,909,460	61,796	5	56	779	3	27	432
South Dakota	14	12	81	97	725	11,699	12,219	3,728,325	20,897	4	20	326	2	25	784
Tennessee	47	42	189	323	2,988	66,773	74,674	19,344,932	110,449	4	120	3,960	2	101	3,742
Texas	118	113	624	1,083	8,473	178,322	185,006	49,316,247	278,954	9	373	14,429	15	231	7,437
Utah	17	20	105	373	1,522	32,596	32,033	9,496,395	54,342	3	25	527	1	2	75
Vermont	29	23	65	79	856	13,282	13,566	3,957,927	23,261	4	27	735			
Virginia	39	33	248	308	3,669	66,766	72,431	20,832,813	115,702	7	238	7,613	11	285	7,319
Washington	35	35	334	624	3,807	81,082	81,304	23,774,503	129,889	8	142	9,823	7	90	1,917
West Virginia	36	29	201	431	2,337	42,551	43,595	13,226,204	74,314	6	51	1,160	10	164	4,394
Wisconsin	82	83	422	924	6,343	117,653	117,780	36,308,275	300,061	27	825	34,203	12	279	9,529
Wyoming	8	8	58	48	545	9,452	9,607	2,669,022	15,131	5	49	773	1	6	141

[1] Including estimates for all cities not reporting.
[2] Not reported.

TABLE 3.—*Combined summary of expenditures, value of school properties, and number of schools and buildings in city public school systems, 1923–24, for all cities of 2,500 population and more*

State	Number of schools	Number of school buildings	Value of school properties (thousands of dollars)	Salaries of supervisors, principals, and teachers in day schools	Night school and Americanization class expenses	Summer school expenses	Interest on indebtedness [1]	Total current expenses	Capital outlays
1	2	3	4	5	6	7	8	9	10
Continental United States	34,315	24,459	2,664,283	$568,697,665	$7,931,233	$1,970,630	$48,090,659	$846,126,707	$272,799,836
Alabama	297	264	13,523	2,901,816	7,214	2,845	100,256	3,727,195	1,312,301
Arizona	159	171	9,955	1,854,875	8,151	10,852	93,313	2,687,732	700,214
Arkansas	244	239	9,917	1,934,611		450	146,872	2,584,318	352,535
California	1,983	1,322	159,476	37,050,805	731,018	133,644	1,452,739	51,310,009	28,323,353
Colorado	364	267	23,877	6,051,899	57,621	29,488	440,405	8,627,633	3,756,891
Connecticut	1,069	835	58,534	12,866,231	238,243	31,199	736,833	19,069,529	4,076,793
Delaware	45	42	3,708	892,799	7,200	5,826	23,135	1,250,290	246,514
District of Columbia	295	157	15,242	4,556,521	71,964	19,870		6,069,989	741,004
Florida	183	168	12,469	2,329,008	9,343		355,855	3,250,287	1,553,590
Georgia	478	427	19,494	4,580,003	6,142	7,948	86,866	5,977,730	3,604,961
Idaho	111	111	6,864	1,538,567	302	350	272,861	2,436,982	282,102
Illinois	1,905	1,342	192,466	41,745,458	483,268	275,543	1,698,453	62,378,034	13,520,394
Indiana	925	701	76,482	15,078,728	109,368	113,783	1,327,330	23,089,300	7,514,990
Iowa	869	551	55,493	9,799,286	21,732	11,018	1,208,679	15,143,528	4,195,749
Kansas	611	454	32,803	6,940,867	33,484	26,543	722,118	10,538,176	3,868,022
Kentucky	408	311	17,362	4,035,988	15,449	7,638	133,378	5,493,314	1,240,867
Louisiana	328	257	17,114	4,604,971	62,698	3,659	358,450	6,594,386	1,780,240
Maine	740	694	14,274	3,085,554	34,030	600	20,386	4,618,479	988,801
Maryland	375	232	19,903	6,066,020	79,978	19,777	608,266	8,712,402	5,598,338
Massachusetts	2,533	2,241	161,005	36,434,109	768,199	92,570	1,580,181	54,743,669	11,776,958
Michigan	1,735	928	137,943	25,191,887	368,697	185,289	3,895,416	40,264,475	14,167,874
Minnesota	929	497	71,251	12,613,760	146,557	75,269	1,714,477	21,407,756	9,272,697
Mississippi	175	145	7,423	1,401,797	250	4,116	57,977	1,853,493	930,238
Missouri	930	608	66,624	13,677,071	178,296	137,405	1,101,511	21,862,417	6,439,524
Montana	138	122	9,355	1,897,000			315,314	3,016,318	322,809
Nebraska	399	237	31,369	4,975,289	76,057	12,012	587,850	7,703,867	2,779,278
Nevada	16	14	1,256	235,668		360	21,963	347,843	53,356
New Hampshire	316	251	9,987	1,865,457	26,824	1,536	174,504	3,045,179	314,270
New Jersey	1,477	813	139,696	30,796,394	473,053	154,532	3,963,144	47,304,554	14,046,690
New Mexico	64	52	3,079	716,567	1,618	3,093	64,384	1,013,673	145,586

New York	3,666	1,833	412,519	108,769,289	2,449,669	221,250	9,874,213	156,649,090	57,555,023
North Carolina	303	292	24,951	4,184,363	8,204	2,391	353,077	5,604,722	2,881,163
North Dakota	79	59	6,699	1,032,021	4,273	3,302	110,845	1,682,310	87,227
Ohio	2,001	1,334	229,799	38,049,656	367,913	58,810	6,111,548	59,628,790	18,803,069
Oklahoma	474	393	33,118	6,853,284	23,885	8,142	771,541	10,046,728	3,395,444
Oregon	208	203	17,286	4,334,233	37,784	----------	238,453	5,839,154	2,770,343
Pennsylvania	2,673	2,166	250,080	48,805,938	467,537	121,728	3,862,558	75,604,318	24,769,897
Rhode Island	568	436	18,437	4,607,612	97,516	2,472	348,310	6,989,036	1,025,694
South Carolina	206	192	10,391	1,816,914	6,358	1,800	73,787	2,299,653	549,764
South Dakota	107	85	7,993	1,218,633	7,636	4,449	184,313	2,011,005	472,807
Tennessee	345	292	18,587	3,793,148	25,993	----------	106,003	5,033,727	1,029,090
Texas	986	887	64,870	12,734,347	89,186	56,860	952,227	17,209,510	5,091,498
Utah	182	148	12,742	2,751,435	12,693	600	316,995	4,209,135	403,671
Vermont	225	173	4,664	1,096,960	3,110	----------	6,480	1,702,879	147,935
Virginia	389	273	22,472	5,005,169	66,780	41,767	225,399	6,775,804	2,142,526
Washington	438	365	35,430	8,145,163	52,690	7,827	723,162	11,840,953	1,559,187
West Virginia	282	267	24,240	4,208,524	10,330	15,386	241,232	6,011,612	1,202,203
Wisconsin	1,001	537	66,798	12,550,309	181,863	55,671	324,125	19,437,915	4,610,479
Wyoming	81	71	4,193	1,021,661	1,057	960	3,445	1,427,809	395,877

[1] Includes interest paid from current funds only.

TABLE 4.—*Summary of personnel and attendance in city public schools, 1923–24*

GROUP IV.—CITIES OF 2,500 TO 10,000 POPULATION

State	Population	Day schools									Night schools			Summer schools		
		City school systems	Superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance	Average daily attendance	City school systems reporting	Supervisors, principals, and teachers	Enrollment	City school systems reporting	Supervisors, principals, and teachers	Enrollment
					Men	Women	Boys	Girls								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	9,868,969	[1] 2,108	1,792	4,943	8,769	64,767	1,227,175	1,264,022	368,567,381	2,174,994	181	1,135	22,006	109	811	22,784
Alabama	126,977	29	27	24	56	607	15,531	16,635	4,044,669	23,084	1	2	38	1	1	26
Arizona	75,683	14	15	66	94	677	13,230	13,165	3,365,423	18,619	4	30	1,028	5	46	1,149
Arkansas	151,462	36	34	42	146	782	20,798	22,188	5,935,084	34,826						
California	354,065	77	58	260	420	2,864	54,322	53,083	15,360,500	86,927	15	88	3,307	1	4	112
Colorado	90,743	20	20	86	122	877	16,609	16,838	4,553,572	25,453	2	3	35	3	25	47
Connecticut	238,992	48	44	84	93	1,505	26,554	26,296	7,944,944	43,479	9	26	590			
Delaware	10,599	3	3		9	65	1,183	1,205	373,340	1,982						
Florida	119,067	24	30	92	71	837	16,204	16,916	4,562,750	27,180	2	11	210			
Georgia	202,532	46	56	47	137	1,139	20,921	23,054	6,450,782	36,305				1	4	43
Idaho	82,643	18	23	35	137	683	13,747	14,066	3,772,776	21,774				1	2	29
Illinois	592,583	129	107	156	356	3,323	60,593	61,077	19,168,384	104,909	1	1	35	3	95	4,393
Indiana	311,030	62	62	260	422	1,761	35,752	36,750	11,238,420	63,437	3	26	601	1	2	14
Iowa	271,345	63	56	178	225	2,080	30,665	33,299	9,535,225	54,880	2	4	63	1	3	53
Kansas	200,215	45	43	183	233	1,458	26,956	27,724	7,908,222	44,950				4	13	208
Kentucky	194,446	41	40	64	145	1,148	23,174	24,685	7,037,400	39,149	1	7	154	2	5	77
Louisiana	132,015	32	21	44	91	884	16,620	17,208	4,884,296	27,896				2	9	120
Maine	212,638	47	43	86	196	1,444	23,692	23,611	7,043,636	40,020	2	31	373	1	6	141
Maryland	52,247	12	15	44	50	324	6,091	6,572	1,896,171	10,362						
Massachusetts	506,171	103	92	245	305	3,091	51,924	51,131	16,281,883	91,158	17	82	825	2	7	122
Michigan	335,958	63	60	263	367	2,464	44,295	45,804	14,103,966	74,189	14	59	1,357	7	28	1,032
Minnesota	225,871	48	49	153	220	1,953	29,245	31,454	9,554,004	53,265	14	147	2,613	3	31	826
Mississippi	103,920	23	25	67	48	610	12,141	13,045	3,320,828	18,519						
Missouri	231,978	50	44	114	177	1,495	29,842	30,794	8,471,331	48,569	3	49	1,199	1	1	21
Montana	54,806	11	10	17	14	338	5,962	5,966	1,728,859	9,633	1	1	17	1	4	133

Nebraska	122,697	26	22	81	118	912	15,982	16,937	4,737,344	36,793	4	71	1,509	4	20	664
Nevada	7,382	2	2	1	5	47	719	675	210,590	1,204				1	2	54
New Hampshire	86,022	19	17	21	76	465	7,014	6,642	2,035,238	11,787	4	36	344	2	44	1,010
New Jersey	397,533	81	53	199	276	2,910	53,412	53,599	16,217,047	87,270	8	26	485	6	23	733
New Mexico	49,803	11	11	29	44	334	6,253	6,370	1,726,271	9,728				1	2	16
New York	486,798	111	64	228	319	3,635	60,150	60,738	18,408,848	99,651	23	73	1,592	1	5	56
North Carolina	179,858	41	35	62	116	1,323	26,835	28,385	7,870,022	44,709	1	3	48	3	39	1,315
North Dakota	41,792	9	9	22	35	298	4,512	4,892	1,452,745	8,238	1	7	12	1	1	36
Ohio	504,692	95	86	268	534	2,930	58,833	59,475	18,173,402	103,251	4	22	305	9	74	2,082
Oklahoma	222,216	51	45	170	336	1,794	37,486	39,014	10,778,216	61,156	1	15	45	3	9	143
Oregon	90,432	19	16	72	110	732	13,678	13,756	3,704,295	21,550	2	36	287			
Pennsylvania	1,149,595	231	136	366	970	6,133	132,173	133,672	41,846,432	228,989	11	68	823	12	125	4,159
Rhode Island	87,818	16	18	44	33	453	9,104	9,277	2,737,599	14,985	4	26	412	1	3	110
South Carolina	121,203	26	23	44	85	857	19,552	22,094	5,600,321	32,136	2	27	324	2	20	265
South Dakota	62,133	12	10	46	68	458	7,202	7,755	2,358,381	13,198	3	14	197			
Tennessee	163,518	41	36	58	128	962	20,681	23,108	5,838,667	34,886	1	5	48	1	3	40
Texas	394,056	88	78	189	381	2,525	55,891	59,701	16,023,350	88,410				5	17	272
Utah	54,367	14	13	38	202	445	10,767	10,704	3,103,407	18,325						
Vermont	117,465	26	20	44	56	620	9,136	9,202	2,720,019	16,032	1	4	87			
Virginia	123,723	28	20	57	83	860	16,089	16,948	4,789,651	26,839	2	9	102	4	34	475
Washington	106,718	25	23	77	141	802	16,283	16,761	4,589,273	25,686	2	7	258	3	8	79
West Virginia	106,651	25	18	84	189	762	15,023	15,680	4,604,609	25,931	2	5	65	6	81	2,112
Wisconsin	282,439	61	54	98	294	1,825	29,451	30,962	9,097,805	154,546	10	77	1,938	4	15	217
Wyoming	32,072	6	6	35	36	276	4,898	5,109	1,407,384	8,129	4	37	680			

[1] Includes estimates for all cities not reporting.

TABLE 5.—*Summary of expenditures, value of school properties, and number of schools and school buildings in city public school systems, 1923–24*

GROUP IV.—CITIES OF 2,500 TO 10,000 POPULATION

State	Number of schools	Number of school buildings	Value of school properties (thousands of dollars)	Salaries of supervisors, principals, and teachers in day schools	Night school and Americanization class expenses	Summer school expenses	Interest on indebtedness	Total current expenses	Capital outlays
1	2	3	4	5	6	7	8	9	10
Continental United States	[1] 11, 090	9, 537	537, 535	$95, 640, 021	$124, 313	$53, 940	$7, 723, 668	$149, 505, 336	$46, 341, 625
Alabama	107	91	3, 231	529, 993	450	-------	47, 342	756, 742	788, 155
Arizona	111	136	6, 745	1, 255, 135	6, 638	10, 852	30, 832	1, 873, 749	261, 257
Arkansas	164	164	3, 959	896, 546	-------	-------	67, 847	1, 233, 375	131, 863
California	503	482	26, 127	5, 752, 050	12, 700	818	263, 959	8, 245, 006	3, 687, 366
Colorado	125	121	5, 356	1, 417, 095	230	7, 090	124, 814	2, 125, 674	297, 839
Connecticut	399	378	8, 052	2, 057, 122	6, 288	-------	118, 648	3, 337, 492	721, 993
Delaware	11	10	861	89, 486	-------	-------	9, 350	125, 777	6, 566
Florida	94	85	5, 783	919, 664	-------	-------	132, 578	1, 279, 824	336, 369
Georgia	150	159	5, 492	1, 095, 401	-------	-------	32, 126	1, 470, 776	362, 738
Idaho	89	88	4, 736	1, 126, 397	-------	-------	182, 129	1, 773, 615	172, 093
Illinois	475	437	38, 175	4, 382, 290	-------	330	239, 188	6, 745, 954	2, 980, 405
Indiana	280	257	13, 931	2, 856, 893	2, 007	150	152, 342	4, 337, 967	1, 075, 981
Iowa	339	244	17, 087	2, 938, 508	40	360	352, 692	4, 563, 768	1, 205, 775
Kansas	238	202	12, 114	2, 249, 466	-------	975	185, 638	3, 349, 900	593, 648
Kentucky	182	152	5, 970	1, 193, 620	-------	250	72, 627	1, 741, 233	704, 145
Louisiana	114	116	5, 668	1, 198, 319	-------	-------	69, 914	1, 762, 238	518, 116
Maine	534	504	7, 515	1, 558, 075	3, 749	600	7, 846	2, 425, 107	619, 122
Maryland	48	46	1, 670	350, 306	-------	-------	1, 136	465, 682	93, 206
Massachusetts	764	694	20, 622	4, 603, 832	5, 869	1, 700	72, 515	7, 252, 151	1, 183, 325
Michigan	520	345	26, 036	4, 145, 684	6, 169	5, 061	496, 376	7, 122, 964	2, 360, 621
Minnesota	295	211	23, 412	3, 252, 324	20, 135	4, 203	306, 549	5, 789, 568	2, 714, 490
Mississippi	84	67	2, 928	615, 747	-------	-------	10, 500	826, 515	335, 838
Missouri	245	232	13, 411	2, 018, 951	1, 528	-------	271, 452	4, 428, 363	1, 711, 913
Montana	57	55	3, 335	494, 692	-------	-------	204, 198	836, 177	201, 669
Nebraska	186	136	8, 454	1, 488, 745	11, 306	2, 395	78, 008	2, 247, 270	836, 317
Nevada	6	5	370	93, 325	-------	360	-------	123, 746	9, 081
New Hampshire	153	132	2, 128	529, 592	2, 463	1, 536	8, 754	838, 355	154, 698
New Jersey	417	274	27, 185	5, 324, 382	4, 905	3, 735	546, 867	8, 469, 989	3, 162, 940
New Mexico	54	43	2, 299	522, 048	-------	688	32, 190	727, 240	89, 225
New York	532	343	36, 849	6, 206, 362	17, 733	-------	889, 990	10, 090, 631	5, 357, 071
North Carolina	147	137	9, 601	1, 509, 889	-------	-------	75, 113	1, 890, 146	1, 445, 273
North Dakota	44	35	2, 535	458, 553	-------	364	51, 799	780, 870	80, 569
Ohio	457	388	35, 942	4, 617, 206	1, 062	1, 166	643, 475	7, 785, 602	2, 524, 649
Oklahoma	244	231	13, 101	2, 508, 841	-------	150	299, 590	3, 688, 548	1, 025, 146
Oregon	90	87	4, 478	1, 101, 461	-------	-------	97, 925	1, 578, 441	304, 179
Pennsylvania	887	748	54, 699	9, 858, 943	5, 345	2, 025	845, 169	16, 161, 806	4, 068, 046
Rhode Island	167	157	2, 380	528, 921	3, 190	500	-------	889, 237	100, 806
South Carolina	133	125	4, 688	835, 370	5, 695	1, 800	19, 573	1, 043, 599	206, 856
South Dakota	66	61	4, 758	718, 184	862	-------	78, 455	1, 181, 148	74, 231
Tennessee	158	138	5, 254	987, 224	-------	-------	20, 986	1, 361, 328	267, 976
Texas	398	394	15, 485	2, 919, 982	-------	600	232, 317	3, 978, 933	844, 141
Utah	96	88	3, 478	836, 308	-------	-------	35, 026	1, 331, 794	134, 746
Vermont	190	148	3, 260	779, 540	279	-------	-------	1, 238, 128	133, 253
Virginia	97	84	5, 606	926, 042	343	828	60, 447	1, 267, 244	447, 821
Washington	113	122	5, 698	1, 272, 988	1, 220	180	81, 202	1, 883, 642	361, 612
West Virginia	122	119	7, 414	1, 383, 164	400	2, 870	48, 231	1, 876, 518	634, 075
Wisconsin	368	233	17, 694	2, 728, 489	3, 287	2, 354	122, 508	4, 446, 015	949, 765
Wyoming	37	33	1, 963	506, 866	420	-------	3, 445	755, 489	64, 656

[1] Includes estimates for all cities not reporting.

COMPARATIVE DATA

The following tabulation presents some comparisons between 1922 and 1924 for cities in the first three groups:

Pupils per teacher, salary of teachers, and per pupil cost of instruction, for certain types of schools in Groups I, II, and III

Type of school	1922			1924		
	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil enrolled	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil enrolled
Kindergarten	50.2	$1,524	$30.76	54.2	$1,561	$31.05
Elementary	37.6	1,517	47.51	39.5	1,675	49.44
Junior high	28.9	1,638	64.63	28.9	1,847	72.78
High	25.7	1,938	86.89	26.5	2,166	92.79
Special	19.6	1,909	103.92	19.5	2,148	122.18
Vocational	27.5	2,056	98.09	28.7	2,129	94.01
Normal	18.8	2,534	160.04	23.2	3,056	161.20

Slight increases are noted in size of classes in kindergartens, elementary schools, high schools, normal schools, and vocational schools. The salary trend is upward for every type of school, the largest increase being in city normal schools, where a 20 per cent increase occurs. Per pupil cost of instruction increases for every type of school excepting vocational schools. The data for city colleges are too incomplete to make comparisons with 1922.

PER CAPITA COSTS

No tables are presented in this bulletin showing per capita costs of education in cities, as that material was presented in Statistical Circular No. 4. A study of 35 representative cities in Group I shows an average total cost, excluding debt service, of $95.64 per pupil in average daily attendance, which is an increase of $10.96 over that for 30 representative cities of this class for 1922. This is an expenditure of 3.4 per cent for general control, 76.9 per cent for instruction, 9.6 per cent for operation of plant, 5.6 per cent for maintenance, 2.5 per cent for auxiliary agencies, and 2 per cent for fixed charges.

In Group II, 55 representative cities had an average total cost of $87.12 per pupil, an increase of $7.08 over the average for 40 representative cities of this class for 1922. Of this total expenditure, 3.4 per cent is for general control, 77 per cent for instruction, 11.1 per cent for operation of plant, 4 per cent for maintenance, 2.8 per cent for auxiliary agencies, and 1.7 per cent for fixed charges.

In Group III, 55 representative cities have an average total cost of $73.90 per pupil in average daily attendance, an increase of $0.18 over that for 50 representative cities of this class for 1922. Of this

total cost, 3.6 per cent is for general control, 77.9 per cent for instruction, 11.5 per cent for operation of plant, 3.6 per cent for maintenance, 1.9 per cent for auxiliary agencies, and 1.5 per cent for fixed charges.

In Group IV, 50 representative cities show an average total cost per pupil of $74.91, an increase of $10.78 over that for 50 representative cities of this class for 1922. The total cost is divided as follows: 5.5 per cent for general control, 72.3 per cent for instruction, 13 per cent for operation of plant, 3.9 per cent for maintenance, 3.6 per cent for auxiliary agencies, and 1.7 per cent for fixed charges.

The total range of per pupil costs for 1924 for the cities included above is as follows: Group I, from $35.74 to $133.32; Group II, $35.52 to $125.05; Group III, $24 to $110.85: and Group IV, from $34.25 to $165.51.

The following tables present in detail the personnel and financial statistics for cities of 10,000 population or more:

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Birmingham	178,806	175	3	46	95	892	20,683	22,266	5,740,125	32,799	60	64
California:												
Los Angeles	579,877	188	9	319	746	4,990	97,743	96,484	26,754,589	142,312	551	261
Oakland	216,261	185	4	82	149	1,200	24,426	24,047	6,927,092	37,444	186	57
San Francisco	506,676	202	6	107	188	1,741	36,294	34,583	10,996,312	54,437	151	103
Colorado:												
Denver	256,491	182	4	81	148	1,229	27,949	28,634	7,358,806	40,433	138	80
Connecticut:												
Bridgeport	143,555	186	3	51	36	657	13,153	12,680	4,246,781	22,879	73	35
Hartford	138,036	183	1	33	83	838	14,182	13,625	3,972,015	21,705	32	21
New Haven	162,537	190	4	73	92	805	17,530	16,454	5,627,343	29,578	96	62
Delaware:												
Wilmington	110,168	184	2	33	34	390	7,625	7,678	2,327,416	12,649	34	32
District of Columbia:												
Washington	437,571	180	3	95	289	2,193	35,005	36,969	10,775,681	59,865	295	157
Georgia:												
Atlanta	203,550	182	4	87	173	1,203	22,445	22,667	7,734,818	42,499	103	66
Illinois:												
Chicago	2,701,705	193	7	300	1,065	10,236	232,169	226,940	79,117,477	409,936	734	393
Indiana:												
Indianapolis	314,194	178	4	128	205	1,339	27,415	26,840	8,019,612	45,054	87	87
Iowa:												
Des Moines	126,468	178	1	48	90	774	14,404	14,522	4,108,323	23,080	108	59
Kansas:												
Kansas City	101,177	172	1	59	63	517	11,237	11,345	3,173,744	18,452	84	58
Kentucky:												
Louisville	242,068	186	5	76	112	916	19,483	20,367	5,821,056	31,296	128	74
Louisiana:												
New Orleans	387,219	177	6	102	119	1,443	27,748	28,233	7,580,379	42,827	162	92
Maryland:												
Baltimore	733,826	188	5	187	323	2,413	53,571	53,661	16,425,436	87,149	288	150

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Numbers of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts:												
Boston	748,060	185	6	167	478	2,947	70,143	68,053	21,050,873	113,789	163	280
Cambridge	109,694	176	2	41	65	494	10,181	9,137	2,776,497	15,766	78	42
Fall River	120,485	183	2	27	40	601	10,009	9,972	3,043,540	16,620	82	55
Lowell	112,759	175	1	20	59	409	6,918	6,829	2,206,235	12,639	58	69
New Bedford	121,217	190	3	52	26	563	10,073	10,158	3,304,734	17,388	65	38
Springfield	129,614	191	1	49	116	728	12,531	12,035	3,804,715	19,972	71	44
Worcester	179,754	188	3	54	94	862	20,893	21,055	5,561,341	29,582	127	72
Michigan:												
Detroit	993,678	190	3	212	551	4,076	90,770	87,686	26,734,814	140,759	429	210
Grand Rapids	137,634	192	3	61	121	814	11,925	11,955	3,935,696	20,499	110	44
Minnesota:												
Minneapolis	380,582	183	5	105	216	2,001	39,011	39,697	12,047,675	65,834	203	96
St. Paul	234,698	183	3	73	110	1,103	20,028	19,543	6,015,728	32,828	189	72
Missouri:												
Kansas City	324,410	190	4	101	287	1,614	32,851	32,420	9,889,855	52,022	180	93
St. Louis	772,897	190	7	152	254	2,380	61,216	60,784	16,878,080	88,832	320	126
Nebraska:												
Omaha	191,601	186	4	67	90	1,064	19,529	19,523	5,989,482	32,225	109	57
New Jersey:												
Camden	116,309	187	1	40	53	589	11,651	11,241	3,189,382	17,061	70	42
Jersey City	298,103	192	3	54	121	1,104	24,643	23,549	7,615,619	39,768	69	39
Newark	414,524	195	6	75	286	1,798	42,879	41,095	12,890,699	66,106	190	66
Paterson	135,875	192	2	50	87	727	13,133	12,428	4,062,252	21,200	74	26
Trenton	119,289	189	1	42	74	536	9,954	9,795	3,005,392	15,901	68	32
New York:												
Albany	113,344	190	1	38	33	429	7,568	6,902	2,140,802	11,267	97	29
Buffalo	506,775	188	7	100	166	2,419	38,823	36,431	11,749,309	62,496	259	230
New York	5,620,048	190	35	1,141	3,234	23,344	558,933	536,351	165,181,950	868,934	1,623	620
Rochester	295,750	184	[1] 3	126	261	1,482	25,187	23,486	7,578,536	41,112	169	57
Syracuse	171,717	181	[1] 2	46	89	700	13,842	13,567	4,102,978	22,668	80	41
Yonkers	100,176	185	3	47	61	592	10,682	10,028	3,310,783	17,896	58	28

Ohio:												
Akron	208,435	185	2	40	126	874	16,240	16,353	5,657,363	30,574	113	34
Cincinnati	401,247	192	4	82	231	1,462	27,345	26,531	8,710,656	45,368	168	87
Cleveland	799,798	185	5	182	499	3,858	78,302	75,680	24,010,087	129,785	316	133
Columbus	237,031	190	3	72	173	1,069	20,419	20,350	6,881,856	36,220	90	60
Dayton	152,559	187	1	38	44	646	13,136	13,269	4,293,588	22,959	92	29
Toledo	243,164	182	2	73	80	1,462	20,694	19,821	6,492,486	35,673	114	49
Youngstown	132,358	183	1	39	101	739	15,615	15,028	4,703,649	25,703	83	46
Oregon:												
Portland	258,288	193	3	68	135	1,266	26,212	26,454	8,097,192	41,954	93	91
Pennsylvania:												
Philadelphia	1,823,779	186	15	273	906	5,726	151,070	150,165	42,488,391	228,201	462	366
Pittsburgh	588,343	200	4	237	314	2,277	53,149	51,973	16,268,863	81,345	268	143
Reading	107,784	199	2	22	53	443	8,979	8,743	3,043,233	15,292	58	47
Scranton	137,783	193	1	46	43	617	14,124	13,655	4,635,122	23,967	80	52
Rhode Island:												
Providence	237,595	179	4	64	112	1,115	22,400	21,906	6,418,416	35,930	179	105
Tennessee:												
Memphis	162,351	180	1	11	84	749	15,404	18,244	4,522,140	25,123	50	40
Nashville	118,342	182	1	39	36	413	11,493	12,215	3,428,046	18,835	37	36
Texas:												
Dallas	158,976	173	2	64	90	822	19,617	19,680	4,957,077	28,657	84	76
Fort Worth	110,820	176	2	51	86	662	12,986	13,499	3,627,246	20,610	70	40
Houston	138,276	173	1	54	89	802	14,663	15,611	4,494,950	25,981	79	62
San Antonio	161,379	177	2	62	94	731	14,423	13,461	3,672,664	20,749	52	50
Utah:												
Salt Lake City	118,110	181	4	47	95	816	15,422	15,033	4,526,579	25,078	66	41
Virginia:												
Norfolk	115,777	180	2	35	57	717	11,305	11,849	3,604,966	20,062	61	44
Richmond	171,667	180	2	50	66	783	14,478	16,074	4,554,144	25,285	121	46
Washington:												
Seattle	315,312	186	3	95	201	1,268	27,831	27,325	8,337,107	44,791	152	90
Spokane	104,437	185	1	41	100	537	10,814	10,914	3,253,311	17,578	44	43
Wisconsin:												
Milwaukee	457,147	190	6	85	240	1,545	37,395	35,875	11,549,051	60,931	157	76

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile	60,777	171	1	12	18	248	4,404	5,083	1,312,880	7,679	28	18
Montgomery	43,464	175	1	18	11	194	3,942	4,419	1,160,493	6,631	17	16
Arkansas:												
Little Rock	65,142	171	1	22	22	305	6,907	7,157	1,928,570	11,279	26	24
California:												
Berkeley	56,036	187	2	32	48	341	7,059	6,769	1,944,365	10,398	39	40
Fresno	45,086	181	2	28	59	431	10,407	9,475	2,246,794	12,413	35	24
Long Beach	55,593	171	1	36	94	575	12,932	12,617	2,987,331	17,421	56	25

[1] Data of 1921–22.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
California—Continued.												
Pasadena	45,354	176	1	22	106	437	8,066	7,614	2,079,741	11,817	48	28
Sacramento	65,908	188	2	35	67	437	7,290	7,917	2,179,473	11,612	41	22
San Diego	78,831	189	2	26	92	484	9,260	9,027	2,781,229	14,733	52	34
San Jose	39,642	181	3	13	46	262	5,128	5,166	1,529,508	8,451	19	10
Stockton	40,296	181	1	8	67	205	4,800	4,559	1,406,287	7,769	29	22
Colorado:												
Colorado Springs	30,105	180	1	27	32	195	4,115	4,043	1,083,780	6,021	35	21
Pueblo—												
District No. 1	43,050	177	1	15	13	121	2,342	2,370	605,340	3,420	17	9
District No. 20		177	1	16	14	176	3,258	3,301	877,442	4,957	21	12
Connecticut:												
Meriden	34,764	181	1	24	13	163	3,030	3,017	942,248	5,194	29	19
New Britain	59,316	187	1	17	24	324	6,851	6,901	1,846,064	9,872	32	24
Stamford	40,067	185	2	23	16	269	5,348	5,112	1,562,900	8,471	30	20
Waterbury	91,715	185	3	28	55	546	9,104	8,816	2,750,580	14,868	58	34
Florida:												
Jacksonville	91,558	180	1	27	27	527	9,014	9,140	2,604,148	14,467	23	23
Pensacola	31,035	164	1	18	8	149	2,517	2,812	746,839	4,556	18	20
Tampa	51,608	180		10	14	252	4,792	4,831	1,522,425	8,458	12	14
Georgia:												
Augusta	52,548	183	1	17	33	307	6,302	7,013	1,745,334	9,538	70	59
Columbus	31,125	175	1	5	21	149	3,428	3,611	1,059,632	6,061	28	15
Macon	52,995	189	1	13	36	296	7,151	7,638	2,142,315	11,335	46	46
Savannah	83,252	182	3	16	24	244	6,183	7,240	1,953,224	10,732	18	17
Illinois:												
Aurora—												
East side	36,397	191	1	8	15	107	1,902	1,884	600,964	3,147	18	9
West side		184	1	5	13	68	1,143	1,199	355,994	1,935	10	5
Cicero	44,995	190	1	13	5	184	4,301	4,124	1,422,255	7,486	15	15
Danville	33,776	186	2	4	14	180	3,718	3,660	1,208,408	6,497	17	17
Decatur	43,818	180	1	18	33	246	4,542	4,708	1,355,048	7,549	17	17

East St. Louis	66,767	194	1	20	25	202	6,503	6,396	2,016,870	10,401	36	37
Evanston—												
District No. 75	37,234	185	2	5	4	128	2,036	1,906	559,844	3,026	21	9
District No. 76		180	2	2	2	64	1,162	1,067	347,560	1,931	8	4
Joliet	38,442	182	1	23	10	195	3,868	3,535	1,036,935	5,698	45	20
Moline	30,734	180	1	19	16	152	2,823	2,737	828,307	4,589	32	14
Oak Park	39,858	185	1	15	10	199	3,176	3,000	986,420	5,332	20	10
Peoria	76,121	186	1	35	54	379	7,415	7,838	2,254,134	12,119	52	23
Quincy	35,978	187	1	18	25	158	2,547	2,558	868,003	4,632	22	14
Rockford	65,651	185	1	29	47	386	6,050	6,018	1,930,966	10,438	32	21
Rock Island	35,177	184	1	16	17	158	2,737	2,701	819,168	4,452	15	16
Springfield	59,183	187	1	22	47	312	5,961	5,847	1,794,373	9,606	33	20
Indiana:												
East Chicago	35,967	190	1	14	28	169	3,767	3,582	1,134,198	5,969	16	8
Evansville	85,264	191	1	28	82	352	6,636	6,631	2,342,291	12,263	64	19
Fort Wayne	86,549	183	2	37	76	364	6,689	6,873	2,019,405	11,035	47	24
Gary	55,378	203	2	20	54	289	7,054	7,087	2,280,684	11,209	36	16
Hammond	36,004	193	1	17	31	237	4,301	4,119	1,391,575	7,310	31	17
Kokomo	30,067	178	1	21	17	134	3,214	3,364	890,637	5,003	13	13
Muncie	36,524	180	1	25	47	205	3,820	3,680	1,130,904	6,284	14	14
South Bend	70,983	190	2	19	56	420	7,889	7,856	2,313,250	12,175	39	22
Terre Haute	66,083	190	2	39	39	406	6,755	7,294	2,160,300	11,370	49	31
Iowa:												
Cedar Rapids	45,566	184	1	20	24	327	4,639	4,614	1,496,472	8,133	43	23
Council Bluffs	36,162	178	2	22	24	216	4,438	4,370	1,324,066	7,455	35	18
Davenport	56,727	192	1	25	38	271	5,121	4,901	1,501,489	7,821	51	22
Dubuque	39,141	188	1	13	12	144	2,225	2,178	676,424	3,598	28	13
Sioux City	71,227	179	2	48	40	416	7,104	7,153	2,392,125	13,364	59	31
Waterloo—												
East side	36,230	183	1	23	10	110	2,037	2,037	648,675	3,551	23	12
West side		190	1	23	7	100	1,766	1,838	659,870	3,473	15	8
Kansas:												
Topeka	50,022	172	1	26	29	259	5,360	5,309	1,476,271	8,608	50	26
Wichita	72,217	176	1	44	43	509	8,995	9,006	2,519,100	14,313	66	33
Kentucky:												
Covington	57,121	196	1	15	16	163	3,310	3,471	1,058,241	5,408	18	16
Lexington	41,534	190	1	16	7	230	3,707	3,783	1,182,940	6,226	23	15
Louisiana:												
Shreveport	43,874	171	[1] 3	26	11	269	6,341	6,000	1,752,921	10,251	20	21
Maine:												
Lewiston	31,791	183	1	11	9	98	1,750	1,602	523,314	2,860	17	17
Portland	69,272	184	2	23	34	389	5,954	5,889	1,878,824	10,211	53	53
Massachusetts:												
Brockton	66,254	184	1	9	30	347	5,864	5,576	1,847,176	10,039	32	32
Brookline	37,748	177	1	10	20	177	2,774	2,841	833,863	4,704	21	21
Chelsea	43,184	183	1	13	15	237	4,526	4,267	1,433,472	7,833	17	7
Chicopee	36,214	183	1	13	12	176	3,009	3,031	1,020,422	5,573	30	20
Everett	40,120	180	2	15	20	251	4,184	4,090	1,424,887	7,938	24	20
Fitchburg	41,029	184	1	23	29	168	2,799	2,840	932,601	5,057	25	25
Haverhill	53,884	182	1	18	21	236	4,230	4,283	1,319,864	7,252	33	31
Holyoke	60,203	189	2	19	30	228	4,003	3,895	1,309,638	6,930	38	20

[1] For entire parish.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Numbers of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts—Continued.												
Lawrence	94,270	178	2	40	27	370	6,815	6,286	2,103,748	11,837	38	33
Lynn	99,148	169	2	14	44	441	7,875	7,735	2,441,388	14,445	51	45
Malden	49,103	180	1	20	16	209	4,352	4,326	1,354,362	7,508	19	18
Medford	39,038	180	1	15	31	229	4,281	3,986	1,252,117	6,975	30	19
Newton	46,054	177	2	20	53	319	5,085	4,955	1,509,329	8,554	42	26
Pittsfield	41,763	159	1	28	21	291	4,186	4,145	1,131,339	7,119	35	23
Quincy	47,876	181	2	18	30	279	5,508	5,327	1,722,696	9,517	21	22
Salem	42,529	180	1	12	17	168	2,961	2,710	888,553	4,945	25	21
Somerville	93,091	179	1	20	36	371	7,535	7,626	2,421,553	13,528	37	26
Taunton	37,137	183	1	8	9	191	2,977	2,975	990,290	5,397	30	30
Waltham	30,915	181	1	7	10	152	2,311	2,098	677,852	3,748	26	16
Michigan:												
Battle Creek	36,164	188	2	15	29	205	4,159	4,185	1,170,600	6,227	39	17
Bay City	47,554	183	2	20	29	240	5,010	4,150	1,370,121	7,487	43	19
Flint	91,599	188	2	25	44	581	11,528	11,508	3,376,533	17,966	64	23
Hamtramck	48,615	194	1	11	14	238	5,307	4,916	1,505,197	7,760	13	7
Highland Park	46,499	191	1	14	49	319	5,257	5,025	1,454,480	7,638	20	8
Jackson	48,374	187	2	13	29	218	4,462	4,376	1,330,967	7,119	55	20
Kalamazoo	48,487	184	1	19	48	293	4,493	4,638	1,372,051	7,458	36	12
Lansing	57,327	184	2	35	59	333	6,869	6,866	2,019,926	10,977	65	23
Muskegon	36,570	193	2	19	35	218	3,554	3,546	1,176,153	6,079	32	14
Pontiac	34,273											
Saginaw—												
East side	61,903	190	2	18	27	192	4,499	4,092	1,101,267	5,786	28	16
West side		189	1	11	27	149	3,018	2,872	887,269	4,695	25	12
Minnesota:												
Duluth	98,917	190	4	39	55	589	10,249	10,248	3,309,605	17,988	96	39
Missouri:												
St. Joseph	77,939	179	1	43	31	383	7,651	7,633	2,002,690	11,188	47	36
Springfield	39,631	175	1	11	32	223	6,228	6,763	1,649,025	9,423	29	24

Montana:												
Butte	41,611	175	1	18	14	239	4,246	4,301	1,192,449	6,814	19	19
Nebraska:												
Lincoln	54,948	175	2	32	26	387	6,701	6,758	1,907,675	10,901	57	21
New Hampshire:												
Manchester	78,384	176	3	23	34	282	4,649	4,850	1,496,167	8,486	46	28
New Jersey:												
Atlantic City	50,707	180	2	37	46	315	5,709	5,639	1,580,580	8,781	33	14
Bayonne	76,754	193	2	22	48	439	7,809	7,504	2,491,909	12,911	26	17
East Orange	50,710	184	1	18	37	260	4,608	4,595	1,497,506	8,138	29	11
Elizabeth	95,783	189	1	24	50	437	8,195	7,976	2,567,721	13,588	39	21
Hoboken	68,166	190	1	21	25	341	5,885	5,373	1,825,520	9,608	30	10
New Brunswick	32,779	182	1	13	19	183	3,169	3,072	940,584	5,168	19	8
Orange	33,268	192	1	14	13	160	3,400	3,276	1,062,773	5,541	19	8
Passaic	63,841	191	1	24	24	356	6,790	6,563	2,110,084	11,056	23	14
Perth Amboy	41,707	189	1	10	16	212	4,463	4,285	1,381,713	7,310	22	12
West Hoboken	40,074	193	1	15	17	163	3,436	3,313	1,052,137	5,451	15	7
New York:												
Amsterdam	33,524	190	2	21	5	193	3,061	3,013	974,172	5,127	22	11
Auburn	36,192	190	1	14	9	167	2,759	2,829	821,414	4,324	23	14
Binghamton	66,800	182	1	24	17	420	5,810	5,794	1,821,925	9,990	31	17
Elmira	45,393	187	1	18	38	207	3,886	3,678	1,115,759	5,967	26	15
Jamestown	38,917	188	2	18	13	235	4,089	3,906	1,241,006	6,594	40	15
Mount Vernon	42,726	187	2	17	22	286	5,161	4,954	1,609,374	8,599	23	13
Newburgh	30,366	187	1	13	10	146	2,849	2,695	857,198	4,584	8	8
New Rochelle	36,213	184	1	18	27	238	4,290	3,963	1,262,727	6,876	22	11
Niagara Falls	50,760	191	1	23	21	307	5,367	5,201	1,738,524	9,103	29	15
Poughkeepsie	35,000	191	1	25	13	156	2,972	3,186	971,341	5,086	20	11
Schenectady	88,723	185	2	42	29	567	9,088	8,979	2,848,705	15,388	59	25
Troy—												
Lansingburgh district	72,013	185	1	6	4	64	921	1,001	289,818	1,566	10	6
Union district		185	1	21	20	206	3,618	3,441	1,174,255	6,346	30	15
Utica	94,156	189	2	29	33	425	7,990	7,809	2,496,087	13,207	50	25
Watertown	31,285	188	1	18	4	181	3,203	3,159	987,457	5,252	27	13
North Carolina:												
Charlotte	46,338	173	2	24	22	286	5,746	6,250	1,671,540	9,662	21	20
Wilmington	33,372	180	2	8	4	193	3,750	3,911	1,101,240	6,118	9	9
Winston-Salem	48,395	175	2	22	31	259	5,328	5,714	1,477,875	8,445	19	20
Ohio:												
Canton	87,091	183	2	34	45	448	8,971	8,610	2,807,225	15,341	46	38
Hamilton	39,675	195	1	6	23	156	3,349	3,410	1,103,690	5,677	19	15
Lakewood	41,732	185	1	19	57	304	4,702	4,443	1,525,067	8,243	30	28
Lima	41,326	181	1	13	26	221	3,789	3,815	1,312,828	7,253	29	16
Lorain	37,295	184	2	13	15	202	4,313	4,266	1,359,208	7,387	19	23
Portsmouth	33,011	183	1	10	18	209	4,227	4,135	1,139,952	6,242	23	17
Springfield	60,840	185	1	31	35	267	5,677	5,717	1,770,686	9,570	27	26
Oklahoma:												
Muskogee	30,277	174	1	16	34	216	4,212	4,464	1,181,466	6,778	17	17
Oklahoma City	91,295	175	1	40	89	666	13,068	13,211	3,330,138	19,030	71	34
Tulsa	72,075	179	1	36	74	544	9,948	9,890	2,636,644	14,770	44	25
Pennsylvania:												
Allentown	76,051	193	1	11	87	296	7,118	7,127	2,313,171	11,964	25	31
Altoona	60,331	180	1	15	34	273	5,357	5,285	1,671,310	9,285	18	18

TABLE 6.—*Personnel, number of day schools ana school buildings, city public schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Bethlehem	54,149	193	1	17	46	255	5,392	4,991	1,736,048	8,994	35	27
Chester	58,030	190	1	12	31	239	4,595	4,797	1,161,237	6,110	25	45
Easton	33,813	190	1	6	29	154	3,291	3,263	1,060,475	5,582	19	23
Erie	93,372	195	2	31	46	447	8,763	8,503	2,701,626	13,855	57	15
Harrisburg	75,917	190	1	19	82	327	7,081	6,985	2,294,620	12,077	36	31
Hazleton	32,277	189	1	10	39	167	3,737	3,603	1,259,794	6,665	20	15
Johnstown	67,327	180	1	35	44	380	5,907	5,907	1,941,667	10,786	56	25
Lancaster	53,150	200	1	5	29	158	4,367	4,438	1,594,060	7,970	20	21
McKeesport	46,781	180	1	19	35	230	5,143	4,895	1,555,200	8,640	16	15
New Castle	44,938	180	1	15	40	262	5,554	5,429	1,714,691	9,526	20	16
Norristown	32,319	193	1	10	14	124	3,796	3,785	937,480	4,858	10	9
Wilkes-Barre	73,833	185	1	30	44	328	7,279	7,216	2,315,765	12,550	33	25
Williamsport	36,198	195	1	21	22	169	3,637	3,554	1,132,059	5,805	18	17
York	47,512	180	1	7	39	205	3,844	4,077	1,221,266	6,785	27	26
Rhode Island:												
Newport	30,255	180	1	11	15	134	2,391	2,285	726,084	4,034	32	15
Pawtucket	64,248	180	1	16	20	304	5,350	5,266	1,455,103	8,084	39	28
Woonsocket	43,496	180	1	3	6	139	2,718	2,549	795,011	4,411	21	21
South Carolina:												
Charleston	67,957	179	1	18	22	222	4,929	5,080	1,470,306	8,214	14	12
Columbia	37,524	180	1	12	18	160	3,519	3,915	991,620	5,509	12	9
Tennessee:												
Chattanooga	57,895	174	1	24	16	279	4,856	6,457	1,532,418	8,807	18	18
Knoxville	77,818	177	1	30	48	391	9,611	9,792	2,663,725	15,050	61	41
Texas:												
Austin	34,876	172	1	20	20	224	4,296	4,324	1,103,380	6,415	22	19
Beaumont	40,422	179	1	18	14	161	3,590	3,480	1,037,806	5,798	12	12
El Paso	77,560	180	3	30	35	475	8,901	8,454	2,443,567	13,575	41	24
Galveston	44,255	175	1	16	17	199	3,130	3,325	867,629	4,958	12	13
Waco	38,500	173	1	19	28	287	5,038	5,362	1,381,772	7,988	18	18
Wichita Falls	40,079	172	1	14	26	159	3,538	3,949	904,090	5,257	13	13

Utah:												
Ogden	32,804	172	2	17	45	203	4,687	4,626	1,361,735	7,917	14	13
Virginia:												
Lynchburg	30,070	187	1	20	13	167	3,109	3,804	1,028,745	5,501	24	16
Newport News	35,596	185	1	17	16	138	2,829	3,148	856,156	4,636	10	10
Petersburg	31,012	182	1	9	13	141	2,769	3,094	910,056	5,001	11	10
Portsmouth	54,387	185	1	14	10	225	4,583	4,885	1,485,735	8,031	22	22
Roanoke	50,842	174	1	22	25	345	6,054	6,589	1,854,530	10,659	18	17
Washington:												
Tacoma	96,965	183	1	40	77	459	10,321	10,500	3,054,501	16,691	49	40
West Virginia:												
Charleston	39,608	178	1	14	34	274	4,379	4,480	1,465,875	8,236	22	19
Huntington	50,177	174	1	22	54	325	5,700	5,668	1,632,990	9,385	25	21
Wheeling	56,208	185	1	19	44	248	3,562	3,715	1,239,027	6,697	13	16
Wisconsin:												
Green Bay	31,017	184	1	22	17	159	2,670	2,649	830,027	4,499	25	16
Kenosha	40,472	188	1	18	22	258	4,253	4,201	1,241,036	6,602	45	17
La Crosse	30,421	187	2	10	20	151	2,726	2,849	900,050	4,826	33	11
Madison	38,378	177	1	24	35	291	4,244	4,160	1,279,208	7,220	48	16
Oshkosh	33,162	190	1	16	15	162	2,703	2,728	900,148	4,726	30	14
Racine	58,593	190	1	21	35	294	4,934	4,733	1,679,340	8,839	31	16
Sheboygan	30,955	196	1	14	35	177	2,857	2,849	939,285	4,794	22	9
Superior	39,671	184	1	17	36	253	4,820	4,936	1,283,825	6,978	41	13

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:												
Anniston	17,734	177	1	3	4	80	1,808	1,860	486,059	2,746	10	9
Bessemer	18,674	175	1	8	5	82	2,095	2,470	614,250	3,510	10	10
Dothan	10,034	173	1	4	2	55	1,186	1,262	303,442	1,754	7	6
Florence	10,529	176	1	5	8	57	1,398	1,451	411,136	2,336	6	6
Gadsden	14,737	177	1	8	5	76	1,971	2,110	532,956	3,007	9	9
Phoenix	10,374	168	1	14	7	168	3,931	3,671	839,579	4,998	29	20
Selma [1]	15,589	175	1	3	4	67	1,332	1,509	387,987	2,217	7	9
Tuscaloosa	11,996											
Arizona:												
Phoenix	29,053	168	1	14	7	168	3,931	3,671	839,579	4,998	29	20
Tucson	20,292	166	1	13	17	149	3,238	3,140	775,122	4,670	19	15
Arkansas:												
Fort Smith	28,870	176	1	12	17	172	3,402	3,589	1,051,218	5,973	16	16
Hot Springs	11,695	172	1	6	13	93	2,088	2,187	571,212	3,321	13	11
North Little Rock	14,048	180	1	1	8	66	2,187	2,255	546,300	3,035	12	11
Pine Bluff	19,280	170	1	13	13	114	2,524	2,623	824,670	4,851	13	13
California:												
Alameda	28,806	185	1	14	30	168	3,293	3,390	966,104	5,221	13	8
Alhambra	13,204	179	1	11	26	127	2,807	2,922	733,794	4,101	16	19
Bakersfield	18,638	178	2	12	6	140	2,582	2,646	722,067	4,057	25	15
Eureka	12,923	187	1	3	14	77	1,526	1,574	463,657	2,479	11	8

[1] Data of 1921–22.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
California—Continued.												
Glendale	13,536	177	1	15	9	139	2,921	2,844	820,729	4,637	26	12
Pomona	13,505	169	1	9	22	127	2,168	1,907	551,278	3,262	19	12
Richmond	16,843	188	2	9	17	141	2,478	2,594	750,308	3,991	18	27
Riverside	19,341	168	1	14	44	166	3,117	3,164	802,563	4,777	25	24
San Bernardino	18,721	169	1	16	24	146	3,306	3,188	852,757	5,046	22	17
Santa Ana	15,485	176	1	15	31	162	3,360	3,217	839,439	4,765	24	24
Santa Barbara	19,441	188	2	14	17	108	2,673	2,480	683,751	3,637	16	10
Santa Cruz	10,917	185	1	8	19	80	1,342	1,367	422,939	2,286	11	8
Santa Monica	15,252	180	1	16	26	164	3,067	2,929	833,609	4,631	20	11
Vallejo	21,107	189	1	7	8	71	1,293	1,231	372,945	1,973	16	10
Venice	10,385	183	1	8	1	57	1,456	1,360	374,235	2,045	11	9
Colorado:												
Boulder	11,006	180	1	8	18	81	1,527	1,521	440,468	2,447	8	8
Greeley	10,958	177	1	7	8	78	1,321	1,405	378,151	2,137	10	9
Trinidad	10,906	184	1	12	10	97	1,712	1,701	586,369	3,181	10	7
Connecticut:												
Ansonia	17,643	177	1	13	8	89	1,803	1,881	586,047	3,311	8	8
Bristol	20,620	182	1	27	4	137	2,435	2,450	750,750	4,125	15	15
Danbury	22,325	185	1	11	6	95	1,865	1,963	579,080	3,130	14	14
Derby	11,238	181	1	4	2	48	867	936	275,002	1,508	5	5
East Hartford	11,648	181	1	6	2	75	1,672	1,503	473,727	2,616	10	10
Enfield	11,719	180	1	3	3	73	1,405	1,419	434,368	2,413	15	15
Fairfield	11,475	188	2	9	1	101	1,789	1,739	537,680	2,860	23	16
Greenwich	22,123	187	1	20	6	169	2,504	2,405	775,863	4,149	25	16
Manchester:												
Districts 1–8	18,370	184	1	5	0	45	832	748	252,632	1,373	9	9
District 9		185	1	18	5	79	1,288	1,145	445,807	2,410	14	6
Middletown	22,129	190	1	2	14	71	1,309	1,328	428,303	2,254	8	4
Milford	10,193	190	1	8	1	66	1,311	1,201	379,240	1,996	14	9
Naugatuck	15,051	183	1	1	6	78	1,432	1,329	434,702	2,373	17	11
New London	25,688	181	1	14	0	129	2,339	2,340	696,850	3,850	21	9

Norwalk	27,743	188	1	11	11	132	2,676	2,779	869,312	4,624	21	19
Norwich	29,685	187	1	8	2	116	2,251	2,159	698,926	3,738	35	19
Stonington	10,236	190	1	3	1	52	1,064	955	334,954	1,764	13	9
Stratford (P. O., Bridgeport)	12,347	189	1	3	2	93	2,016	1,976	631,600	3,342	11	11
Torrington	22,055	183	1	11	13	133	2,356	2,365	778,482	4,254	16	15
Wallingford	12,010	185	1	11	2	70	1,350	1,402	437,776	2,371	16	12
Windham (P. O., Willimantie)	13,801	183	1	4	9	68	1,062	886	333,941	1,822	10	10
Florida:												
Key West	18,749	180	1	1	2	93	1,389	1,363	443,160	2,462	8	5
Miami	29,571	162	1	19	18	217	4,554	4,772	1,098,204	6,803	19	12
St. Petersburg	14,237	162	1	8	11	107	2,709	2,465	683,559	4,219	9	9
Georgia:												
Albany	11,555	176	1	0	4	66	1,283	1,557	441,760	2,510	9	9
Athens	16,748	177	1	4	8	99	2,003	2,047	496,839	2,807	10	15
Brunswick	14,413	180	1	4	5	54	1,153	1,360	336,650	1,870	7	6
Lagrange	17,038	176	1	0	2	94	1,803	1,863	463,056	2,681	10	10
Rome	13,252	179	1	2	3	65	1,551	1,759	491,256	2,747	11	10
Valdosta	10,783	176	1	2	2	54	1,175	1,175	335,632	[3] 1,907	7	7
Wayeross	18,068	180	1	1	3	66	1,547	1,890	567,720	3,154	9	8
Idaho:												
Boise	21,393	185	1	13	26	123	2,645	2,511	756,650	4,090	14	15
Pocatello	15,001	172	1	9	7	99	2,047	2,138	579,533	3,379	8	8
Illinois:												
Alton	24,682	191	1	9	16	115	2,546	2,465	806,784	4,224	19	15
Belleville	24,823	194	1	3	8	75	1,642	1,534	536,490	2,765	23	10
Berwyn:												
District 98	14,150	195	1	0	0	30	780	880	292,695	1,501	2	3
District 100		188	1	2	4	48	1,130	1,137	383,543	2,040	5	5
Bloomington	28,725	177	1	1	18	152	2,413	2,656	772,605	4,365	21	11
Blue Island	11,424	184	1	0	6	45	885	885	287,592	1,563	7	6
Cairo	15,203	182	1	9	9	82	1,658	1,750	444,080	2,440	13	12
Canton	10,928	175	1	6	11	65	1,333	1,405	387,247	2,212	10	10
Centralia	12,491	177	1	12	6	57	1,353	1,351	381,435	2,155	7	7
Champaign	15,873	182	1	1	14	100	1,765	1,778	550,334	3,024	10	10
Chicago Heights	19,653	188	1	6	0	81	1,662	1,628	572,154	3,043	9	9
Elgin	27,454	185	2	15	18	136	2,259	2,234	708,765	3,831	12	12
Forest Park	10,768	190	1	0	0	34	814	720	279,408	1,471	4	4
Freeport	19,669	186	1	1	11	94	1,748	1,733	560,790	3,015	9	9
Galesburg	23,834	200	1	8	21	141	2,348	2,440	815,600	4,078	16	15
Granite City	14,757	192	1	5	11	109	2,095	1,980	643,159	3,351	8	8
Herrin	10,986	181	1	0	12	50	1,573	1,531	478,544	2 644	7	7
Jacksonville	15,713	180	1	8	9	76	1,240	1,358	397,367	2,208	9	9
Kankakee	16,753	182	1	7	7	88	1,547	1,554	480,288	2,639	10	12
Kewanee	16,026	179	1	3	9	76	1,437	1,447	442,309	2,471	11	8
La Salle	13,050	192	1	0	2	42	733	671	241,759	1,259	6	6
Lincoln	11,882	182	1	4	13	60	958	959	320,271	1,759	9	9
Mattoon	13,552	181	1	1	5	73	1,309	1,429	474,414	2,624	9	9
Maywood	12,072	185	1	7	0	83	1,950	1,779	580,160	3,136	7	7
Melrose Park	7,147											
Murphysboro	10,703	181	1	0	5	36	872	761	249,418	1,378	7	7
Ottawa	10.816	191	1	0	1	40	772	764	244,573	1,280	11	6

[3] Estimated.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Illinois—Continued.												
Pekin	12,086	189	1	4	11	79	1,361	1,316	478,932	2,526	9	9
Streator	14,779	188	1	7	2	59	1,114	1,001	334,086	1,777	12	9
Urbana	10,244	180	1	10	11	66	1,240	1,227	410,673	2,281	7	7
Waukegan	19,226	185	1	0	3	104	1,996	1,870	600,484	3,246	14	10
Indiana:												
Anderson	29,767	180	1	11	34	162	3,559	3,257	881,140	4,895	15	14
Bloomington	11,595	180	1	11	20	75	1,532	1,711	517,680	2,876	7	6
Clinton	10,962	180	1	9	6	57	1,195	1,233	418,140	2,323	7	8
Crawfordsville	10,139	178	1	7	16	68	1,227	1,187	343,025	1,927	15	10
Elkhart	24,277	176	1	8	28	136	2,364	2,446	777,920	4,420	12	10
Elwood	10,790	180	1	4	18	58	1,190	1,369	383,526	2,131	7	6
Frankfort	11,585	177	1	13	15	58	1,263	1,343	394,906	2,231	6	6
Huntington	14,000	177	1	10	11	86	1,463	1,439	438,252	2,476	13	7
Jeffersonville	10,098	180	1	10	11	44	862	963	290,070	1,612	7	6
La Fayette	22,486	184	1	15	25	109	1,895	2,025	596,528	3,242	10	9
Laporte	15,158	190	1	10	10	65	1,428	1,290	462,650	2,435	9	6
Logansport	21,626	175	1	16	22	100	2,126	2,077	579,775	3,313	15	12
Marion	23,747	176	1	18	32	116	2,575	2,468	554,048	3,148	17	17
Michigan City	19,457	182	1	13	13	91	1,883	2,954	570,636	3,144	17	11
Mishawaka	15,195	190	1	17	11	89	2,084	2,098	683,430	3,597	12	8
New Albany	22,992	177	1	5	18	94	2,014	2,036	584,454	3,307	15	15
Newcastle	14,458	176	1	3	15	62	1,534	1,591	478,368	2,718	7	7
Peru	12,410	180	1	3	11	63	1,175	1,255	377,357	2,097	10	8
Richmond	26,765	186	2	8	35	149	2,487	2,545	771,677	4,149	23	13
Vincennes	17,160	180	1	11	12	84	1,736	1,638	516,690	2,871	16	8
Whiting	10,145	190	1	6	16	45	1,018	982	324,849	1,710	9	6
Iowa:												
Boone	12,451	180	1	5	6	80	1,365	1,348	469,548	2,609	8	8
Burlington	24,057	179	1	16	18	145	2,403	2,320	741,418	4,142	25	13
Clinton	24,151	182	1	16	8	109	1,874	1,860	568,544	3,124	20	13
Fort Dodge	19,347	183	1	25	8	124	2,739	2,697	599,065	3,273	20	11

Fort Madison	12,066	176	1	5	4	54	927	905	312,752	1,777	12	6
Iowa City	11,267	178	1	7	12	70	953	1,006	293,522	1,649	8	10
Keokuk	14,423	174	1	14	6	72	1,318	1,384	388,716	2,234	9	10
Marshalltown	15,731	172	1	12	8	107	1,770	1,774	512,319	2,976	17	9
Mason City	20,065	174	1	15	15	141	2,536	2,594	707,658	4,067	24	17
Muscatine	16,068	181	1	12	7	93	1,475	1,631	470,202	2,605	11	10
Ottumwa	23,003	181	1	17	18	150	3,210	3,067	953,870	5,270	14	14
Kansas:												
Arkansas City	11,253	172	1	3	11	91	2,072	2,045	535,636	3,114	14	9
Atchison	12,630	175	1	4	7	64	1,137	1,185	324,153	1,852	13	7
Chanute	10,286	180	1	10	12	61	1,160	1,438	411,948	2,294	8	8
Coffeyville	13,452	173	1	7	23	89	1,950	2,043	512,626	2,969	12	11
Eldorado	10,995	176	1	5	12	74	1,310	1,367	368,652	2,095	8	8
Emporia	11,273	173	1	12	15	67	1,449	1,474	399,803	2,311	13	8
Fort Scott	10,693	180	1	3	10	69	1,444	1,693	427,526	2,375	8	7
Hutchinson	23,298	172	1	16	14	144	2,806	2,877	785,162	4,565	22	16
Independence	11,920	180	1	1	17	82	1,482	1,572	443,085	2,457	9	9
Lawrence	12,456	182	1	6	18	91	1,485	1,558	469,577	2,580	13	10
Leavenworth	16,912	172	1	10	5	86	1,269	1,392	406,435	2,363	15	11
Parsons	16,028	175	1	13	17	74	1,664	1,717	487,725	2,787	8	7
Pittsburg	18,052	174	1	3	13	110	2,343	2,383	659,460	3,790	9	9
Salina	15,085	174	1	3	18	119	1,865	2,014	551,378	3,176	21	15
Kentucky:												
Ashland	14,729	173	1	14	12	151	2,565	2,605	739,575	4,275	13	14
Henderson	12,169	186	1	7	11	63	1,334	1,305	382,602	2,057	9	9
Newport	29,317	192	1	9	6	95	1,712	1,597	542,208	2,824	8	8
Owensboro	17,424	185	1	4	15	96	1,864	1,992	553,520	2,992	12	11
Paducah	24,735	180	2	13	9	101	2,408	2,390	655,380	3,641	15	12
Louisiana:												
Alexandria	17,510	174	2	10	8	91	1,878	2,128	520,782	2,993	7	6
Baton Rouge	21,782	178	1	9	7	126	2,556	3,196	865,614	4,863	11	11
Lake Charles	13,088	176	1	7	6	103	1,503	1,571	497,279	2,828	7	7
Monroe	12,675	176	1	4	4	58	1,185	1,163	337,744	1,919	7	4
Maine:												
Auburn	16,985	179	1	6	8	97	1,557	1,691	522,077	2,909	30	28
Augusta	14,114	178	1	10	3	74	1,165	1,266	343,929	1,928	21	16
Bangor	25,978	173	1	11	22	160	2,726	2,338	739,748	4,276	38	30
Bath	14,731	183	1	1	2	48	878	927	289,352	1,578	9	9
Biddeford	18,008	177	1	8	8	45	660	564	187,534	1,059	18	18
Sanford	10,691	187	1	5	4	52	843	785	249,309	1,333	9	9
Waterville	13,351	180	1	7	4	82	1,133	1,120	360,540	2,003	11	10
Maryland:												
Annapolis	11,214	184	1	2	4	46	822	934	273,161	1,485	4	4
Cumberland	29,837	191	3	17	10	124	2,610	2,745	833,333	4,363	16	13
Frederick	11,066	183	1	3	17	65	1,340	1,442	417,201	2,278	8	8
Hagerstown	28,064	184	1	4	13	111	2,481	2,514	864,984	4,701	11	11
Massachusetts:												
Adams	12,967	181	1	8	1	53	933	895	293,572	1,625	9	9
Amesbury	10,036	180	1	2	8	44	658	693	208,319	1,156	7	7
Arlington	18,665	181	1	13	10	134	2,089	1,977	652,324	3,604	13	8
Attleboro	19,731	183	1	12	7	120	1,991	1,951	637,299	3,476	19	19
Belmont	10,749	176	1	7	10	73	1,361	1,379	417,957	2,372	11	6

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts—Continued.												
Beverly	22,561	181	1	15	11	161	2,495	2,471	809,061	4,470	13	13
Braintree	10,580	178	1	5	5	74	1,249	1,243	384,073	2,157	18	10
Clinton	12,979	178	1	1	5	55	1,007	1,035	323,960	1,820	12	12
Danvers	11,108	178	1	9	7	54	998	886	308,492	1,729	10	11
Dedham	10,792	183	1	5	5	83	1,406	1,368	470,268	2,607	9	8
Easthampton	11,261	185	1	1	4	49	832	663	257,431	1,389	6	6
Framingham	17,033	175	1	9	12	110	1,835	1,813	596,323	3,403	19	18
Gardner	16,971	179	1	2	7	78	1,460	1,505	477,390	2,705	11	11
Gloucester	22,947	173	1	8	11	136	2,173	2,101	667,500	3,865	22	22
Greenfield	15,462	185	1	5	9	98	1,642	1,624	535,953	2,902	22	22
Leominster	19,744	188	1	5	13	95	1,610	1,561	522,950	2,776	15	14
Marlboro	15,028	181	1	3	5	61	1,030	1,065	331,046	1,828	5	5
Melrose	18,204	174	1	13	12	96	1,686	1,652	532,942	3,067	11	11
Methuen	15,189	171	1	5	5	97	1,771	1,683	535,056	3,126	19	19
Milford	13,471	178	1	0	3	77	1,439	1,366	455,382	2,560	20	20
Natick	10,907	172	1	2	5	63	1,167	1,128	361,596	2,044	11	11
Newburyport	15,618	176	1	4	5	58	1,055	1,086	338,841	1,924	8	8
North Adams	22,282	176	1	14	7	107	1,763	1,855	545,586	3,103	20	10
Northampton	21,951	186	1	7	5	103	1,753	1,751	583,668	3,138	20	19
Northbridge	10,174	180	1	3	3	60	985	920	309,183	1,725	11	11
Norwood	12,627	180	1	11	3	94	1,537	1,503	513,368	2,850	9	10
Peabody	19,552	180	1	12	9	103	1,939	1,710	583,380	3,241	12	12
Plymouth	13,045	184	1	10	4	78	1,325	1,294	420,072	2,283	19	19
Revere	28,823	178	1	16	20	215	3,904	3,584	1,166,893	6,549	17	14
Saugus (P. O., Lynn)	10,874	180	1	5	6	80	1,348	1,396	431,820	2,399	16	12
Southbridge	14,245	184	1	4	1	44	780	805	252,824	1,375	11	11
Wakefield	13,025	180	1	8	10	88	1,620	1,579	518,837	2,880	11	11
Watertown	21,457	174	1	9	11	114	2,016	1,984	609,101	3,506	13	12
Webster	13,258	184	1	7	3	42	694	706	231,874	1,264	8	7
Westfield	18,604	182	1	10	3	111	2,044	2,082	677,320	3,732	30	17
West Springfield	13,443	187	1	8	7	107	1,471	1,491	505,816	2,714	17	13

Weymouth	15,057	181	1	8	12	84	1,590	1,596	509,935	2,812	15	15
Winchester	10,485	182	1	3	8	60	947	927	305,768	1,676	13	10
Winthrop	15,455	178	1	4	12	77	1,525	1,572	489,423	2,747	5	5
Woburn	16,574	174	1	2	5	88	1,761	1,620	530,514	3,042	14	14
Michigan:												
Adrian	11,878	182	1	5	8	71	1,301	1,365	402,766	2,213	14	7
Alpena	11,101	192	1	8	7	45	942	918	283,200	1,475	10	10
Ann Arbor	19,516	190	1	7	22	138	2,170	2,184	677,027	3,563	15	8
Benton Harbor	12,233	191	1	7	9	86	1,341	1,527	521,834	2,731	14	8
Calumet	22,369	196	1	13	21	110	1,788	1,883	629,356	3,211	24	16
Escanaba	13,103	191	1	12	13	75	1,315	1,279	459,164	2,404	14	8
Holland	12,183	190	1	7	12	80	1,420	1,329	465,690	2,451	13	7
Ironwood	15,739	190	1	7	18	99	2,123	2,023	698,961	3,679	16	12
Ishpeming	10,500	184	1	5	7	68	1,219	1,178	382,702	2,080	14	8
Marquette	12,718	191	1	6	7	52	961	931	288,418	1,516	13	12
Monroe	11,573	195	1	1	6	68	1,053	1,008	356,265	1,827	12	6
Owosso	12,575	191	1	5	8	87	1,649	1,656	537,257	2,807	12	8
Port Huron	25,944	190	1	15	16	150	2,583	2,707	890,400	4,688	20	17
Sault Ste. Marie	12,096	196	1	9	13	80	1,505	1,422	483,343	2,471	19	8
Traverse City	10,925	188	1	17	4	52	1,393	1,475	342,348	1,821	12	6
Wyandotte	18,145	196	1	5	14	91	1,813	1,601	584,080	2,980	19	7
Minnesota:												
Austin	10,118											
Faribault	11,089	171	1	6	6	51	812	790	223,929	1,306	9	6
Hibbing	15,089	192	2	10	34	236	2,899	3,058	958,840	5,007	45	26
Mankato	12,469	172	1	3	8	77	1,143	1,158	328,348	1,909	11	5
Rochester	13,722	180	1	10	10	101	1,266	1,345	359,460	1,997	15	8
St. Cloud	15,873	180	1	5	16	68	1,017	1,053	317,160	1,762	10	6
Virginia	14,022	190	1	6	23	158	2,065	2,172	690,493	3,634	26	12
Winona	19,143	185	1	15	10	90	1,374	1,485	448,255	2,423	21	10
Mississippi:												
Biloxi	10,937	176	1	7	3	51	1,000	1,091	327,536	1,861	6	6
Columbus	10,501	178	1	3	3	64	1,388	1,728	385,512	2,165	9	8
Greenville	11,560	178	1	11	5	69	1,254	1,473	453,039	2,545	10	8
Hattiesburg	13,270											
Jackson	22,817	178	1	9	12	112	2,861	3,256	779,640	4,380	12	12
Laurel	13,037	176	1	8	2	107	1,989	2,226	545,246	3,098	14	9
Meridian	23,399	177	1	8	9	138	2,376	2,853	745,347	4,211	14	15
Natchez	12,608	175	1	0	4	60	1,103	1,326	371,000	2,120	10	5
Vicksburg	18,072	176	1	1	4	62	1,285	1,524	361,680	2,055	6	6
Missouri:												
Cape Girardeau	10,252	190	1	3	9	71	1,492	1,494	426,170	2,243	8	8
Carthage	10,068	175	1	13	5	63	1,318	1,337	386,925	2,211	10	10
Columbia	10,392	180	1	6	9	70	1,304	1,415	413,460	2,297	8	8
Hannibal	19,306	178	1	7	6	101	2,066	2,043	587,756	3,302	14	9
Independence	11,686	172	1	5	8	95	1,976	1,862	528,728	3,074	10	10
Jefferson City	14,490	178	1	3	7	59	1,220	1,415	373,800	2,100	14	8
Joplin	29,902	178	1	13	6	176	3,829	3,687	1,055,006	5,927	23	23
Moberly	12,808	176	1	2	4	63	1,432	1,516	386,848	2,198	9	8
Sedalia	21,144	179	3	11	9	122	2,216	2,442	693,267	3,873	13	13

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Montana:												
Anaconda	11,668	193	1	3	5	61	947	937	317,485	1,645	6	6
Billings	15,100	182	1	8	5	103	2,069	2,153	471,734	3,147	8	8
Great Falls	24,121	183	1	15	10	164	2,906	3,046	900,909	4,923	29	15
Helena	12,037	185	1	14	8	60	1,060	1,182	328,375	1,775	9	9
Missoula	12,668	179	1	4	3	70	1,269	1,239	363,150	2,031	10	10
Nebraska:												
Grand Island	13,947	174	1	8	12	90	1,801	1,932	518,172	2,978	21	9
Hastings	11,647	180	1	10	10	87	1,519	1,543	464,553	2,581	15	7
North Platte	10,466	176	1	4	5	57	1,276	1,332	433,886	2,465	11	7
Nevada:												
Reno	12,016	175	1	1	7	75	1,512	1,432	409,921	2,343	10	9
New Hampshire:												
Berlin	16,104	182	1	12	16	51	849	841	244,972	1,346	8	7
Concord	22,167	177	2	16	16	98	1,618	1,630	478,709	2,709	25	19
Dover	13,029	167	1	1	6	43	789	742	228,994	1,371	12	12
Keene	11,210	174	1	5	14	56	993	1,181	375,729	2,148	16	13
Laconia	10,897	178	1	4	11	43	673	718	222,405	1,250	8	7
Nashua	28,379	169	2	7	14	118	2,117	1,979	611,390	3,615	33	23
Portsmouth	13,569	184	1	6	9	70	1,227	1,272	387,915	2,109	15	10
New Jersey:												
Asbury Park	12,400	185	1	9	12	91	1,659	1,615	441,231	2,385	7	7
Belleville	15,660	193	1	6	3	115	2,419	2,136	731,719	3,791	7	7
Bloomfield	22,019	190	1	15	22	129	2,613	2,602	797,430	4,197	16	9
Bridgeton	14,323	187	1	6	9	78	1,632	1,646	492,920	2,643	8	8
Carteret	11,047	188	1	----------	0	64	1,364	1,201	441,988	2,351	5	4
Clifton	26,470	190	1	13	8	179	3,845	3,769	1,188,420	6,254	28	13
Englewood	11,627	189	1	9	12	82	1,527	1,346	446,157	2,361	12	6
Garfield	19,381	191	1	7	10	147	3,494	3,332	1,104,178	5,781	14	8
Gloucester	12,162	185	1	2	4	46	906	968	239,575	1,295	9	8
Hackensack	17,667	189	1	13	19	158	2,450	2,333	744,849	3,941	24	8
Harrison	15,721	188	1	7	7	56	1,260	1,200	376,000	2,000	4	3

Irvington	25,480	192	1	14	20	149	3,059	3,027	918,528	4,784	10	11
Kearny	26,724	183	3	22	19	160	2,909	2,836	878,583	4,801	24	11
Long Branch	13,521	189	1	9	9	95	1,927	1,993	590,111	3,107	12	10
Millville	14,691	188	1	5	7	82	1,637	1,614	508,352	2,704	7	7
Montclair	28,810	183	2	16	36	228	3,364	3,286	1,032,669	5,643	21	12
Morristown	12,548	186	1	3	14	59	1,175	1,118	352,650	1,896	8	5
North Bergen	23,344	192	1	14	2	162	3,128	2,840	908,544	4,732	15	10
Phillipsburg	16,923	188	1	6	12	75	1,618	1,655	540,087	2,880	10	8
Plainfield	27,700	186	1	10	20	177	3,208	3,205	987,811	5,317	18	11
Rahway	11,042	186	1	9	6	68	1,279	1,178	379,254	2,039	7	6
South Orange	12,557	183	1	13	8	109	1,809	1,752	534,726	2,922	14	8
Summit	10,174	188	1	17	6	60	1,129	1,036	328,388	1,747	10	6
Town of Union (P. O., Weehawken)	20,651											
Weehawken	14,485	192	1	7	1	60	1,070	1,111	309,500	1,612	6	4
West New York	29,926	193	1	13	17	175	3,552	3,357	1,067,290	5,530	17	6
West Orange	15,573	188	1	9	14	98	1,787	1,771	549,900	2,925	14	9
New Mexico:												
Albuquerque	15,157	180	1	13	5	109	2,294	2,210	577,620	3,206	10	9
New York:												
Batavia	13,541	186	1	7	7	90	1,464	2,583	465,000	2,500	8	7
Beacon	10,996	191	1	6	2	49	1,004	971	286,882	1,502	7	4
Cohoes	22,987	187	1	10	2	52	1,134	1,039	359,104	1,920	13	9
Corning—												
District No. 9	15,820	184	1		7	41	645	661	198,261	1,080	5	4
District No. 13		191	1		5	34	723	674	223,188	1,168	2	2
Cortland	13,294	187	1	8	6	64	1,247	1,185	399,687	2,135	11	5
Dunkirk	19,336	194	1	13	17	116	1,758	1,715	550,030	2,836	17	10
Fulton	13,043	187	1	8	2	64	1,260	1,317	415,888	2,224	8	6
Geneva	14,648	192	1	6	7	71	1,124	1,308	374,592	1,951	10	6
Glens Falls	16,638	184	1	5	1	59	1,133	1,128	341,320	1,855	9	5
Gloversville	22,075	190	1	1	6	125	2,078	2,132	637,974	3,358	18	12
Herkimer	10,453	186	1	5	1	64	1,046	1,051	322,390	1,734	5	4
Hornell	15,025	187	1	10	4	94	1,373	1,423	427,751	2,288	11	6
Hudson	11,745	188	1	2	5	64	1,114	1,123	338,776	1,802	7	4
Ilion	10,169	187	1	8	3	61	989	1,007	305,665	1,637	7	4
Ithaca	17,004	192	2	10	8	102	1,652	1,686	541,501	2,820	13	7
Johnstown	10,908	189	1	0	4	67	1,055	1,057	345,573	1,824	11	6
Kingston	26,688	189	1	15	13	107	2,174	2,116	687,655	3,648	9	9
Lackawanna	17,918	188	1	10	9	76	1,478	1,540	449,387	2,390	11	5
Little Falls	13,029	187	1	6	3	58	1,104	1,120	359,975	1,925	9	5
Lockport	21,308	190	1	15	14	116	2,022	1,904	602,498	3,188	18	13
Middletown	18,420	188	1	13	4	73	1,452	1,532	476,956	2,537	9	9
North Tonawanda	15,482	191	1	11	4	71	1,449	1,346	437,692	2,292	13	7
Ogdensburg	14,609	185	1	5	4	65	1,046	1,069	325,045	1,757	9	9
Olean	20,506	191	1	12	8	128	2,474	2,459	779,719	4,090	19	10
Oneida	10,541	187	1	6	2	55	889	898	283,679	1,517	7	6
Oneonta	11,582	186	1	14	1	51	1,216	1,216	355,055	1,909	8	5
Ossining	10,739	187	1	7	1	58	1,055	1,022	332,673	1,779	8	6
Oswego	23,626	190	1	14	9	92	1,715	1,699	532,380	2,802	15	12
Peekskill	15,868	187	1	8	4	70	1,422	1,344	442,068	2,364	11	5
Plattsburg	10,909	188	1	4	4	40	682	758	201,348	1,071	13	8
Port Chester	16,573	191	1	10	6	131	2,215	2,252	745,855	3,905	14	8
Port Jervis	10,171	186	1	10	3	54	977	968	305,072	1,641	12	7

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued												
Rensselaer	10,823	186	1	7	0	59	888	899	263,376	1,416	6	3
Rome	26,341	188	1	12	5	119	2,425	2,245	732,975	3,899	19	10
Saratoga Springs	13,181	186	1	8	4	63	1,109	1,091	359,116	1,932	12	7
Tonawanda	10,068	191	1	12	0	56	1,028	1,044	320,689	1,679	11	5
Watervliet	16,073	188	1	9	1	67	1,198	1,153	358,735	1,908	11	8
White Plains	21,031	187	2	20	19	155	2,485	2,492	764,885	4,094	22	13
North Carolina:												
Asheville [1]	28,504	177	1	14	24	179	3,338	3,561	941,463	5,319	24	15
Durham	21,719	182	2	11	17	136	2,599	2,824	790,972	4,346	8	10
Gastonia	12,871	180	1	9	7	94	1,847	1,860	464,940	2,583	6	6
Goldsboro	11,296	180	1	3	6	87	1,666	1,816	313,740	1,743	8	9
Greensboro	19,861	175	2	11	24	153	2,620	2,873	791,700	4,524	10	19
High Point	14,302	180	1	11	13	135	2,688	2,708	792,000	4,400	12	11
New Bern	12,198	180	1	3	4	61	1,308	1,410	353,700	1,965	6	6
Raleigh	24,418	178	1	16	8	169	3,042	3,440	1,017,170	5,765	12	12
Rocky Mount	12,742	175	1	6	2	77	1,664	1,905	478,625	2,735	7	6
Salisbury	13,884	176	1	9	10	86	1,932	1,886	535,216	3,041	8	6
Wilson	10,612	180	1	6	3	69	1,486	1,589	401,040	2,228	6	6
North Dakota:												
Fargo	21,961	186	1	18	20	152	2,496	2,496	784,176	4,216	20	11
Grand Forks	14,010	175	1	7	17	79	1,404	1,594	460,775	2,633	7	7
Minot	10,476	180	1	1	8	75	1,315	1,395	420,576	2,336	8	6
Ohio:												
Alliance	21,603	179	1	12	20	154	2,609	2,694	837,899	4,681	12	12
Ashtabula	22,082	176	1	7	11	120	2,173	2,162	659,120	3,745	14	14
Barberton	18,811	183	1	13	18	90	2,109	2,141	658,251	3,597	8	10
Bellaire	15,061	178	1	4	10	77	1,894	1,766	564,694	3,173	9	9
Bucyrus	10,425	180	1	2	11	58	935	1,074	327,060	1,817	7	6
Cambridge	13,104	174	1	2	15	84	1,810	1,893	563,884	3,241	9	8
Chillicothe	15,831	180	1	6	9	77	1,588	1,759	509,601	2,839	6	6
Cleveland Heights	15,236	186	2	16	34	166	2,811	2,773	848,648	4,568	17	8

Coshocton	10,847	175	1	3	11	73	1,205	1,278	388,500	[3] 2,220	8	7
Cuyahoga Falls	10,200											
East Cleveland	27,292											
East Liverpool	21,411											
East Youngstown	11,237	184	1	8	12	81	1,694	1,574	565,248	3,072	7	6
Elyria	20,474	183	1	7	20	113	2,202	2,143	682,186	3,723	9	11
Findlay	17,021	174	1	7	14	85	1,889	1,798	553,736	3,183	12	12
Fremont	12,468	181	1	8	8	66	1,209	1,212	370,326	2,047	10	7
Ironton	14,007											
Kenmore	12,683	179	1	7	19	59	1,723	1,598	533,957	2,983	8	8
Lancaster	14,706	177	2	10	16	78	1,533	1,622	461,970	2,610	7	7
Mansfield	27,824	172	1	9	35	126	2,745	2,629	795,766	4,620	12	12
Marietta	15,140	182	1	5	15	76	1,500	1,533	483,756	2,658	11	11
Marion	27,891	174	1	6	19	140	2,989	3,052	922,195	5,300	17	16
Martins Ferry	11,634	173	1	9	15	72	1,583	1,483	465,024	2,688	7	7
Massillon	17,428	178	1	13	12	99	1,947	1,905	579,968	3,258	10	9
Middletown	23,594	189	1	12	16	141	2,655	2,721	859,572	4,548	11	13
Newark	26,718	184	1	10	15	134	2,623	2,697	839,595	4,563	17	17
New Philadelphia	10,718	181	1	3	15	63	1,306	1,235	437,683	2,400	8	7
Niles	13,080	174	1	3	16	81	1,674	1,614	490,506	2,819	10	10
Norwood	24,966	190	1	5	17	91	1,797	1,668	543,780	2,862	11	6
Piqua	15,044	181	1	4	11	68	1,322	1,465	423,924	2,342	9	9
Salem	10,305	176	1	1	10	56	1,222	1,148	353,232	2,007	6	5
Sandusky	22,897	179	1	8	15	102	1,882	1,876	637,598	3,562	8	8
Steubenville	28,508											
Tiffin	14,375	182	1		8	51	1,093	1,045	348,095	1,902	5	5
Warren	27,050	186	1	20	35	209	3,783	3,587	1,076,010	5,785	23	14
Zanesville	29,569	180	1	2	13	133	3,018	3,085	920,340	5,113	16	15
Oklahoma:												
Ardmore	14,181	178	1	8	14	75	1,807	1,844	461,376	2,592	8	8
Bartlesville	14,417	177	1	7	12	98	1,521	1,633	470,289	2,657	8	8
Chickasha	10,179	170	1	10	12	71	1,671	1,754	491,300	2,890	10	8
Enid	16,576	175	1	10	17	123	2,327	2,298	655,025	3,743	13	12
Guthrie	11,757	175	1	3	17	88	1,423	1,574	471,275	2,693	12	8
McAlester	12,095	176	1	3	12	77	1,166	1,189	386,672	2,197	8	8
Okmulgee	17,430	175	1	14	23	133	2,498	2,426	656,250	3,750	15	13
Sapulpa	11,634	175	1	12	17	97	1,767	1,818	472,150	2,698	9	9
Shawnee	15,348	180	1	5	19	103	2,158	2,394	623,880	3,466	15	12
Oregon:												
Astoria	14,027	176	1	6	9	81	1,220	1,287	378,331	2,150	8	8
Eugene	10,593	174	1	8	15	78	1,635	1,771	457,989	2,640	7	7
Salem	17,679	174	1	13	16	122	2,191	2,208	598,734	3,441	10	10
Pennsylvania:												
Ambridge	12,730	180	1	7	6	75	1,442	1,357	433,440	2,408	6	6
Beaver Falls	12,802	180	1	1	11	67	1,323	1,300	390,626	2,170	9	9
Berwick	12,181	190	1	6	8	72	1,631	1,768	588,622	3,098	7	7
Braddock	20,879	180	1	14	5	93	1,718	1,642	538,200	2,990	5	5
Bradford	15,525	180	1	8	12	73	1,347	1,404	431,217	2,396	6	8
Bristol	10,273	195	1	0	4	52	1,135	1,087	344,760	1,768	7	7
Butler	23,778	180	1	5	15	127	2,710	2,761	862,008	4,789	8	8
Canonsburg	10,632	180	1	6	9	68	1,570	1,544	497,700	2,765	7	12

[1] Data for 1921–22.

[3] Estimated.

[4] For entire county.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued												
Carbondale	18,640	198	1	5	9	94	2,067	1,998	703,098	3,551	10	10
Carlisle	10,916	190	1	2	9	50	1,117	1,192	374,867	1,973	8	8
Carnegie	11,516	183	1	1	8	60	1,184	1,163	383,771	2,097	4	4
Carrick (P. O., Pittsburgh)	10,504	200	1	3	3	38	775	745	241,795	1,209	4	3
Chambersburg	13,171	180	1	1	14	67	1,461	1,502	463,320	2,574	9	9
Charleroi	11,516	180	1	4	10	65	1,442	1,464	417,853	2,321	5	5
Clairton	10,777	190	1	7	7	88	1,740	1,785	571,303	3,007	8	5
Coatesville	14,515	190	1	1	23	88	1,586	1,595	523,070	2,753	8	6
Columbia	10,836	190	1	3	6	53	916	981	342,408	1,802	9	8
Connellsville	13,804	180	1	4	15	80	1,655	1,651	526,500	2,925	7	6
Dickson City	11,049	181	1	1	4	57	1,319	1,137	381,186	2,106	7	6
Donora	14,131	180	1	5	11	83	1,741	1,693	540,540	3,003	5	5
Dubois	13,681	180	1	8	5	74	1,417	1,479	474,120	2,634	6	6
Dunmore	20,250	195	1	4	12	104	2,400	2,462	842,766	4,322	11	11
Duquesne	19,011	180	1	13	4	90	2,070	2,015	664,354	3,580	8	8
Farrell	15,586	180	1	5	11	84	1,794	1,871	573,120	3,184	8	6
Greensburg	15,033	180	1	6	10	80	1,742	1,667	535,768	2,977	8	9
Homestead	20,452	180	2	9	15	103	1,861	1,814	589,669	3,276	7	8
Jeannette	10,627	180	1	5	7	58	1,361	1,310	417,060	2,317	7	7
Kingston	15,286	190	1	----------	10	102	1,988	2,036	667,660	3,405	12	11
Lebanon	24,643	190	1	7	17	99	2,134	2,211	706,610	3,719	14	14
McKees Rocks	16,713	200	1	1	2	66	1,541	1,483	487,600	2,438	6	5
Mahanoy City	15,599	180	1	1	6	66	1,627	1,636	531,703	2,954	8	6
Meadville	14,568	180	1	9	4	81	1,328	1,440	439,380	2,441	6	7
Monessen	18,179	180	1	8	18	128	2,616	2,627	846,720	4,704	8	8
Mount Carmel	17,469	180	1	1	4	60	1,620	1,441	494,640	2,748	8	8
Nanticoke	22,614	190	1	4	19	123	2,664	2,408	880,080	4,632	11	11
New Kensington	11,987	180	2	0	14	62	1,357	1,301	442,720	2,452	5	4
North Braddock	14,928	180	1	0	9	90	1,605	1,734	528,930	2,938	6	6
Oil City	21,274	180	1	10	7	118	1,916	1,987	653,400	3,630	14	14
Old Forge	12,237	190	1	0	13	64	1,771	1,682	563,969	2,968	10	9

Olyphant	10,236	190	1	2	3	74	1,304	1,198	421,420	2,218	8	8
Phoenixville	10,484	190	1	5	4	39	851	879	283,489	1,492	5	5
Pittston	18,497	189	1	5	4	99	1,890	1,953	683,046	3,614	9	7
Plymouth	16,500	190	1	8	6	67	1,828	2,246	583,244	3,070	7	7
Pottstown	17,431	200	1	5	11	81	1,679	1,473	561,600	2,808	20	20
Pottsville	21,876	190	1	3	12	74	1,860	1,939	620,540	3,266	12	12
Punxsutawney	10,311	180	1	3	8	51	1,134	1,245	378,533	2,103	5	4
Shamokin	21,204	180	1	5	16	84	1,798	1,701	572,231	3,179	7	7
Sharon	21,747	180	1	2	10	108	2,317	2,228	731,728	4,065	8	8
Shenandoah	24,726	191	1	5	6	89	2,044	2,150	688,937	3,607	12	12
Steelton	13,428	188	1	5	15	51	1,260	1,250	415,856	2,212	8	7
Sunbury	15,721	180	1	5	17	90	1,648	1,725	555,612	3,087	10	9
Swissvale	10,908	180	1	4	6	60	1,166	1,117	366,639	2,037	6	6
Tamaqua	12,363	178	1	2	5	51	1,343	1,374	473,834	2,659	8	7
Uniontown	15,692	180	1	15	11	89	1,925	2,006	602,648	3,347	7	7
Warren	14,272	180	2	5	12	102	1,592	1,675	500,630	2,781	12	7
Washington	21,480	180	2	8	9	118	2,278	2,249	729,180	4,051	9	8
West Chester	11,717	187	1	3	12	61	1,051	1,125	366,333	1,959	5	5
Wilkinsburg	24,403	180	1	9	23	134	2,477	2,459	732,960	4,072	10	6
Woodlawn	12,495	180	1	7	7	89	1,772	1,754	533,154	2,962	13	13
Rhode Island:												
Bristol	11,375	182	1	6	3	58	1,116	1,149	359,152	1,976	11	10
Central Falls	24,174	187	1	10	3	62	1,245	1,134	353,804	1,892	10	10
Cranston (P. O., Providence)	29,407	178	1	8	8	166	3,014	2,950	925,841	5,216	39	24
Cumberland (P. O., Valley Falls)	10,077	185	1	3	2	47	859	863	264,550	1,430	16	15
East Providence	21,793	185	1	7	5	123	2,427	3,948	736,485	3,981	22	22
Warwick	13,481	172	1	3	14	83	1,651	1,668	462,680	2,690	20	19
West Warwick	15,461	184	1	12	3	72	1,422	1,241	406,456	2,209	12	10
South Carolina:												
Anderson	10,570	184	1	14	9	116	2,528	2,736	677,672	3,683	12	12
Florence	10,968	180	1	8	8	81	2,115	2,200	592 020	3,289	8	7
Greenville	23,127	175	1	14	[3]	170	3,019	3,140	812,350	4,642	18	18
Spartanburg	22,638	177	1	12	13	112	2,591	2,868	765,171	4,323	9	9
South Dakota:												
Aberdeen	14,537	180	1	13	11	78	1,473	1,488	443,904	2,473	14	8
Sioux Falls	25,202	177	1	22	18	189	3,024	2,976	926,040	5,226	27	16
Tennessee:												
Jackson	18,860	177	1	13	4	80	2,548	2,741	695,256	3,928	9	7
Johnson City	12,442	174	1	14	7	114	2,180	2,117	664,680	3,820	12	12
Texas:												
Abilene	10,274	169	1	5	12	64	1,804	1,910	436,696	2,584	8	8
Amarillo	15,494	176	1	6	11	126	2,200	2,231	545,952	3,102	13	13
Brownsville	11,791	180	1	2	4	45	1,097	1,011	280,440	1,558	8	7
Cleburne	12,820	176	1	7	16	95	1,786	1,892	531,168	3,018	7	8
Corpus Christi	10,522	168	1	5	3	49	1,209	1,145	279,722	[3] 1,665	5	6
Corsicana	11,356	172	1	3	8	63	1,262	1,245	373,412	2,171	7	5
Del Rio	10,589	168	1	0	5	22	580	512	133,392	794	4	4
Denison	17,065	175	1	3	15	77	2,118	2,201	520,369	2,974	11	10
Greenville	12,384	176	1	1	14	60	1,497	1,584	426,624	2,424	7	7
Laredo	22,710	172	1	0	2	69	1,539	1,859	467,668	[3] 2,719	10	10
Marshall	14,271	175	1	14	4	76	1,953	2,229	605,850	3,462	10	10

[3] Estimated.

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Texas—Continued												
Palestine	11,039	174	1	1	10	57	1,200	1,342	337,978	1,948	10	11
Paris	15,040	177	1	3	18	88	2,194	2,381	570,648	3,224	17	11
Port Arthur	22,251	175	1	7	26	154	3,686	3,734	980,875	5,605	12	6
Ranger	16,205	174	1	3	9	39	1,012	1,013	245,688	1,412	8	8
San Angelo	10,050	173	1	2	5	61	1,007	1,158	294,619	1,703	8	8
Sherman	15,031	173	1	6	14	86	1,775	1,831	483,881	2,797	8	8
Temple	11,033	172	1	8	9	69	1,363	1,331	403,512	2,346	11	10
Texarkana	11,480	174	1	4	11	55	1,440	1,626	398,286	2,289	13	9
Tyler	12,085	176	1	7	7	71	1,527	1,925	485,936	2,761	8	7
Utah:												
Provo	10,303	167	1	3	31	58	1,720	1,670	504,674	3,022	6	6
Vermont:												
Barre	10,008	152	1	[2]	5	59	1,513	1,750	430,768	2,834	8	8
Burlington	22,779	183	1	15	13	118	1,538	1,536	444,725	2,436	19	10
Rutland	14,954	185	1	6	5	59	1,095	1,078	362,415	1,959	8	7
Virginia:												
Alexandria	18,060	183	1	7	9	69	1,535	1,661	490,989	2,683	6	6
Charlottesville	10,688	180	1	3	5	69	1,514	1,617	448,051	2,489	4	4
Danville	21,539	179	1	9	7	113	1,670	1,929	[3] 547,561	[3] 3,059	10	9
Staunton	10,623	180	1	5	4	42	831	833	262,229	1,457	5	5
Washington:												
Aberdeen	15,337	180	1	12	8	96	1,897	1,881	572,040	3,178	13	13
Bellingham	25,585	180	1	17	27	146	2,971	3,058	852,285	4,744	14	13
Everett	27,644	183	1	14	26	155	3,446	3,573	1,025,715	5,605	19	11
Hoquiam	10,058	177	1	6	5	56	1,280	1,231	363,204	2,052	7	7
Vancouver	12,637	181	1	6	9	74	1,695	1,671	477,252	2,637	9	8
Walla Walla	15,503	181	1	9	13	98	1,945	1,770	537,377	2,969	7	7
Yakima	18,539	180	1	17	17	121	2,599	2,620	712,438	3,958	11	11

West Virginia:												
Bluefield	15,282	175	1	9	15	102	2,077	2,037	607,775	3,473	14	12
Clarksburg:												
City district	27,869	176	1	12	16	118	2,386	2,448	734,272	4,172	12	12
Coal district		170	1	4	9	47	[3] 1,025	[3] 1,149	293,280	1,778	22	22
Fairmont	17,851	180	1	12	7	93	1,463	1,573	469,045	2,606	13	8
Martinsburg	12,515	183	1	3	8	63	1,207	1,226	396,195	2,165	7	7
Morgantown	12,127	178	1	6	16	105	1,909	1,928	566,574	3,183	11	11
Moundsville	10,669	176	1	4	8	63	1,357	1,323	405,152	2,302	6	5
Parkersburg	20,050	185	1	12	31	137	2,463	2,368	811,410	4,386	15	15
Wisconsin:												
Appleton	19,561	175	1	5	14	123	1,854	1,895	562,081	3,211	18	10
Ashland	11,334	184	1	5	6	67	1,017	1,061	332,488	1,807	14	8
Beloit	21,284	183	1	14	14	136	3,161	3,176	834,663	4,561	21	17
Eau Claire	20,906	172	1	13	17	102	1,985	2,077	594,247	3,465	24	11
Fond du Lac	23,427	190	1	15	27	157	2,540	2,564	849,340	4,470	21	11
Janesville	18,293	190	1	5	14	96	1,328	1,425	[3] 427,800	[3] 2,251	14	9
Manitowoc	17,563	188	1	7	14	101	1,544	1,590	523,204	2,783	14	8
Marinette	13,610	186	1	5	10	75	1,359	1,448	474,858	2,553	14	8
Stevens Point	11,371	185	1	5	10	56	1,044	933	307,100	1,660	12	8
Waukesha	12,558	181	2	3	13	72	1,222	1,283	377,204	2,084	14	7
Wausau	18,661	175	2	7	19	110	2,017	2,117	617,575	3,529	17	9
West Allis	13,745	190	1	13	17	133	2,529	2,269	707,940	3,726	18	10
Wyoming:												
Casper	11,447	180	1	14	6	179	2,878	2,870	800,460	4,447	35	28
Cheyenne	13,829	181	1	9	6	90	1,676	1,628	461,178	2,555	9	10

[3] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama:																					
Birmingham	----	----	----	----	----	54	39	745	35,939	26,949	----	----	----	----	----	----	5	7	239	6,625	5,775
California:																					
Los Angeles	268	2	306	19,348	8,730	230	212	3,585	129,210	97,489	12	7–9	29	596	16,779	13,650	17	59	1,152	26,554	21,079
Oakland	94	1	47	3,845	1,861	46	42	670	29,908	23,441	15	7–9	17	276	7,030	5,652	5	19	297	6,793	5,802
San Francisco	49	1	49	3,203	1,308	86	92	1,385	55,358	42,654	3	7–9	3	75	1,835	1,643	6	9	400	9,925	8,528
Colorado:																					
Denver	53	----	62	4,863	2,559	61	69	733	29,701	23,243	6	7–9	5	239	6,283	5,505	5	5	245	6,173	5,350
Connecticut:																					
Bridgeport	24	----	30	1,170	894	32	46	506	20,730	18,502	1	7–9	----	9	324	288	3	5	133	3,357	2,985
Hartford	9	----	54	2,563	1,633	19	25	676	21,059	16,417	----	----	----	----	----	----	2	6	178	3,906	3,439
New Haven	35	1	60	3,048	2,355	55	66	618	25,070	22,141	----	----	----	----	----	----	2	3	183	5,349	4,700
Delaware:																					
Wilmington	2	----	2	72	64	30	30	331	12,517	10,475	----	----	----	----	----	----	2	3	91	2,714	2,110
District of Columbia:																					
Washington	107	2	195	4,981	2,833	140	67	1,555	50,277	42,723	6	7–9	6	159	3,291	2,959	7	14	492	11,642	10,256
Georgia:																					
Atlanta	39	----	45	1,588	1,500	55	78	995	33,421	31,461	4	7–9	4	169	5,720	5,400	4	4	161	4,257	4,018
Illinois:																					
Chicago	268	----	546	42,902	21,586	270	273	8,179	348,897	326,510	----	----	----	----	----	----	24	25	2,193	59,731	55,391
Indiana:																					
Indianapolis	----	----	----	----	----	83	118	1,125	43,654	36,844	----	----	----	----	----	----	4	10	419	10,601	8,210
Iowa:																					
Des Moines	44	1	52	3,292	1,053	51	39	549	17,460	14,618	5	7–9	3	109	3,263	[1] 2,900	5	4	145	4,804	4,389
Kansas:																					
Kansas City	24	----	14	1,014	651	50	52	384	16,120	13,248	3	7–9	3	86	2,919	2,461	4	4	94	2,405	2,006
Kentucky:																					
Louisville	40	1	40	2,356	1,115	68	67	718	31,057	24,262	----	----	----	----	----	----	5	5	219	5,371	4,997
Louisiana:																					
New Orleans	49	1	48	3,395	2,692	89	92	1,288	46,502	34,824	2	7–9	2	26	927	800	4	4	162	4,507	3,964

Maryland:																				
Baltimore	56		101	4,161	2,500	131	162	1,864	81,121	65,756	10	7-9	14	326	9,906	8,525	5	6	339	9,640	8,552
Massachusetts:																				
Boston	[2] 69	2	310	10,135	6,653	72	120	2,273	102,745	86,187							15	40	715	23,191	19,300
Cambridge	33	1	33	829	[1] 522	28	31	361	13,082	11,500							2	6	139	3,668	3,233
Fall River	14	1	18	1,006	[1] 800	52	22	479	15,947	13,167	1	7-9	1	25	612	518	1	3	97	2,149	1,935
Lowell	15		29	590	373	35	14	236	8,015	7,684	5	7-9	4	80	2,490	2,400	1	1	96	2,247	2,007
New Bedford	15	1	19	1,194	652	34	49	499	17,234	15,023							1	1	56	1,494	1,488
Springfield	22		52	2,174	990	35	39	370	14,010	11,601	8	7-9	6	222	4,960	4,363	3	3	182	3,127	2,782
Worcester	44	1	65	3,120	1,641	52	49	652	33,332	22,748							4	4	206	4,842	4,638
Michigan:																				
Detroit	143	1	195	20,769	9,564	140	181	3,002	119,812	98,328	7	7-9	8	287	8,238	7,566	10	11	743	22,071	18,598
Grand Rapids	35	6	63	2,345	1,785	35	39	511	13,698	12,391	5	7-9	3	153	2,951	[1] 2,770	3	4	123	3,188	2,750
Minnesota:																				
Minneapolis	74		122	9,197	5,032	79	73	1,201	46,713	40,363	8	7-9	12	327	9,056	8,251	7	16	445	11,517	10,528
St. Paul	110	1	95	4,879	1,741	66	63	802	27,989	25,087							5	7	250	5,837	5,253
Missouri:																				
Kansas City	78	1	117	5,713	3,435	83	87	1,213	43,071	35,516	3	7-9	3	141	4,206	3,588	5	5	322	8,994	7,335
St. Louis	182	1	215	9,491	7,177	107	140	1,779	94,492	67,870	1	7-9	1	52	1,356	1,159	6	6	506	14,913	11,405
Nebraska:																				
Omaha	52	1	93	2,992	1,964	52	62	743	27,929	23,558							4	4	316	7,962	6,590
New Jersey:																				
Camden	16		16	959	485	39	37	488	17,726	14,205	1	7-8	1	27	611	[1] 490	1	1	85	2,330	1,601
Jersey City	7		7	672	300	35	50	941	40,193	33,155							2	2	219	6,344	5,456
Newark	102	1	126	10,535	5,053	53	64	1,500	60,772	50,317	3	7-9	3	66	2,808	2,357	4	4	273	7,556	6,480
Paterson	24		31	2,276	891	24	42	617	18,773	16,361							2	5	135	4,016	3,486
Trenton	27	1	47	1,983	1,293	27	35	354	11,814	9,904	2	7-9	3	139	3,857	3,202	1	3	54	1,883	1,337
New York:																				
Albany	25	1	31	1,153	756	53	34	320	10,910	8,542							1	1	83	1,802	1,526
Buffalo	69	1	152	6,129	3,887	166	89	1,875	56,895	48,743							8	5	478	11,086	8,973
New York	472	3	913	68,553	30,375	549	1,043	18,641	811,484	665,129	46	7-9	11	2,020	63,662	59,391	34	59	3,914	124,944	92,136
Rochester	47		116	6,761	3,904	58	86	935	28,065	26,097	4	7-9	18	365	5,989	4,851	4	19	232	4,861	3,726
Syracuse	33	2	56	2,071	1,300	39	37	528	19,710	[1] 16,576	4	7-10	2	35	982	[1] 835	3	4	167	4,526	[1] 3,847
Yonkers	22	1	37	1,369	955	23	43	478	15,637	13,922							2	3	97	3,336	2,703
Ohio:																				
Akron	60		43	2,428	[1] 2,282	30	33	695	24,148	22,726							5	5	229	5,221	4,816
Cincinnati	72	1	104	3,771	2,590	67	64	1,151	40,527	34,520	2	7-9	3	61	1,245	1,075	5	9	304	7,037	6,117
Cleveland	102	2	196	13,390	7,730	111	140	2,467	97,396	82,972	18	7-9	15	853	23,989	22,490	12	14	613	15,744	13,427
Columbus	13	1	17	696	498	43	47	649	24,858	22,285	11	7-9	16	348	9,244	8,006	6	6	209	5,373	4,901
Dayton	52	1	28	2,029	1,462	26	31	500	19,506	17,148							5	5	149	4,510	4,036
Toledo	45	1	104	4,416	3,535	45	62	1,171	29,153	27,087							4	8	228	6,330	4,513
Youngstown	19	1	32	1,394	938	44	32	541	22,249	18,810	3	7-9	3	116	3,312	2,947	2	2	125	3,225	2,659
Oregon:																				
Portland	4		8	499	226	70	59	976	40,540	32,164							6	6	310	8,949	7,600
Pennsylvania:																				
Philadelphia	152	2	194	9,897	7,631	186	236	4,544	240,716	180,472	8	7-9	8	422	11,645	9,940	11	11	1,163	31,717	25,014
Pittsburgh	100	2	167	8,748	4,290	132	207	1,764	75,972	61,987	6	7-9	7	151	5,039	3,524	11	18	459	14,185	10,775
Reading	4		4	146	97	42	12	312	12,268	10,688	3	7-9	5	104	3,379	2,893	2	5	75	1,814	1,525
Scranton	33	1	33	1,548	1,346	43	43	543	22,601	19,247							2	2	82	3,590	3,347
Rhode Island:																				
Providence	46	1	62	3,693	1,945	[3] 95	53	863	34,138	28,456							4	7	248	5,157	4,658

[1] Estimated. [2] Data of 1921–22. [3] In 1920.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tennessee:																					
Memphis						41	11	675	29,606	21,608							4		146	3,729	3,298
Nashville						34	37	359	20,940	16,467							2	2	85	2,644	2,268
Texas:																					
Dallas	28		20	2,119	967	44	59	665	29,771	21,286							5	5	220	7,208	6,295
Fort Worth	30		25	1,629	747	32	43	500	19,314	15,343							8	8	223	5,542	4,520
Houston	15	1	15	808	559	54	43	640	22,496	19,488	5	7–9	5	103	2,854	2,567	3	5	131	4,079	3,332
San Antonio						39	40	444	19,533	13,494	10	6–8	17	226	5,113	4,742	3	5	155	3,238	2,513
Utah:																					
Salt Lake City	25	1	42	1,831	1,107	31	34	587	18,906	17,663	7	7–9	8	162	6,939	3,786	2	4	118	2,745	2,501
Virginia:																					
Norfolk	9		11	432	[1] 300	36	29	540	17,311	15,342	3	7–9	4	105	2,470	2,093	2	2	107	2,741	2,157
Richmond	21	1	22	866	597	60	39	532	20,990	17,746	4	6–8	5	116	3,417	2,794	3	4	136	4,287	3,405
Washington:																					
Seattle	44		22	1,819	946	82	80	988	40,260	32,452							8	12	406	12,397	10,830
Spokane						39	38	453	16,404	13,427							2	2	174	5,163	4,011
Wisconsin:																					
Milwaukee	67		166	7,872	5,254	67	76	1,134	52,194	45,091							7	7	361	10,309	8,428

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																					
Mobile	8		15	354	229	18	11	189	7,210	5,814							2	1	62	1,923	1,636
Montgomery						15	17	162	7,135	5,580							2	1	43	1,226	1,051
Arkansas:																					
Little Rock						20	14	191	9,313	7,480	4	7–9	4	83	2,898	2,365	2	4	53	1,853	1,434
California:																					
Berkeley	17	6	17	1,113	538	17	17	169	7,325	5,200	4	7–9	6	119	3,272	2,729	1	3	84	2,118	1,931
Fresno	12		12	1,069	473	18	24	283	10,912	8,974	4	7–9	3	133	5,821	1,354	1	1	62	2,080	1,612

Long Beach	29		28	1,926	863	21	25	351	15,498	10,471	4	7–9	7	144	3,945	3,051	2	4	146	4,180	3,036
Pasadena	19		40	1,487	762	23	13	260	8,880	6,700	4	7–9	4	77	2,061	1,776	1	5	165	3,230	2,564
Sacramento	17	1	20	1,238	547	18	27	322	10,326	8,446							4	5	137	3,053	2,377
San Diego	20	[4] 1	27	1,735	872	27	20	313	11,264	9,124	3	7–9	4	120	2,681	2,498	1	1	107	2,301	2,010
San Jose	9	1	9	545	241	9	11	196	6,484	5,543							1	1	103	3,265	2,667
Stockton	8		4	445	200	20	7	190	7,026	5,907							1	1	72	1,888	1,662
Colorado:																					
Colorado Springs	13	1	7	527	278	18	23	147	5,630	4,195	1	7–9	1	9	261	193	1	2	62	1,707	1,337
Pueblo—																					
Dist. No. 1	8		8	359	193	8	14	99	3,579	2,612							1	1	27	774	615
Dist. No. 20	8		12	476	329	11	14	122	4,388	3,365	1	7–8	1	20	803	608	1	1	36	892	655
Connecticut:																					
Meriden	10		14	558	410	18	23	117	4,433	3,859							1	1	45	1,056	925
New Britain	14		20	1,493	747	13	12	186	8,533	6,322	2	7–9	4	79	2,436	1,791	1	1	58	1,188	934
Stamford	10		11	945	612	19	22	221	8,086	6,721							1	1	53	1,429	1,138
Waterbury	23		37	1,101	[1] 550	32	25	437	14,171	11,935							3	3	127	2,648	2,383
Florida:																					
Jacksonville						20	23	413	14,169	11,326	2	7–9	2	78	2,102	1,728	1	2	63	1,883	1,413
Pensacola						16	16	125	4,311	3,660							2	2	32	1,018	896
Tampa						9	7	169	6,488	5,709	2	7–9	2	64	2,154	1,896	1	1	33	981	853
Georgia:																					
Augusta	10		23	545	[1] 380	57	13	243	11,002	7,807							2	4	68	1,722	1,311
Columbus	13		11	601	394	13	3	130	5,381	4,753							2	2	29	1,057	914
Macon						45	12	274	13,003	9,835							1	1	58	1,786	1,500
Savannah						14	12	169	9,531	7,634	3	7–9	3	70	2,748	2,327	1	1	29	1,144	771
Illinois:																					
Aurora—																					
East side	6		[5] 7	225	161	8	6	69	2,327	1,917	1	8	1	6	243	219	1	1	38	961	829
West side	4		4	195	127	4	4	52	1,581	1,310							1	1	24	546	486
Cicero						15	13	189	8,425	7,486											
Danville						16	2	152	6,070	5,342							1	2	42	1,308	1,155
Decatur						14	13	150	5,993	4,952	2	7–9	2	72	1,958	1,605	1	3	57	1,299	992
East St. Louis						33	18	251	11,146	8,850	1	7–9	1	22	638	608	2	1	44	1,115	943
Evanston—																					
Dist. No. 75	12		9	390	[1] 200	9	5	123	3,552	2,826											
Dist. No. 76	4		4	213	[1] 145	4	2	62	2,016	1,786											
Joliet	22		11	720	375	23	23	194	6,683	5,323											
Moline	18	1	10	429	311	13	17	108	3,814	3,205							1	1	50	1,317	1,073
Oak Park	10		10	513	368	10	15	199	5,663	4,964											
Peoria	21	1	26	1,501	1,142	21	32	298	11,320	8,834							2	2	102	2,326	2,047
Quincy	5		5	160	[1] 80	12	14	116	3,139	3,070	3	7–9	3	31	1,139	[1] 934	1	1	29	623	[1] 508
Rockford	4		4	167	131	20	26	313	9,029	8,060							2	3	110	2,766	2,142
Rock Island						14	15	126	4,277	3,497							1	1	49	1,161	955
Springfield	14		8	310	124	18	21	260	9,203	7,534							1	1	91	2,295	1,948
Indiana:																					
East Chicago	6		8	392	300	7	12	134	5,219	4,255	2	7–8	1	33	1,069	888	1	1	22	669	526
Evansville	17	1	25	991	827	20	23	265	9,238	8,580							4	4	121	2,643	2,487
Fort Wayne	19		26	1,436	795	22	35	298	9,578	8,162							2	2	112	2,448	1,993
Gary	14		27	1,361	764	16	15	246	10,897	8,951							3	5	59	1,505	1,258
Hammond	14		20	749	604	15	15	173	5,992	5,304							1	1	51	1,195	1,015

[1] Estimated.

[4] Gave one-half time only.

[5] Includes 4 assistants.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Indiana—Continued.																					
Kokomo						12	16	115	5,439	4,028							1	5	36	1,139	975
Muncie						12	18	165	5,327	4,332	1	8–9	1	27	621	574	1	6	60	1,552	1,378
South Bend	16		31	1,261	930	19	16	302	10,445	8,039	3	7–9	2	73	2,062	1,601	1	1	70	1,977	1,605
Terre Haute	20	1	18	861	641	23	32	259	9,053	7,397	2	7–9	2	53	1,503	1,302	2	2	90	2,153	1,741
Iowa:																					
Cedar Rapids	17		23	660	516	17	11	149	5,025	4,373	4	7–9	5	102	2,062	1,867	2	4	74	1,449	1,330
Council Bluffs	17		14	670	500	16	20	158	6,617	5,575							2	2	68	1,521	1,380
Davenport	27		15	827	448	16	19	146	5,482	4,321	3	7–9	3	91	2,151	1,813	1	1	50	1,435	1,150
Dubuque	10		10	374	[1] 300	10	5	87	2,518	2,107	2	7–9	4	28	726	624	1	3	25	693	527
Sioux City	26		27	1,119	1,071	26	40	252	8,327	7,970	3	7–9	3	106	2,980	2,853	1	4	59	1,632	1,292
Waterloo—																					
East side	10	1	10	385	331	11	15	69	2,530	2,185	1	8–9	3	22	586	526	1	4	19	573	509
West side	7		6	283	273	7	14	69	2,501	2,475							1	9	32	820	725
Kansas:																					
Topeka	16		8	797	420	24	22	194	7,024	5,857	4	7–9	3	32	1,261	1,011	1	1	49	1,491	1,240
Wichita	33		17	1,121	815	27	38	333	11,066	8,816	5	7–9	5	121	3,784	3,003	1	1	81	2,030	1,679
Kentucky:																					
Covington	2		8	601	233	12	12	116	4,569	3,722	2	7–8	2	21	793	690	2	1	34	818	763
Lexington	8		17	494	408	11	12	156	4,932	3,936	2	7–9	2	31	1,385	1,280	2	2	33	679	602
Louisiana:																					
Shreveport	1		3	80	68	17	24	193	10,079	8,413							2	2	84	2,182	1,770
Maine:																					
Lewiston						16	10	82	2,747	2,302							1	1	25	605	558
Portland	13		24	582	443	36	20	281	8,653	7,419							2	2	116	2,551	2,302
Massachusetts:																					
Brockton						31	8	286	9,305	7,931							1	1	91	2,135	2,108
Brookline	9		20	472	313	11	8	119	3,684	3,136							1	2	58	1,459	1,255
Chelsea						6	7	131	5,618	5,039	3	7–9	5	68	1,905	1,699	1	1	46	1,136	975
Chicopee						23	10	129	4,617	4,370	2	7–9	2	29	892	726	1	1	22	461	417
Everett						18	12	176	6,004	5,716	1	7–8	2	33	951	930	1	1	58	1,272	1,253

Fitchburg						24	19	147	4,294	3,851							1	4	50	1,345	1,206
Haverhill	4		4	217	[1] 125	28	17	186	6,618	5,631							1	1	67	1,678	1,496
Holyoke	10		10	627	326	17	14	136	4,988	4,543	5	7-9	3	54	1,121	1,016	1	1	42	930	845
Lawrence	1		1	51	[1] 29	32	39	339	11,115	10,067							1	1	53	1,808	1,627
Lynn						41	8	246	9,896	8,995	4	7-9	4	107	2,577	2,330	2	2	128	3,094	3,082
Malden						17	19	165	7,015	6,033							1	1	59	1,647	1,461
Medford						16	11	123	5,022	4,139	6	7-9	3	70	1,984	1,714	1	1	60	1,187	1,048
Newton	15		30	772	536	22	13	207	6,529	5,570	1	7-9	1	24	535	467	2	4	78	1,868	1,684
Pittsfield	8	1	14	426	232	19	26	193	5,519	4,803	7	7-9		61	1,487	1,255	1	1	44	899	829
Quincy						18	15	221	8,912	7,740							1	1	71	1,738	1,620
Salem	6		8	284	201	16	11	117	3,922	3,482							1	1	53	1,347	1,174
Somerville	7		14	382	300	22	12	197	8,827	7,937	3	7-9	5	113	3,694	3,331	1	2	72	2,094	1,811
Taunton						29	6	163	5,049	4,583							1	2	37	903	814
Waltham	9		18	568	335	13	2	86	2,726	2,463	2	7-9	4	30	773	657	1	1	27	312	268
Michigan:																					
Battle Creek	18		12	536	384	14	12	137	5,239	3,775	1	7-8	1	28	878	743	1	2	52	1,541	1,233
Bay City	19		16	450	385	19	16	146	6,282	5,025	2	7-9	2	44	1,333	[1] 1,120	1	1	52	1,000	870
Flint	40	1	40	2,542	1,300	21	21	457	17,680	14,236	1	7-9	1	43	1,046	881	1	2	71	1,649	1,436
Hamtramck	6		14	961	928	6	9	187	7,852	5,782							1	2	51	1,410	1,050
Highland Park	7		10	703	441	7	11	194	5,946	4,238							1	2	133	2,823	2,478
Jackson	22		12	959	475	15	8	109	4,597	3,648	2	7-9	2	61	1,823	1,595	2	2	41	1,040	929
Kalamazoo	10	2	19	1,017	523	10	9	157	4,833	3,961	6	7-9	5	94	2,032	1,806	1	3	54	1,066	1,014
Lansing	39	1	21	1,317	957	19	27	197	7,904	6,210	2	7-9	4	99	2,717	2,409	1	3	67	1,640	1,289
Muskegon	17	1	16	628	278	13	15	174	5,257	4,744							2	3	63	1,215	1,057
Saginaw—																					
East side	4		2	156	134	15	14	112	6,073	3,617	1	7-9	3	61	1,428	1,261	1	1	39	852	694
West side	10		5	376	200	8	7	78	3,212	2,624	2	7-9	2	52	1,485	1,146	1	1	29	608	564
Minnesota:																					
Duluth	36		34	1,698	1,348	38	30	368	12,763	11,508	5	7-9	6	120	2,934	2,544	3	2	92	2,631	2,302
Missouri:																					
St. Joseph	2		2	100	[1] 65	36	37	308	12,609	9,001							5	5	100	2,269	1,869
Springfield						23	5	141	8,101	5,513	4	7-9	5	62	3,428	2,680	2	1	52	1,462	1,230
Montana:																					
Butte						18	17	200	7,070	5,609							1	1	53	1,477	1,205
Nebraska:																					
Lincoln	27		32	1,068	786	19	23	235	9,261	7,638	2	7-9	5	55	1,403	1,122	1	3	83	1,571	1,249
New Hampshire:																					
Manchester	16		29	822	500	27	21	193	7,107	6,493							2	2	91	1,477	1,408
New Jersey:																					
Atlantic City	12		21	784	[1] 414	12	34	226	8,164	[1] 6,500							1	3	85	2,131	[1] 1,705
Bayonne	11		18	1,218	638	12	15	391	11,765	10,609							1	[6] 5	60	2,007	1,377
East Orange	18		19	830	549	9	15	192	6,374	5,857							1	3	82	1,962	1,687
Elizabeth	14		22	1,105	573	17	20	325	11,579	9,948	1	7-9	1	45	1,132	1,033	1	1	79	2,088	1,814
Hoboken	9		19	975	[1] 644	9	20	274	9,097	[1] 7,900							1	1	44	1,009	910
New Brunswick	9		18	581	411	6	8	99	3,719	3,020	1	7-9	2	44	1,123	980	1	3	37	768	710
Orange	6		14	777	527	7	13	118	4,718	4,164							1	1	24	715	635
Passaic	10		18	1,433	764	10	23	294	10,384	8,947							2	1	62	1,446	1,258
Perth Amboy	8		13	748	460	12	9	184	7,226	6,113							1	1	30	768	729
West Hoboken	6		6	480	204	8	12	141	5,544	4,596							1	3	33	725	651

[1] Estimated.

[6] Includes one junior high school principal.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
New York:																					
Amsterdam	10	1	13	479	312	11	17	159	4,962	4,313							1	3	26	633	502
Auburn	9		12	364	215	12	12	123	3,588	2,795	1	8–9	1	19	649	[1] 520	1	1	22	987	794
Binghamton	15		24	1,045	859	15	20	334	9,050	7,866							1	4	79	1,509	1,265
Elmira	11		11	579	351	12	14	162	4,967	4,059							2	3	63	1,883	1,474
Jamestown	22		16	664	478	14	14	173	5,563	4,702							2	4	53	1,671	1,341
Mount Vernon	10		19	975	487	10	13	192	6,591	6,012	1	7–8	1	18	523	475	1	2	65	1,812	1,431
Newburgh						7	12	125	4,500	3,772							1	1	31	1,044	812
New Rochelle	9		18	799	446	10	17	185	5,943	5,160							1	1	60	1,466	1,240
Niagara Falls	13		25	949	697	14	22	232	8,012	7,078							1	1	64	1,493	1,230
Poughkeepsie	8		8	447	266	10	24	115	4,491	3,738							1	1	44	1,177	1,047
Schenectady	22		33	1,261	720	21	31	321	10,767	9,415	7	7–9	8	146	3,664	3,222	2	2	73	2,021	1,722
Troy—																					
Lansingburgh dist	4		4	148	102	5	5	48	1,431	1,194							1	1	16	343	270
Union district	14	1	17	569	377	14	18	163	5,463	5,007							1	1	30	884	830
Utica	17	1	28	1,453	1,056	24	26	340	12,069	10,267							1	1	69	1,850	1,584
Watertown	12		12	465	345	12	15	127	4,631	3,946							1	3	43	1,187	909
North Carolina:																					
Charlotte						18	20	218	9,304	7,406	1	7–9	2	33	879	751	2	2	57	1,813	1,505
Wilmington						9	8	197	7,661	6,118											
Winston-Salem						17	20	226	9,383	7,022							2	2	64	1,659	1,423
Ohio:																					
Canton	10		5	392	278	31	27	371	14,027	12,324							3	7	115	3,139	2,717
Hamilton	4		4	202	147	14	5	135	5,466	4,562							1	1	40	1,091	968
Lakewood	9		15	831	534	9	15	210	5,268	4,757	2	7–8	2	44	893	860	1	2	83	2,006	1,975
Lima						13	4	131	4,698	4,565	2	7–8	3	42	1,091	1,105	2	5	60	1,539	1,363
Lorain						14	8	130	5,449	4,472	4	7–9	4	44	1,543	1,487	1	1	43	1,587	1,428
Portsmouth	5		4	221	149	16	9	167	6,999	5,152							2	1	56	1,142	941
Springfield						21	26	189	7,589	6,396	4	7–9	4	64	2,289	1,861	1	1	48	1,502	1,301
Oklahoma:																					
Muskogee						14	13	142	5,639	4,365							3	3	108	3,037	2,413

Oklahoma City	[2] 23	1	29	2,540	1,777	40	29	442	16,152	11,879	3	7-9	4	125	3,911	2,791	3	4	146	3,499	2,451
Tulsa	17		26	1,274	721	21	33	431	14,918	11,367							3	2	157	3,540	2,584
Pennsylvania:																					
Allentown	1		1	32	26	21	10	310	12,134	10,119							1	1	69	2,016	1,768
Altoona						17	12	224	8,073	7,091							1	3	83	2,569	2,194
Bethlehem	4		4	222	127	24	12	189	7,483	6,500	3	7-9	3	54	1,754	1,538	1	1	45	778	701
Chester						22	10	182	7,323	4,754	2	7-9	1	27	881	573	1	1	61	1,188	783
Easton						14	5	125	5,314	4,502							1	1	54	1,160	1,029
Erie	14		23	1,147	654	27	22	253	10,244	8,449	5	7-9	3	67	3,561	2,706	3	4	136	2,161	1,891
Harrisburg						25	13	207	8,659	7,271	2	7-9	3	108	3,277	2,925	3	3	85	2,023	1,809
Hazleton						15	7	123	4,908	4,454	2	7-9	2	52	1,606	1,441	1	1	29	793	732
Johnstown	22		22	559	498	22	29	249	7,487	6,880	2	7-9	2	88	2,361	2,118	1	2	51	1,233	1,142
Lancaster						17	3	131	7,459	6,812							2	2	54	1,313	1,131
McKeesport						13	16	205	8,019	6,831							1	2	55	1,702	1,508
New Castle	2		2	68	44	13	10	175	6,917	5,993	2	7-9	3	77	2,655	2,284	1	2	45	1,205	1,118
Norristown						8	8	108	6,451	3,907							1	2	22	905	755
Wilkes-Barre	9		9	379	302	23	29	275	11,643	10,140							1	1	88	2,473	2,108
Williamsport						17	19	139	5,773	4,590							1	2	52	1,418	1,215
York						22	6	193	6,457	5,599							1	1	47	1,391	1,130
Rhode Island:																					
Newport	12		12	284	233	18	10	100	3,350	2,895							1	1	35	1,027	894
Pawtucket	12		14	489	310	26	15	248	8,984	6,809							1	1	62	1,143	965
Woonsocket						20	2	127	4,767	3,968							1	1	18	500	443
South Carolina:																					
Charleston						8	14	186	8,397	6,785							3	3	55	1,516	1,349
Columbia	1		1	32	18	9	11	126	6,185	4,489							2	1	51	1,217	1,002
Tennessee:																					
Chattanooga						14	20	192	8,542	6,581	2	7-9	2	46	1,258	986	2	2	57	1,513	1,240
Knoxville	19	1	19	688	351	39	26	328	15,993	12,433							3	3	92	2,722	2,266
Texas:																					
Austin	3		3	150	90	16	15	138	5,644	[1] 4,204	1	7-8	2	40	1,036	[1] 777	2	3	63	1,790	[1] 1,344
Beaumont						10	16	125	5,553	4,490							2	2	50	1,517	1,308
El Paso	16		16	751	549	18	25	369	12,986	10,101	4	7-8	2	54	1,992	1,616	1	2	57	1,111	1,005
Galveston	1		3	86	42	9	14	165	5,154	3,918							2	2	48	1,215	998
Waco						15	16	196	6,759	5,171	2	6-8	2	57	1,799	1,361	1	1	62	1,842	1,456
Wichita Falls						11	12	109	5,451	4,027	1	7-8	1	28	645	531	1	1	48	1,391	699
Utah:																					
Ogden						10	13	138	6,069	5,128	3	7-10	3	70	2,118	[1] 1,821	1	1	40	1,126	968
Virginia:																					
Lynchburg	7		7	231	188	15	17	133	5,120	4,244							2	3	40	1,562	1,069
Newport News						8	14	112	4,687	3,613							2	3	42	1,290	1,023
Petersburg						8	8	103	4,740	4,062							2	1	49	1,064	898
Portsmouth						19	13	175	7,645	6,488							2	1	59	1,807	1,531
Roanoke						13	18	269	9,826	8,113	2	7-9	2	57	1,828	1,602	2	2	43	973	934
Washington:																					
Tacoma	6		3	191	103	35	38	381	15,583	12,749							2	2	146	4,908	3,751
West Virginia:																					
Charleston	2		2	56	20	14	10	189	6,245	5,751	4	7-9	3	70	1,554	[1] 1,500	2	1	47	1,004	965
Huntington						18	15	227	7,902	6,413	5	7-9	5	94	2,231	1,860	2	2	58	1,235	1,112
Wheeling						11	16	254	6,359	5,843							2	3	38	918	854

[1] Estimated.

[2] Data of 1921–22.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Wisconsin:																					
Green Bay	7		14	440	282	14	16	92	3,131	2,550	1	7–9	1	10	473	429	2	5	52	1,177	1,161
Kenosha	24		19	996	330	12	14	134	4,751	3,988	3	7–9	3	87	1,742	1,514	1	1	32	834	670
La Crosse	18		9	503	317	10	8	92	3,262	2,853	1	8–10	1	15	401	362	1	1	50	1,342	1,248
Madison	24		18	654	406	14	16	164	4,668	4,138	2	7–8		15	475	419	2	5	88	2,229	1,936
Oshkosh	11	1	20	740	442	11	12	86	3,059	2,928	1	7–10	1	2	92	85	1	1	62	1,399	1,184
Racine	12		22	951	802	11	13	155	5,142	4,883	2	7–9	5	72	1,904	1,847	1	3	41	1,112	883
Sheboygan	8		20	810	552	8	11	121	3,511	3,063							1	[7] 2	42	1,046	854
Superior	20		18	939	627	11	15	170	5,516	3,339	8	7–9		47	1,556	1,448	2	2	54	1,745	1,564
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION																					
Alabama:																					
Anniston						8	3	63	3,117	2,317	1	7–9		8	338	225	1		13	213	204
Bessemer						7	6	65	3,756	2,897							3	2	27	809	613
Dothan						6	2	43	2,006	1,407							1	2	14	442	347
Florence						5	6	51	2,427	1,993							1	1	14	422	343
Gadsden						8	6	66	3,573	2,549							1	2	15	508	458
Selma [2]						5	2	50	2,312	1,759							2	1	21	529	458
Arizona:																					
Phoenix	12		14	487	251	17	14	161	7,115	4,747											
Tucson	4		4	167	76	14	12	122	5,224	3,768							1	1	40	987	826
Arkansas:																					
Fort Smith						14	10	129	5,089	4,355							2	2	60	1,902	1,618
Hot Springs						9	5	63	3,034	2,468	2	7–9		19	834	614	2	1	24	407	239
North Little Rock						10		56	3,689	[1] 2,505	1	7–9		10	528	[1] 370	1	1	8	225	[1] 160
Pine Bluff						10	10	85	3,744	3,519	1	7–9	1	21	823	781	2	2	21	580	551
California:																					
Alameda	5		5	337	165	7	13	133	4,419	3,805							1	1	60	1,927	1,251
Alhambra	7		7	360	178	8	10	88	3,787	2,729							1	1	58	1,582	1,194
Bakersfield	12		16	713	336	13	12	130	4,515	3,721											

Eureka	3		3	194	75	7	2	56	2,052	1,775						1	1	32	854	629
Glendale	14		14	651	338	10	13	92	3,998	3,301	2	7–8	2	42	1,116	998				
Pomona	6		7	307	165	9	6	70	2,233	1,745	2	7–9	2	33	804	[1] 738	1	1	39	668	614
Richmond	7		5	452	184	9	7	77	2,933	2,397	1	7–9	1	44	972	861	1	1	32	715	549
Riverside	9		18	489	293	13	11	113	4,352	3,270							2	3	69	1,243	1,060
San Bernardino	8	1	8	447	216	12	10	72	4,103	3,132	1	7–9	2	31	807	728	1	3	55	1,137	970
Santa Ana	10		10	584	304	10	11	80	3,219	2,490	2	7–9	2	49	1,134	980	1	2	40	1,264	797
Santa Barbara	6		12	554	260	8	8	57	2,958	2,099	1	7–9	2	27	894	668	1	4	29	747	610
Santa Cruz	3		2	145	61	7	7	54	1,734	1,501							1	1	43	830	724
Santa Monica	9		12	540	252	8	11	73	3,193	2,470	2	7–9	3	49	1,188	972	1	2	56	1,075	937
Vallejo	6		3	187	80	8	5	39	1,394	1,116	1	7–9	1	23	658	509	1	1	14	285	268
Venice	5		5	415	185	6	8	53	2,401	1,860										
Colorado:																				
Boulder						7	7	61	2,056	1,643							1	1	38	992	804
Greeley						8	4	43	1,461	1,089	1	7–9	2	17	563	453	1	1	26	631	595
Trinidad	2		1	50	[1] 35	6	11	84	2,758	2,617							1	1	22	605	529
Connecticut:																				
Ansonia						7	11	71	3,082	2,778							1	2	26	602	533
Bristol						14	26	118	4,241	3,549							1	1	23	644	576
Danbury						13	10	75	3,036	2,477							1	1	26	792	653
Derby						4	3	37	1,556	1,281							1		13	247	227
East Hartford						9	5	60	2,665	2,210							1	1	17	510	406
Enfield						13	1	52	2,166	1,836	1	7–8	1	9	275	253	1	1	15	383	324
Fairfield	9		9	342	28	13	8	81	3,227	2,574							1	2	12	301	258
Greenwich	8		9	354	227	16	18	137	3,897	3,338							1	2	29	658	584
Manchester—																				
Districts 1–8						9	5	45	1,580	1,373										
District 9	8	1	7	282	198	5	13	54	1,541	1,634							1	4	23	610	578
Middletown	4		3	214	127	3	1	49	1,579	1,372							1	1	33	844	755
Milford	5		5	230	112	8	7	51	2,190	1,601							1	1	11	322	277
Naugatuck	6		5	251	181	10		57	2,022	1,758							1	1	22	488	434
New London	7		14	655	443	14	14	143	4,024	3,407										
Norwalk						18	8	89	3,875	3,275	2	7–9	2	34	994	845	1	1	20	586	504
Norwich	16		14	592	397	19	8	104	3,818	3,340										
Stonington	4		4	205	[1] 150	8	2	38	1,757	1,408							1	1	11	262	206
Stratford						10	2	77	3,559	2,927							1	1	18	433	415
Torrington						15	10	121	4,133	3,710							1	1	25	588	544
Wallingford	4		5	230	160	11	9	52	2,091	1,839							1	2	15	431	372
Windham	3		5	100	[1] 75	6	4	51	1,280	1,232							1		21	568	515
Florida:																				
Key West	1		2	72	[1] 60	4		75	2,173	1,941	2	6–8		11	320	288	1	1	7	187	173
Miami	7		11	643	450	10	13	138	6,327	4,424	1	7–9	4	34	1,034	788	1	2	52	1,322	1,141
St. Petersburg	1		3	185	105	6	6	66	3,128	2,632	1	7–9	1	28	1,147	912	1	1	21	714	570
Georgia:																				
Albany						7		52	2,346	2,085							2		18	494	425
Athens						8	2	74	3,299	2,172							2	2	33	751	635
Brunswick						5	4	42	2,060	1,473	1	7–9		6	127	91	1		11	326	306
Lagrange						9	8	80	3,244	[1] 2,270	1	7–9		2	59	[1] 42	2	1	14	363	[1] 319
Rome						9	1	55	2,833	2,312							2	1	13	477	435
Valdosta						4		39	1,800	1,440	1	6–7	1	7	250	212	2	1	10	300	255
Waycross						7		53	2,927	2,665	1			8	276	263	1	1	8	234	229

[1] Estimated.

[3] Data of 1921–22.

[7] Prorated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Idaho:																					
Boise						13	15	95	3,667	[1] 2,890							1	2	54	1,489	[1] 1,200
Pocatello						7	7	79	3,539	2,858							1	2	27	646	521
Illinois:																					
Alton	2		2	115	95	13	9	82	3,252	2,709	2	7–8		14	819	756	2		33	825	664
Belleville	14	1	7	338	[1] 294	8	1	56	2,125	[1] 1,848	1	7–8	1	20	713	[1] 623					
Berwyn—																					
District 98						2		30	1,660	1,501											
District 100						5	2	52	2,267	2,040											
Bloomington	10		10	294	[1] 230	10	3	110	3,598	[1] 3,100							1	1	50	1,177	[1] 1,035
Blue Island						6		37	1,415	1,225							1		14	355	338
Cairo						11	6	59	2,902	2,067							2	3	32	506	373
Canton						8	2	40	1,569	1,160	1	7–8		11	413	356	1	4	25	756	696
Centralia						7	12	63	2,704	2,155											
Champaign						9		74	2,568	2,185							1	1	40	975	839
Chicago Heights						9	6	81	3,290	3,043											
Elgin						11	14	104	3,387	2,842							1	1	50	1,106	919
Forest Park						4		34	1,534	1,470											
Freeport						8		73	2,630	2,282							1	1	32	851	733
Galesburg						12	6	96	3,202	2,698	1	7–8	1	14	381	325	3	1	52	1,205	1,055
Granite City						6	3	72	3,089	2,458	1	7–8	1	18	551	445	1	1	30	435	448
Herrin						7		62	3,104	2,644											
Jacksonville						7	6	43	1,557	1,282	1	7–8	1	13	330	299	1	1	29	711	627
Kankakee						9	6	68	2,481	2,064							1	1	27	620	575
Kewanee	3		3	106	66	7	2	57	2,276	1,908							1	1	25	502	497
La Salle						6		44	1,404	1,259											
Lincoln						8	3	46	1,346	1,224							1	1	27	571	535
Mattoon						8		62	2,164	2,094							1	1	16	574	530
Maywood																					
Melrose Park						7	7	83	3,729	3,136											
Murphysboro						7		37	1,633	1,378											
Ottawa	6		3	157	96	5		38	1,379	1,184											
Pekin						7	3	50	1,745	1,570	1	7–8		16	430	465	1	1	24	502	491
Streator	3		1	71	47	9	7	60	2,044	1,730											

Urbana						5	7	37	1,345	1,275	1	7-8	1	13	401	363	1	2	27	721	643
Waukegan	4		6	348	276	10		101	3,518	2,970											
Indiana:																					
Anderson						12	6	126	4,454	3,085	1	7-8	2	29	1,088	763	1	2	34	1,085	892
Bloomington						5	5	38	1,963	1,721	1	7-8		16	447	412	1	6	41	833	743
Clinton						6	7	47	1,890	1,809							1	2	16	538	514
Crawfordsville	5		3	197	88	8	5	41	1,251	974	1	7-8	1	14	307	261	1	1	26	659	604
Elkhart						9	4	77	2,712	2,576	2	7-9	2	36	872	828	1	2	51	1,226	1,016
Elwood						5	3	41	1,500	1,275	1	7-8	1	13	441	338	1	1	22	618	518
Frankfort						5	8	52	1,939	1,663							1	5	21	667	568
Huntington	6		6	209	177	6	9	65	2,001	1,683							1	1	24	692	575
Jeffersonville						5	6	37	1,307	1,145							2	4	18	518	467
La Fayette	1		2	56	34	8	13	95	3,031	2,451							1	2	37	833	757
La Porte	3		4	165	151	5	9	48	1,975	1,739							1	1	23	578	545
Logansport	2		3	163	82	10	9	60	2,495	1,883	2	7-9	4	33	981	811	1	3	26	564	537
Marion						16	15	103	3,945	2,235							1	3	45	1,098	913
Michigan City	8		4	242	195	8	10	68	2,699	2,274							1	3	25	734	572
Mishawaka	4		5	245	228	7	13	71	3,186	2,633							1	4	24	751	736
New Albany						14	3	84	3,312	2,700							1	2	28	738	602
Newcastle						5	1	41	1,828	1,587	1	7-8	1	10	473	413	1	1	26	824	718
Peru	2		1	53	45	7	2	52	1,772	1,511							1	1	21	605	541
Richmond	10		10	398	[1] 300	10	5	89	2,643	2,134	2	7-9	2	46	1,194	1,032	1	1	39	797	683
Vincennes	6	1	3	221	162	7	4	52	1,981	1,687	1	7-9	4	23	708	590	2	2	18	464	432
Whiting	3		3	239	118	4	4	26	1,151	1,050	1	6-8	1	13	247	228	1	1	19	371	314
Iowa:																					
Boone						7	3	59	1,922	1,851							1	2	27	791	758
Burlington	11		10	372	287	11	13	108	3,263	2,979							2	3	45	1,027	876
Clinton	8		8	303	224	10	11	60	2,134	1,778	1	7-8	2	17	509	442	1	3	32	788	680
Fort Dodge	9		8	166	166	9	23	66	3,749	1,931	1	7-8	1	12	641	456	1	1	36	880	720
Fort Madison	5		4	175	159	5	4	36	1,246	1,226							1	1	17	380	367
Iowa City						6	6	52	1,390	[1] 1,165							1	1	30	569	[1] 484
Keokuk						8	13	56	2,087	1,711							1	1	22	615	523
Marshalltown	8		8	426	332	8	11	63	2,141	1,869							1	1	41	977	775
Mason City	9		9	513	[1] 315	12	13	75	2,944	[1] 2,350	1	7-8		18	497	[1] 397	1	1	41	1,053	902
Muscatine						10	10	71	2,453	2,071							1	2	29	653	534
Ottumwa						13	16	118	4,890	4,073							1	1	50	1,387	1,197
Kansas:																					
Arkansas City	4		2	167	104	7		47	2,403	1,741	1	7-9	1	28	904	787	1	1	21	569	482
Atchison	5		3	175	104	6	2	38	1,331	1,076	1	7-8		13	264	224	1	2	17	552	448
Chanute						6	2	36	1,455	1,264	1	7-9	4	22	652	586	1	4	15	491	444
Coffeyville						9	3	65	2,648	1,900	1	7-9	2	24	741	588	1	2	21	566	449
Eldorado						6	3	45	1,715	1,253	1	7-9	1	25	580	520	1	1	16	382	320
Emporia	4		4	205	92	7	11	29	1,447	1,112	1	7-8		16	392	336	1	1	33	879	771
Fort Scott						6	1	38	1,897	[1] 1,422	1	7-9	1	16	524	[1] 393	1	1	25	716	[1] 560
Hutchinson	9		8	536	299	10	13	79	3,259	2,590	2	7-9	2	41	1,174	1,018	1	1	30	714	658
Independence						7		48	1,805	1,420	1	7-9		25	673	535	1	1	26	576	502
Lawrence	4		4	146	128	7	4	48	1,468	1,194	1	7-9	1	26	722	630	1	1	31	707	628
Leavenworth	4		2	118	64	9	8	50	1,446	1,360	1	7-8	1	10	423	332	1	1	29	674	607
Parsons						5	10	47	2,130	1,678	2	7-9	2	17	460	430	1	1	27	791	679
Pittsburg						7	1	70	2,996	2,333	1	7-8	1	21	762	626	1	1	32	908	831
Salina	9		9	347	233	9	1	72	2,068	1,673	2	7-9	1	30	804	691	1	1	26	660	579

[1] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Kentucky:																					
Ashland						10	12	107	4,079	[1] 3,373	1	7–9	1	17	495	[1] 409	2	1	29	596	[1] 493
Henderson						6	4	46	1,914	1,455	1	7–8	1	9	304	278	2	2	19	421	324
Newport						7	8	86	2,834	2,396							1	1	15	475	428
Owensboro						10	3	79	3,114	2,372							2	1	32	742	620
Paducah						10	11	66	3,379	2,554	3	7–8	1	16	711	578	2	1	28	708	509
Louisiana:																					
Alexandria	3		4	96	76	3	8	64	3,231	2,347							1	2	31	678	570
Baton Rouge						8	6	89	4,513	3,799	1	7–8	1	17	592	483	2	2	27	647	581
Lake Charles						6	6	85	2,559	2,379							1	1	24	515	449
Monroe	2		2	68	51	4	3	50	2,034	1,638							1	1	10	246	230
Maine:																					
Auburn						27	4	67	2,254	1,972	2	8–9	2	18	494	462	1	1	20	500	475
Augusta	5		5	138	102	15	6	52	1,718	1,307							1	4	20	575	519
Bangor	10		19	485	337	27	8	104	3,188	2,691							1	3	59	1,391	1,248
Bath						8	1	35	1,246	1,078							1		15	559	500
Biddeford						17	4	43	953	817							1	2	10	271	242
Sanford						8	4	40	1,263	[1] 1,033							1	1	16	365	[1] 300
Waterville						9	5	58	1,383	1,230	1	7–9	1	16	562	508	1	1	12	308	265
Maryland:																					
Annapolis						2	1	29	1,231	1,053							2	1	21	525	432
Cumberland						12	12	89	3,574	2,930	2	7–8	3	14	981	798	2	2	31	800	635
Frederick						6	2	49	2,033	1,627							2	1	33	749	651
Hagerstown						9	3	100	4,183	3,993							2	1	24	812	708
Massachusetts:																					
Adams						8	7	43	1,538	1,357							1	1	11	290	268
Amesbury						5		21	708	597	1	7–8	1	10	180	159	1	1	21	463	400
Arlington	5		7	418	[1] 371	5	10	73	2,006	[1] 1,778	2	7–9	2	34	876	[1] 776	1	1	30	766	[1] 679
Attleboro	3		3	81	53	15	10	95	3,191	2,823							1	2	29	670	600
Belmont	4		6	231	162	5	5	43	1,652	1,453	1	7–8	1	11	345	318	1	1	23	512	439
Beverly						12	13	128	3,850	3,481							1	2	44	1,116	989
Braintree	8		7	222	160	9	4	56	1,899	1,677							1	1	16	371	320
Clinton						11		45	1,588	1,433							1	1	15	454	387
Danvers						9	8	43	1,436	1,317							1	1	17	448	412

Dedham						7	4	51	1,778	1,684	1	7–8		15	466	419	1	1	22	530	504
Easthampton						5		44	1,235	1,156							1	1	9	260	233
Framingham	1		1	38	35	14	4	73	2,394	2,234	3	7–9	4	27	788	735	1	1	21	428	399
Gardner						10	1	61	2,361	2,145							1	1	24	604	560
Gloucester						21	6	113	3,511	3,185							1	2	34	763	680
Greenfield	2		2	56	34	19	4	78	2,612	2,329							1	1	27	598	539
Leominster	1		1	41	[1] 25	12	4	64	2,233	[1] 1,959	1	7–8		15	349	[1] 310	1	1	28	548	482
Marlboro						4	2	50	1,641	1,429							1	1	16	454	399
Melrose						10	10	76	2,548	2,293							1	3	32	790	774
Methuen						18	4	88	3,112	2,817							1	1	14	342	309
Milford						19		63	2,379	2,183							1		17	426	377
Natick						10	1	47	1,796	1,581							1	1	21	499	463
Newburyport						7	3	45	1,616	1,455							1	1	18	525	469
North Adams	10		10	292	169	9	9	78	2,657	2,325							1	5	26	669	609
Northampton	1		1	18	[1] 15	18	6	89	3,015	2,702							1	1	19	471	421
Northbridge						10	2	54	1,672	1,521							1	1	9	233	204
Norwood						7	7	58	2,009	1,895	1	7–9	1	23	701	654	1	3	16	330	301
Peabody						11	11	83	2,969	2,621							1	1	29	680	620
Plymouth						17	7	56	1,857	[1] 1,612	1	7–9	2	12	376	[1] 326	1	1	14	386	345
Revere	2		1	63	[1] 42	13	15	170	6,002	5,196	1	8–9		29	750	660	1	1	35	736	651
Saugus						11	4	46	1,767	1,340	4	7–8		15	536	670	1	1	25	441	389
Southbridge						10	3	37	1,385	1,200							1	1	8	200	175
Wakefield						10	7	70	2,572	2,317							1	1	28	627	563
Watertown						10	7	76	2,859	2,489	2	7–9		31	741	[1] 645	1	2	18	400	372
Webster						7	5	32	1,096	983							1	2	13	304	281
Westfield	13		13	279	[1] 250	16	9	79	3,328	3,025							1	1	22	519	457
West Springfield	4		7	182	146	11	6	76	2,168	1,990	1	8	1	13	268	251	1	1	20	344	327
Weymouth						14	7	71	2,636	2,365							1	1	25	550	447
Winchester	3		3	92	74	9	2	41	1,341	1,200							1	1	24	441	402
Winthrop						4	3	56	2,293	2,015							1	1	33	804	732
Woburn						13	1	69	2,697	2,439							1	1	24	684	603
Michigan:																					
Adrian	6		4	214	[1] 178	6	3	33	1,387	[1] 1,151	1	7–9	1	20	565	469	1	1	22	500	[1] 415
Alpena						9	5	38	1,405	1,110							1	3	14	455	365
Ann Arbor	7		7	339	243	7	4	92	2,658	2,261							1	3	61	1,272	1,059
Benton Harbor	6		6	157	145	6	3	44	1,606	1,597	1	7–8		13	370	345	1	4	32	735	644
Calumet	8		8	226	193	15	12	79	2,393	2,140							1	1	44	1,042	878
Escanaba	5		5	257	[1] 238	8	11	56	1,751	[1] 1,623							1	1	27	586	[1] 543
Holland	5		5	217	191	6	5	42	1,418	1,266	1	7–9	1	13	411	353	1	1	32	703	641
Ironwood	7		9	442	344	7	6	79	3,093	2,685							1	1	24	678	577
Ishpeming	6		5	194	146	7	3	47	1,596	1,394							1	2	23	607	540
Marquette	3		4	158	121	8	4	30	1,123	892	1	7–8	1	9	266	207	1	1	16	345	296
Monroe	6		3	175	123	5		53	1,515	1,371							1	1	18	371	333
Owosso	4		5	350	176	7	4	67	2,290	2,071							1	1	23	665	560
Port Huron	2		4	122	74	13	13	111	3,843	3,596	1	7–9	1	21	680	418	1	1	23	575	536
Sault Ste. Marie	10		6	297	223	7	5	47	1,638	1,363	1	7–8	1	12	347	313	1	3	28	645	572
Traverse City	5		3	255	125	5	13	31	1,767	1,062	1	8–9	2	9	426	298	1	2	13	420	336
Wyandotte	12		6	482	420	6	4	54	2,072	1,815							1	1	45	860	745
Minnesota:																					
Faribault	[1] 2		16	52	47	5	4	25	845	686	1	7–9		10	405	329	1	2	22	300	244
Hibbing	17		20	471	373	26	7	173	4,310	3,642							1	2	51	970	797

[1] Estimated

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Minnesota—Continued.																					
Mankato	4		4	161	112	4		36	1,108	921	2	7–9	1	20	502	405	1	2	25	530	471
Rochester	5		5	183	139	7	6	53	1,419	1,000	1	7–9	1	22	567	430	1	2	24	431	328
St. Cloud	4		2	123	70	5	4	52	1,226	1,042							1	1	30	721	650
Virginia	12		11	307	269	11	3	89	2,228	1,830	1	7–9	1	47	976	863	1	2	27	619	581
Winona	11		8	239	154	8	13	52	1,660	1,378	1	8–9	1	14	430	394	1	1	26	530	497
Mississippi:																					
Biloxi						5	6	40	1,821	1,621							1	1	14	270	240
Columbus						5	1	36	2,257	1,409	2	7–8	1	9	383	299	2	1	22	476	457
Greenville	2		2	83	77	6	9	54	2,363	2,192							2	2	18	281	276
Jackson						9	7	84	4,316	3,285	1	7–9	1	13	998	645	2	1	27	803	450
Laurel	4		4	218	130	6	5	67	3,020	2,112	2	6–8	1	12	474	399	2	2	18	503	457
Meridian						11	5	97	3,719	3,000	1	7–8	1	13	654	491	2	2	37	856	720
Natchez	4		4	87	70	4		30	1,530	1,400	1			8	337	250	1		22	475	400
Vicksburg						5		53	2,545	1,855							1	1	13	264	200
Missouri:																					
Cape Girardeau						6	2	52	2,257	1,637							2	1	28	729	606
Carthage						9	11	46	1,967	1,612							1	2	22	688	599
Columbia						6	5	47	1,890	1,546							2	1	32	829	751
Hannibal						9	3	64	3,062	2,317	3	7–9	3	23	637	600	2	1	20	410	385
Independence						8	2	60	2,488	1,946	1	7–8	1	15	606	489	1	2	28	744	639
Jefferson City	6		3	160	100	7	2	41	2,050	1,620							1	1	22	425	380
Joplin						21	11	141	6,216	4,692							2	2	51	1,300	1,235
Moberly						7	1	49	2,366	1,715							2	1	18	582	483
Sedalia						11	9	92	3,681	3,094							2	2	39	977	779
Montana:																					
Anaconda						5	2	40	1,373	1,168							1	1	26	511	477
Billings						7	7	79	3,304	2,391							1	1	29	918	756
Great Falls	16		8	535	366	11	12	98	3,489	2,892	1	7–8	1	22	719	628	1	2	46	1,209	1,037
Helena						8	8	44	1,647	1,252							1	6	24	595	523
Missoula						10	4	73	2,508	2,031											
Nebraska:																					
Grand Island	12		6	441	[1] 352	7	6	65	2,459	[1] 1,959	1	7–9	1	11	303	242	1	1	20	530	[1] 425
Hastings	8		4	200	161	5	7	41	1,627	1,318	1	7–9	1	22	688	[1] 612	1	2	20	547	[1] 490
North Platte	4		4	296	283	5	2	28	1,380	1,278	1	7–9	1	14	585	565	1	1	16	347	339

Nevada:																				
Reno	3		3	142	72	6		54	2,276	1,791							1	1	25	526	480
New Hampshire:																				
Berlin						6	8	30	868	724	1		1	11	296	204	1	3	26	526	418
Concord	6		12	283	176	14	11	48	1,863	1,544	4	7–8	4	23	543	479	1	1	31	559	510
Dover						11		32	1,142	1,019							1	1	17	389	352
Keene	2		2	52	48	10	3	37	1,246	1,155	3	7–8	1	11	458	445	1	1	20	518	500
Laconia						6	3	25	791	705	1	7–8		7	212	200	1	1	22	388	345
Nashua	10		11	460	251	21	5	70	2,409	2,234	1	8–9	1	19	482	430	1	1	31	745	700
Portsmouth	5		5	125	91	8	4	36	1,302	1,057	1	7–8	1	13	357	318	1	1	25	715	643
New Jersey:																				
Asbury Park	6		7	293	123	6	8	68	2,301	1,624							1	1	28	780	638
Belleville						6	6	98	4,076	3,365							1		20	479	426
Bloomfield	7		21	899	710	8	14	100	3,636	2,884							1	1	30	680	603
Bridgeton						7	3	61	2,430	[1] 1,956							1	2	26	848	[1] 687
Carteret						4		60	2,434	2,231							1		4	131	120
Clifton	14		13	796	441	13	12	146	6,040	5,197							1	1	28	778	614
Englewood	5		8	283	138	5	8	43	1,500	1,268	1	7–8		16	373	324	1	1	27	717	631
Garfield	6		7	774	415	7	6	135	5,403	4,998							1	1	15	649	368
Gloucester						8		38	1,649	1,150							1	1	11	225	145
Hackensack	16		14	539	444	7	10	119	3,226	2,658							1	2	58	1,018	839
Harrison						3	5	51	2,225	[1] 1,810							1	1	9	235	[1] 190
Irvington						9	13	142	5,391	4,238							1	1	27	695	546
Kearny	14		13	473	[1] 378	9	21	132	4,355	[1] 3,643							1	1	34	917	[1] 780
Long Branch	3		5	293	181	8	8	71	2,795	2,233							1	1	28	769	693
Melville						6	4	65	2,646	2,167							1	1	24	605	537
Montclair	8		14	516	[1] 438	8	8	118	3,588	[1] 3,045	4	7–9	6	77	1,517	1,287	1	2	55	1,029	[1] 873
Morristown	2		2	101	47	4	2	31	1,215	982	1			10	291	262	1	1	30	686	605
North Bergen	5		5	264	207	10	14	159	5,704	4,525											
Phillipsburg	2		1	34	22	7	5	67	2,665	2,339							1	1	19	574	519
Plainfield	8		14	567	346	9	7	134	4,690	3,985							1	3	49	1,156	986
Rahway						6	8	61	2,085	1,717							1	1	13	372	322
South Orange	6		11	291	193	7	11	79	2,593	2,174							1	2	27	677	555
Summit	4		6	207	[1] 167	4	12	34	1,189	895	1		1	8	294	261	1	4	18	475	424
Weehawken	3		6	211	91	3	7	55	2,053	1,521											
West New York	10		11	567	[1] 440	6	12	142	5,583	[1] 4,482							1	1	39	759	[1] 608
West Orange	5		6	322	209	8	8	85	2,779	2,322							1	1	21	457	394
New Mexico:																				
Albuquerque						7	7	56	2,674	1,852	2	7–9	4	33	1,198	903	1	2	25	632	454
New York:																				
Batavia						7	6	70	3,460	1,984							1	1	27	587	516
Beacon	2		2	120	63	4	4	38	1,545	1,172							1	2	11	310	267
Cohoes	4		4	153	95	8	9	40	1,816	1,635							1	1	10	204	190
Corning—																				
Dist. No. 9						3		20	716	567	1	7–9		13	349	303	1		15	241	210
Dist. No. 13						1		19	990	803							1		20	407	355
Cortland	5		6	183	[1] 137	5	8	40	1,712	1,556							1		24	537	442
Dunkirk	7		7	262	165	8	12	85	2,468	2,073							1	1	25	535	464
Fulton						7	7	47	1,976	1,713							1	1	19	601	511
Geneva	4		8	183	156	5	6	47	1,753	1,404							1		23	496	391
Glens Falls	3		3	130	88	5	4	41	1,535	1,290							1	1	16	596	477
Gloversville	7		7	320	185	10		95	2,987	2,478							1	1	29	903	695

[1] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
New York—Continued.																					
Herkimer	1		1	55	31	3	4	51	1,697	1,429							1	1	13	345	274
Hornell	5		5	282	185	5	9	62	1,782	1,560							1	2	31	732	543
Hudson	2		2	114	64	3	1	46	1,733	1,433							1	1	19	368	290
Ilion	3		6	145	108	3	5	39	1,336	1,113							1	3	19	515	416
Ithaca	5		6	161	140	7	7	63	2,143	1,832							1	3	41	1,034	848
Johnstown	5		5	178	149	5		50	1,511	1,346							1		16	423	329
Kingston						8	13	82	3,207	2,757							1	2	38	1,083	891
Lackawanna	5		6	381	235	5	9	69	2,435	1,991							1	2	10	202	164
Little Falls	4		5	192	180	4	4	46	1,772	1,526							1	2	10	266	219
Lockport	8		8	349	235	9	13	89	2,811	2,290							1	1	33	766	663
Middletown						8	12	55	2,295	1,960							1	1	22	689	577
North Tonawanda	5		5	241	166	7	10	54	2,108	1,778							1	1	16	446	348
Ogdensburg						8	5	52	1,717	1,413							1	1	17	398	344
Olean	8		11	422	333	10	9	87	3,496	2,998							1	3	38	1,015	759
Oneida	2		2	82	56	4	4	39	1,167	1,022							1	1	16	538	439
Oneonta	2		2	102	58	5	9	32	1,737	1,337							1	5	18	593	514
Ossining	1		1	64	31	6	5	42	1,602	1,394							1	2	16	411	354
Oswego	3		2	113	63	11	13	64	2,397	1,924							1	1	35	904	815
Peekskill	4		2	113	77	5	7	54	2,099	1,809							2	1	18	554	478
Plattsburg	3		3	127	70	8	3	29	1,002	760							1	1	12	311	241
Port Chester	6		7	414	311	7	9	104	3,488	3,094							1	1	26	565	500
Port Jervis	5		5	218	154	6	9	40	1,302	1,139							1	1	12	425	348
Rensselaer	2		2	80	40	3	7	44	1,348	1,062							1		13	359	314
Rome	9		9	526	301	9	11	92	3,453	3,025							1	1	23	691	573
Saratoga Springs	5		6	215	164	6	6	43	1,495	1,342							1	2	18	490	426
Tonawanda	5		5	237	128	5	8	38	1,405	1,210							1	4	13	430	341
Watervliet	3		3	202	124	7	8	51	1,746	1,438							1	1	14	403	347
White Plains	9		18	338	143	12	18	113	3,613	3,089							1	2	43	1,026	862
North Carolina:																					
Asheville [2]	9		18	494	295	13	13	136	5,279	4,123	1	7–9		13	586	414	1	1	36	540	487
Durham						7	9	113	4,444	3,469							1	2	40	979	877
Gastonia						5	8	78	3,303	2,258							1	1	23	404	325

Goldsboro						6	2	74	3,020	[1] 1,512						2	1	19	462	[1] 231
Greensboro						8	9	120	4,025	3,202	1	7-8	1	14	313	273	1	1	43	1,155	1,049
High Point						10	9	120	4,626	3,737							2	2	28	770	663
New Bern						4	2	47	2,276	1,611							2	1	18	442	354
Raleigh						10	14	131	5,288	4,813	1	7-8	1	24	734	551	1	1	22	460	401
Rocky Mount						6	5	61	3,053	2,296							1	1	18	516	439
Salisbury						6	7	73	2,994	2,353							2	2	23	824	688
Wilson						4	4	52	2,583	[1] 1,872							2	2	20	492	[1] 356
North Dakota:																					
Fargo	7		6	338	161	10	15	88	2,790	2,560	2	7-9	2	33	917	663	1	1	45	947	832
Grand Forks						5	3	49	1,808	1,538	1		2	18	510	479	1	2	29	680	616
Minot						6		47	1,571	1,328	1			11	427	385	1	1	25	712	623
Ohio:																					
Alliance						11	11	127	4,222	3,670							1	1	47	1,081	1,011
Ashtabula						13	5	97	3,360	2,867							1	2	34	975	878
Barberton						7	12	82	3,394	2,894							1	1	26	856	703
Bellaire						8	3	65	2,949	2,527							1	1	22	711	646
Bucyrus						5	1	35	1,126	[1] 1,013	1	7-9		15	483	435	1	1	19	400	[1] 369
Cambridge						8	1	74	2,866	2,485							1	1	25	837	756
Chillicothe						5	4	63	2,742	2,303							1	2	23	605	536
Cleveland Heights	6		8	508	355	6	12	103	3,102	2,483	4	7-9	3	47	1,053	977	1	1	42	921	753
Coshocton						6	2	53	1,510	[1] 1,350	1	7-8	1	11	358	320	1	1	20	615	[1] 550
East Youngstown						5	7	68	2,743	2,592	1	7-8		19	355	320	1	1	6	168	160
Elyria	1		1	54	32	7	6	91	3,102	2,663							1	1	41	1,189	1,028
Findlay						11	6	68	2,861	2,418							1	1	31	826	765
Fremont	4		6	204	143	4	6	33	1,161	956	1	7-9	1	17	600	534	1	1	18	456	414
Kenmore						6	6	47	2,298	2,099	1	7-8		12	450	377	1	1	19	573	507
Lancaster						6	9	65	2,470	2,012							1	1	29	685	598
Mansfield						11	7	124	4,030	3,494							1	2	37	1,344	1,126
Marietta						9	2	51	1,872	1,579	1	7-9	1	24	791	714	1	2	16	370	365
Marion						14	2	109	4,289	3,682	2	7-9	3	23	932	838	1	1	27	820	780
Martins Ferry						5	7	47	1,904	1,635	1	7-8	1	12	476	430	1	1	28	686	623
Massillon						9	12	76	3,010	2,494							1	1	35	842	764
Middletown						10	11	116	4,457	3,707							1	1	41	919	841
Newark						16	9	117	4,241	3,639							1	1	32	1,079	924
New Philadelphia						7	1	53	1,952	1,865							1	2	25	589	554
Niles						9	2	70	2,693	2,293							1	1	27	595	526
Norwood	5		5	438	223	5	4	76	2,368	2,025							1	1	27	659	614
Piqua						8	3	57	2,178	1,833							1	1	22	609	509
Salem						4		34	1,371	1,120	1	7-8		11	430	380	1	1	21	569	507
Sandusky						7	7	80	2,878	2,681							1	1	37	880	881
Tiffin						4		37	1,508	1,316							1		22	630	586
Warren	8		8	419	332	12	15	133	4,680	3,665	2	7-9	3	66	1,480	1,152	1	2	37	791	636
Zanesville						14	1	113	4,888	4,070							1	1	32	1,195	1,025
Oklahoma:																					
Ardmore						6	2	44	2,360	1,579	1	7-9	3	24	772	[1] 600	1	3	21	519	413
Bartlesville						6	5	62	2,138	1,801	1	7-9	1	25	654	551	1	1	23	362	305
Chickasha						6	7	43	2,108	1,775	2	7-9	1	19	795	695	2	2	21	522	420
Enid						9	3	64	2,652	2,032	2	7-9	4	36	1,150	999	2	3	40	823	712
Guthrie	4		3	30	27	5	1	58	2,097	1,884	1	7-9		14	347	312	2	2	30	523	470
McAlester						7	2	64	1,712	1,613							1	1	25	643	584
Okmulgee						11	9	84	3,299	2,298	2	7-9	2	43	1,059	946	2	3	29	566	[1] 506

[1] Estimated.

[2] Data of 1921–22.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Oklahoma—Continued.																					
Sapulpa						7	10	71	2,197	1,747							2	2	42	1,211	951
Shawnee						9	2	70	3,173	2,236	3	7–9		23	934	[1] 825	3	3	29	445	405
Oregon:																					
Astoria						7	4	65	1,943	1,645							1	2	25	564	505
Eugene						6	7	55	2,342	1,764							1	1	38	1,064	876
Salem						6	9	53	2,281	1,690	3	7–9	3	42	1,089	926	1	1	43	1,029	825
Pennsylvania:																					
Ambridge						5	6	68	2,390	2,063							1	1	13	409	345
Beaver Falls						8		57	2,093	1,675							1	1	21	530	495
Berwick						6	4	66	2,897	2,634							1	2	14	502	464
Braddock						4	10	79	2,885	2,579							1	4	19	475	411
Bradford						5	7	57	2,042	1,775							1	1	28	709	621
Bristol						6		44	2,003	1,595							1		12	219	173
Butler						6	3	69	2,930	2,635	1	7–9	1	27	963	848	1	1	46	1,578	1,306
Canonsburg						6	3	65	2,742	2,424							1	3	12	372	341
Carbondale						9	4	79	3,309	2,889							1	1	24	756	662
Carlisle						7	2	41	1,803	1,514							1		18	506	459
Carnegie						3		55	1,994	1,786							1	1	13	353	311
Carrick						2	3	28	1,150	863	2	7–10		13	370	346					
Chambersburg						8		54	2,297	1,962							1	1	27	666	612
Charleroi						4	2	53	2,367	[1] 1,887							1	2	22	539	434
Clairton						5	5	51	2,464	2,094	2	7–9	1	18	594	518	1	1	16	467	395
Coatesville						4		59	2,089	[1] 1,838	3			28	641	540	1	1	24	451	375
Columbia						7	2	42	1,373	1,307	1	7–8		5	139	130	1	1	12	385	365
Connellsville						5	3	63	2,148	[1] 1,864	1	7–8		21	516	464	1	1	19	642	597
Dickson City						6	1	55	2,300	1,970							1		6	156	136
Donora						4	4	78	2,992	2,636							1	1	16	442	367
Dubois						5	7	59	2,365	2,134							1	1	20	531	500
Dunmore						10	2	103	4,309	3,851							1	2	13	553	471
Duquesne						7	10	82	3,726	3,257							1	3	12	359	323
Farrell						7	4	72	3,123	2,698							1	1	23	542	486

Greensburg						7	5	60	2,495	2,186							1	1	30	914	791
Homestead						6	7	79	2,929	2,611							1	2	39	746	665
Jeannette						6	3	49	2,171	1,863							1	2	16	500	454
Kingston						10		92	3,444	3,003							2		20	580	511
Lebanon						11	6	64	2,681	2,293	2	7–8		23	781	631	1	1	29	883	795
McKees Rocks						5		58	2,707	2,156							1	1	10	317	282
Mahanoy City						6		44	2,107	1,923	1	7–8		11	602	544	1	1	17	554	487
Meadville						5	7	49	2,070	1,799							1	2	26	698	642
Monessen						6	6	84	3,566	3,209	1	7–9	1	29	1,079	957	1	1	33	598	538
Mount Carmel						7		49	2,582	2,308							1	1	15	479	440
Nanticoke						10	3	122	4,559	4,154							1	1	20	513	478
New Kensington						3		50	2,110	1,939							1		22	511	479
North Braddock						5		82	2,889	2,558							1		17	450	380
Oil City						12	5	80	2,682	2,458	1	7–10	4	22	614	589	1	1	23	607	583
Old Forge						9		68	3,241	2,776							1		9	212	192
Olyphant						7	1	70	2,266	2,013							1	1	7	236	205
Phoenixville						4	2	34	1,360	1,171							1	3	9	370	321
Pittston						7	5	79	2,918	[1] 2,746	1	7–9		15	667	[1] 624	1		9	258	244
Plymouth						6	7	61	3,754	2,815							1	1	12	320	255
Pottstown						19	3	71	2,516	2,244							1	1	21	636	564
Pottsville						11	3	71	3,147	2,765							1		15	652	501
Punxsutawney						4	1	42	1,780	1,563							1	2	17	599	535
Shamokin						6	4	78	2,816	2,566							1	1	22	683	613
Sharon						7	1	98	3,794	3,396							1	1	20	751	669
Shenandoah						11	1	82	3,690	3,215							1	4	13	504	392
Steelton						7	3	52	2,112	1,844							1	2	14	398	368
Sunbury						9	4	80	2,664	2,433							1	1	27	709	654
Swissvale						5	3	48	1,833	1,609							1	1	18	450	428
Tamaqua						7	1	48	2,364	2,313							1	1	8	353	346
Uniontown						6	8	76	2,993	2,495							1	7	24	938	852
Warren	5		5	174	111	6	4	70	2,119	1,895							1	1	37	974	775
Washington						7	7	103	3,842	3,391							1	1	24	685	660
West Chester						4	1	43	1,594	1,340							1	2	30	582	619
Wilkinsburg	3		4	186	99	5	7	73	2,525	2,050	1	7–9	1	41	1,187	1,026	1	1	39	1,038	897
Woodlawn						12	6	83	3,115	2,644							1	1	13	411	318
Rhode Island:																					
Bristol						10	5	52	2,055	1,773							1	1	9	210	203
Central Falls						9	8	52	2,098	1,656							1	2	13	281	236
Cranston	14		7	434	223	23	7	144	4,903	4,420							1	1	22	595	560
Cumberland						15	2	40	1,519	1,252							1	1	9	203	178
East Providence						21	6	196	5,445	3,501							1	1	22	930	480
Warwick	1		2	67	58	18	3	81	2,961	2,363							1		14	291	269
West Warwick	3		3	167	126	8	9	57	2,136	1,759								3	16	360	324
South Carolina:																					
Anderson						10	11	99	4,496	3,010							2	3	26	768	673
Florence						6	7	65	3,701	2,771							2	1	24	614	518
Greenville						16	12	134	5,156	3,815							2	2	39	1,003	827
Spartanburg						8	10	95	4,677	3,547							1	2	30	782	776
South Dakota:																					
Aberdeen	6		6	234	154	6	8	42	1,636	1,405	1	7–8	2	14	484	[1] 406	1	3	27	607	508
Sioux Falls	11		10	449	346	15	19	149	4,322	3,842							1	3	48	1,229	1,038

[1] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tennessee:																					
Jackson						6	11	55	3,821	2,772	1	7-8	1	11	768	529	2	1	18	700	627
Johnson City						10	13	81	3,272	2,887	1	7-8		20	410	361	2	1	20	615	572
Texas:																					
Abilene						6	4	49	2,683	1,772							2	1	27	1,031	812
Amarillo						11	1	83	2,820	1,763	1		2	24	729	626	1	3	30	882	713
Brownsville						7	2	38	1,845	1,376							1		11	263	182
Cleburne						6	6	84	2,899	2,271							1	1	27	779	747
Corpus Christi						4	4	38	1,932	[1] 1,326							1	1	14	422	[1] 339
Corsicana						6	1	49	1,974	1,649							1	2	22	533	522
Del Rio						3		18	868	598							1		9	224	196
Denison						9	2	64	3,431	2,257							2	1	28	888	717
Greenville						5		51	2,372	1,796							2	1	23	709	[1] 628
Laredo						8		52	2,899	[1] 2,319	1	7-8		8	224	[1] 180	1		11	275	[1] 220
Marshall						8	8	53	3,183	2,520							2	6	27	999	942
Palestine						8		46	1,904	1,434							2	1	21	638	514
Paris	5		5	196	68	10	2	69	3,376	2,307							2	1	32	1,003	849
Port Arthur	5		4	193	95	5	6	122	6,135	4,655							2	1	54	1,092	855
Ranger						7	2	34	1,623	1,123							1	1	14	402	289
San Angelo						7	2	50	1,737	1,267							1		16	428	436
Sherman						6	5	69	2,777	2,040							1	1	31	829	757
Temple						9	7	57	2,017	1,692							2	1	21	677	654
Texarkana	3		3	177	88	8	3	41	2,243	1,647							2	1	22	646	554
Tyler						6	6	51	2,473	2,066							2	1	27	979	695
Utah:																					
Provo						4	1	47	2,043	1,774	1	7-9		17	849	787	1	2	25	498	461
Vermont:																					
Barre						7		44	2,581	2,237							1		20	682	597
Burlington	7		4	245	157	10	9	73	1,671	1,209	1	7-8	2	21	394	390	1	4	33	764	680
Rutland						6	2	34	1,194	1,126	1	7-8	2	11	372	284	1	2	19	607	549
Virginia:																					
Alexandria						5	5	61	2,750	[1] 2,303							1	2	17	446	[1] 380

Charlottesville						3	2	54	2,624	[1] 2,089							1	1	20	507	[1] 400
Danville						8	8	90	2,801	[1] 2,381							2	1	30	798	[1] 678
Staunton						3	4	31	1,369	[1] 1,197							2	1	15	295	[1] 260
Washington:																					
Aberdeen						11	10	65	2,663	2,122	1	7–9	1	9	429	414	1	1	30	686	642
Bellingham	1		1	14	11	11	14	111	4,508	3,562							2	3	61	1,507	1,171
Everett	2		2	96	48	14	12	133	5,397	4,244							3	2	46	1,526	1,313
Hoquiam						5	5	34	1,621	1,315	1	7–9		12	577	465	1	1	15	313	272
Vancouver						8	5	53	2,490	1,929							1	1	30	876	708
Walla Walla						6	8	70	2,603	2,116							1	1	41	1,112	853
Yakima						10	16	94	4,094	3,004							1	1	44	1,125	954
West Virginia:																					
Bluefield						13	8	93	3,503	2,955							1	1	24	611	518
Clarksburg:																					
City district						10	7	95	3,691	3,068							2	5	39	1,143	1,104
Coal district						21	3	36	1,574	[1] 1,338							1	1	20	600	[1] 440
Fairmont	4		3	122	104	7	11	64	2,275	1,926							2	1	33	639	576
Martinsburg						6	2	54	2,033	1,795							1	1	17	400	370
Morgantown						9	5	79	2,890	2,399							2	1	42	947	784
Moundsville						5	3	56	2,353	1,974							1	1	15	327	328
Parkersburg						13	10	96	2,972	2,700	1	7–8	1	25	723	660	1	1	47	1,136	1,026
Wisconsin:																					
Appleton	8		14	566	368	9	4	79	2,106	1,857							1	1	44	1,077	987
Ashland	6		3	228	189	7	4	43	1,203	995							1	1	27	647	623
Beloit	9		9	655	304	9	11	72	3,721	2,547	2	7–9	2	42	1,141	955	1	1	27	820	755
Eau Claire	12		6	348	261	10	12	74	2,816	2,356							2	1	39	808	848
Fond du Lac	9		16	674	425	9	12	77	2,469	[1] 2,247	2	7–9	2	55	1,118	1,026	1	1	36	843	[1] 772
Janesville	4		8	204	151	8	4	43	1,291	[1] 1,000	1			28	589	[1] 500	1	1	31	669	[1] 600
Manitowoc	6		11	318	248	7	6	61	1,865	1,686							1	1	43	951	849
Marinette	6		3	283	237	6	3	42	1,445	1,357	1	7–9	1	20	598	527	1	1	20	481	432
Stevens Point	4		4	243	160	7	4	32	1,125	983							1	1	30	609	517
Waukesha	6		5	284	173	6	2	37	1,186	1,034	1			19	520	416	1	1	24	515	461
Wausau	7		14	528	320	9	6	72	2,524	2,285							1	1	43	1,082	924
West Allis	8		12	557	338	8	8	81	2,945	2,329	1	7–9	2	31	889	702	1	3	26	407	357
Wyoming:																					
Casper	7		8	375	337	28	14	177	5,373	4,110											
Cheyenne						7	7	58	2,237	1,692	1	7–8	1	14	500	388	1	1	24	567	475

[1] Estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High [1]	Vocational	Elementary	High [1]	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Birmingham, Ala.	5	31			1,674									
Los Angeles, Calif.	23		468			51,211		85	633	16	204	19,774	786	7,563
Oakland, Calif.	2	3	104		286	6,088								
San Francisco, Calif.	6	37	78		5,055	5,239								
Denver, Colo.	1			47			1,506	2	19		31	754		1,824
Bridgeport, Conn.	1	18	34		294	1,477		2	16		7	422		161
Hartford, Conn.	9	64	10	37	1,757	478	1,285							
New Haven, Conn.	6	7	23	10	229	249	1,109	13	89			4,271		
Wilmington, Del.	1			21			948		23		11	556		275
Washington, D. C.	13	35	90	29	1,937	4,935	2,803	2	112		58	2,555		2,284
Atlanta, Ga.		59	58		3,569	646								
Chicago, Ill.	30	392	733		24,821	32,515		16	107		374	5,088		8,883
Des Moines, Iowa	2		28			1,042		2			36			975
Kansas City, Kans.	2			81			2,879							
Louisville, Ky.	6	38		6	1,907		112	5	16		20	855		1,209
New Orleans, La.	20	146	27		12,899	792								
Baltimore, Md.	14	154	82		14,324	2,781		10	59	6	24	2,632	313	1,387
Boston, Mass.	27	284	137	39	11,158	5,723	1,136	14	271		35	11,485		916
Cambridge, Mass.	2	61	15	32	1,363	513	714	2	33		23	583		411
Fall River, Mass.	16	83	24	72	2,302	643	1,243		2			31		
Lowell, Mass.	9	27	43	74	1,014	1,482	2,442		6		8	250		251
New Bedford, Mass.	6	76	19		1,654	865			8			318		
Springfield, Mass.	9	67	36	40	1,404	1,388	1,087	2	28	23	11	559	466	313
Worcester, Mass.	11	16	33	25	336	1,252	820	1	36			1,063		
Detroit, Mich.	21	245	405		14,111	19,658		11	315		103	10,637		3,927
Grand Rapids, Mich.		161			4,987									
Minneapolis, Minn.	12	79		48	2,937		2,096	14	156	25	26	4,833	1,782	1,373
St. Paul, Minn.								2	23		18	850		500
Kansas City, Mo.	11	22	75	20	1,060	3,291	822	8	49			1,911		
St. Louis, Mo.	18	66	407		8,488	11,593		31	588		123	11,096		3,289
Omaha, Nebr.	12	43	39	28	1,883	1,424	864	2			36			1,149
Camden, N. J.	1	4		10	83		228							
Jersey City, N. J.	10	68	61	5	2,655	2,564	133	15	211		10	7,568		863
Newark, N. J.	13	28	135	63	1,351	5,661	2,777	27	385	7	59	13,360	156	1,735
Paterson, N. J.	11	41	19	54	1,349	523	1,549	1	20		9	427		190
Trenton, N. J.	3	44	16	4	1,356	491	138	2	38	3	14	1,111	55	425
Albany, N. Y.	3		11	36		794	1,163							
Buffalo, N. Y.	33	327	229	85	9,800	6,868	2,132	28	437		37	10,066		968
New York, N. Y.	24	156	719	279	6,991	46,624	29,386	67	602		140	21,777		12,627
Rochester, N. Y.	17	3	74	105	40	1,985	2,592							
Syracuse, N. Y.				3			195							
Yonkers, N. Y.	2		15	24		596	1,091							
Akron, Ohio	2	4	16	13	92	694	230	1			20			425
Cincinnati, Ohio	13	16	96	63	827	3,403	2,621	1	40		44	1,127		1,153
Cleveland, Ohio	57	157	208		7,800	5,203		35	219	114	188	6,291	3,465	5,366
Columbus, Ohio	4		14	18		821	460	4		17	21		745	887
Dayton, Ohio	1	6	8	68	116	158	3,853	1	20		5	786		476
Toledo, Ohio	6	10	34	83	395	701	1,875	2	11			372		
Youngstown, Ohio	1			12			189							
Portland, Oreg.	6	32	30	44	973	1,479	2,488							
Philadelphia, Pa.	28	179	464	11	9,627	20,905	346	14	263		169	6,900		4,972
Pittsburgh, Pa.	62	60	157	29	1,876	5,653	781	2			48			1,414
Reading, Pa.	2		12	15		328	407	1	18		16	430		265
Scranton, Pa.	10	20	21		1,056	978		1			11			575
Providence, R. I.	9	50	87		2,355	2,980								
Memphis, Tenn.		[2] 61			[2] 2,858				[2] 98			[2] 3,702		
Nashville, Tenn.		25		24	575		379							
Dallas, Tex.		7	34	8	504	3,894	278	2	20		18	321		355
Fort Worth, Tex.	1			13			135							
Houston, Tex.	10	61	56	20	1,386	2,917	359							
San Antonio, Tex.			26			600		2	94		23	4,610		800
Salt Lake City, Utah	1	5			91									

[1] Includes junior high schools, city normal schools, and city colleges.
[2] Includes high and vocational schools.

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Norfolk, Va	2	6	74		200	2,431		2	39	10	27	869	215	404
Richmond, Va	9	27	55		892	2,407		6	70		32	2,107		1,412
Seattle, Wash	4	7	12	23	1,025	2,788	1,583	3	30		17	644		648
Spokane, Wash	2	6	37		1,026	1,979		2	11		9	187		224
Milwaukee, Wis	13	50	41	99	2,351	1,729	14,895	5	127		45	5,496		1,424
Total	655	3,674	5,729	1,820	181,099	283,439	94,129	448	5,342	221	2,110	168,674	7,983	74,298

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Berkeley, Calif	2		54			2,530								
Long Beach, Calif			64			5,231								
Pasadena, Calif	1	[3]	7		450	1,874								
Sacramento, Calif	4	12	22		635	3,260								
San Diego, Calif	1		66			5,739								
San Jose, Calif	1		51			4,935		1	3			176		
Stockton, Calif	1		17			2,632								
Pueblo, Colo.:														
District No. 1	1		16			282		1	16			431		
District No. 20	1			22			436		38			1,304		
Meriden, Conn	1	13			138			1	9			292		
New Britain, Conn	4	31			1,385			1	22			1,054		
Stamford, Conn	5	24	6		943	205								
Waterbury, Conn	2	131			5,486									
Jacksonville, Fla	1	9			402					[3]			92	
Savannah, Ga		1	2	1	12	48	32	2	22	15	6	413	329	136
Cicero, Ill								1	28			751		
Decatur, Ill	1		26			1,623		1			13			203
Evanston (Dist. No. 76) Ill	1	4			200			1	4			225		
Peoria, Ill	2	8			176			2	9		5	157		115
Quincy, Ill	5	29			735									
Rockford, Ill	3	10	25	10	374	629	261	1	12		5	256		117
Rock Island, Ill	1			5			132							
East Chicago, Ind				58			1,394		23	10	9	1,343	226	201
Evansville, Ind	1			21			522	18	77		25	2,815		916
Fort Wayne, Ind	1			6			235							
Gary, Ind.[4]								18	106		22	7,169		678
Hammond, Ind				[3]			48							
Kokomo, Ind				13			415							
Muncie, Ind				21			1,503							
South Bend, Ind	7		25	15		920	460							
Terre Haute, Ind	2			18			963	2	1		16	18		396
Cedar Rapids, Iowa	1		15			1,362								
Davenport, Iowa	1			21			490							
Dubuque, Iowa	1	1	3	3	25	142	44		15			487		
Sioux City, Iowa	1		8	4		185	85							
Waterloo, Iowa:														
East side		2			49									
West side		1			33									
Topeka, Kans		1			31				13			227		
Wichita, Kans	2	27		33	1,424		1,474	5	4	9	12	513	423	298
Covington, Ky		4			113									
Lewiston, Me	2	30			741									
Portland, Me	1		48			2,084								
Brockton, Mass		27	28		499	426			12		8	274		198
Brookline, Mass	2	7		24	226		498		5			81		
Chelsea, Mass	1	21	7	5	490	145	116							
Chicopee, Mass	3	12		16	318		349							

[3] Not reported.

[4] Night school activities reported under Americanization statistics.

TABLE 8.—*Night schools and summer schools in city school systems 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Night schools							Summer schools						
		Teachers			Students				Teachers			Students		
	Supervisors and principals	Elementary	High	Vocational	Elementary	High	Vocational	Supervisors and principals	Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Everett, Mass		3	11	24	118	327	597							
Fitchburg, Mass	4	13	8		224	240		1			7			202
Haverhill, Mass		6	4	6	126	69	275							
Holyoke, Mass	8	25	24	40	574	651	1,386	1			8			241
Lawrence, Mass		36	27		995	1,018								
Lynn, Mass	1	10	40		337	1,250		1	31	(3)	(3)	442	131	88
Malden, Mass	2	37	5		932	172								
Medford, Mass	1	3	9	3	68	194	91	1	6	4		151	71	
Newton, Mass	2	8	7	18	178	261	377	1	5			222		
Pittsfield, Mass	1	7			197			1	5			182		
Quincy, Mass			11	22		321	879	3	16			3,615		
Salem, Mass	1	5	10		80	205								
Somerville, Mass	2	5	17		317	925								
Taunton, Mass	1	11	8	7	125	145	172							
Waltham, Mass		7		10	200		143		6			199		
Battle Creek, Mich	1		25			1,373		1	(3)	(3)	14	260	68	102
Flint, Mich	1			14			170	2	6	8		196	175	
Hamtramck, Mich	1	17	8		600	245								
Highland Park, Mich	1			32			1,497	8	45		26	1,278		630
Jackson, Mich	2	[5] 46			[5] 1,762				8			249		
Kalamazoo, Mich		[5] 38			[5] 540									
Lansing, Mich	1		63			2,522		3	4	14	5	129	420	170
Muskegon, Mich	5		17	12		200	173		20			527		
Saginaw, Mich.:														
East side				9			194		6			143		
West side	1			12			226							
Duluth, Minn								6	28	9	7	892	358	225
Springfield, Mo									26	7		506	110	
Lincoln, Nebr	[5] 10	[5] 82			[5] 1,743			1	3	3		96	81	
Manchester, N. H		83			2,325									
Atlantic City, N. J		11		40	165		1,918							
Bayonne, N. J	3	32	13	8	668	279	220		19			489		
East Orange, N. J								1	14		3	337		78
Elizabeth, N. J	5	26	9	19	865	497	555	4	72			2,237		
Hoboken, N. J		14		10	338		120							
New Brunswick, N. J		10			292			1	41			1,090		
Orange, N. J	1	15		5	390		157							
Passaic, N. J	1	4	11	6	136	696	265	2	17		11	713		369
Perth Amboy, N. J	1	9			369									
West Hoboken, N. J	1	2	13		31	358								
Amsterdam, N. Y	1			7			213							
Auburn, N. Y		11			264									
Binghamton, N. Y		4	3	14	67	81	591							
Elmira, N. Y	4	2	5	11	70	376	376	1	12			190		
Jamestown, N. Y		1	5	3	33	216	154	2	11		3	220		130
Mount Vernon, N. Y	1		7	9		187	314	1	10			451		
Newburgh, N. Y				2			95	2	23		2	328		11
New Rochelle, N. Y	2	17	3		587	132			9			421		
Niagara Falls, N. Y	1	1	17	28	24	374	571	1	19			157		
Poughkeepsie, N. Y	3		13	5		412	237		1			17		
Schenectady, N. Y	1		34	29		775	555	1		11	7		484	206
Troy (Union dist.), N. Y		1	8	28	13	293	647		7		7	289		151
Utica, N. Y			18	22		648	483							
Watertown, N. Y		3			77									
Charlotte, N. C				10			215		12			442		
Winston-Salem, N. C								1	1		5	122		119
Canton, Ohio	[5] 2		[5] 52			[5] 1,574								
Hamilton, Ohio	1		10			340								
Lakewood, Ohio	1		11			270			4		16	176		403
Lima, Ohio	2			30			671							

[3] Not reported.

[5] Includes night schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lorain, Ohio	1			5			183	1	6			352		
Portsmouth, Ohio	1			9			185							
Springfield, Ohio	1		35			859								
Oklahoma City, Okla	1			20			1,900		32			960		
Tulsa, Okla	4	12	49		263	2,025		3	45		22	787		441
Allentown, Pa		1	5	5	43	224	126				6			312
Altoona, Pa	1	2	6	14	180	377	574		2			41		
Bethlehem, Pa	1			17			454							
Chester, Pa		21			719				8			410		
Easton, Pa	1	2	3		40	112		1	23		3	594		51
Erie, Pa	1		25	23		1,054	734		28	15		772	325	
Harrisburg, Pa	1	1	1	11	31	32	386							
Johnstown, Pa	2	3	10	8	85	219	263	2	8		4	109		30
Lancaster, Pa	1	10		3	194		38							
McKeesport, Pa		5		1	160		18							
New Castle, Pa								2	10	13		240	305	
Wilkes-Barre, Pa	3	6	33		150	1,081		2	16		7	523		265
Williamsport, Pa	1	2	8		72	268								
Newport, R. I		3	4	1	72	126	20							
Pawtucket, R. I	5	23	35		897	1,103								
Woonsocket, R. I	7	37	11		866	506			6			214		
Charleston, S. C	3	7		5	114		59	1	3		3	60		107
Columbia, S. C		7		2	149		27							
Austin, Tex		17			626									
Beaumont, Tex	1		16			461		1			12			155
El Paso, Tex		40	37	4	1,196	1,294	52							
Galveston, Tex	2	17			540									
Wichita Falls, Tex								1	1		6	41		245
Ogden, Utah			17			400			2			75		
Lynchburg, Va	1	20			406			1	13			384		
Petersburg, Va	1	12			286			1	4		5	176		280
Roanoke, Va	1	12	6	3	575	139	175	2	10		14	132		382
Charleston, W. Va									7	8	4	210	271	131
Huntington, W. Va				13			169		18	9	5	420	205	218
Wheeling, W. Va		20			676				19			669		
Kenosha, Wis				69			962							
La Crosse, Wis	2			41			1,815	5	27		11	835		405
Madison, Wis				56			1,631							
Oshkosh, Wis	3			33			675							
Racine, Wis				87			1,488			9	13		262	329
Sheboygan, Wis				33			998		8			230		
Superior, Wis	1			24			769							
Total	188	1,290	1,317	1,278	39,055	62,158	37,695	125	1,202	144	357	42,986	4,336	9,734

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Tucson, Ariz		13			426									
Fort Smith, Ark								1	5			71		
Alameda, Calif	1		19			1,100								
Alhambra, Calif	1		6			711								
Eureka, Calif	1		20			511								
Pomona, Calif			1			112								
Richmond, Calif	1	9			454									
San Bernardino, Calif	1	23			1,081									
Santa Barbara, Calif	1	13			948									
Santa Cruz, Calif			1			32								
Santa Monica, Calif	1	1	4		313	1,412								

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	5	7	8	9	10	11	12	13	14	15
Boulder, Colo								1			8			197
Greeley, Colo								1	5	1		160	40	
Trinidad, Colo	1	3			110									
Ansonia, Conn		4			80									
Bristol, Conn	1	6			321									
Danbury, Conn	1	7			329									
Derby, Conn	1	2			71									
East Hartford, Conn		3			75									
Enfield, Conn	1	6			226									
Greenwich, Conn		18			290									
Middletown, Conn		5	2		165	54			22		2	675		55
Milford, Conn			2			38								
Naugatuck, Conn		5	7		208	202								
New London, Conn	1	12			145			1	18			198		
Norwalk, Conn	1	5			203									
Norwich, Conn		4			119									
Stonington, Conn		1			28									
Stratford, Conn		4	3		84	44			14		5	242		75
Torrington, Conn	1	10			268									
Wallingford, Conn	1	8			217									
Windham, Conn	1	7			320									
Albany, Ga									1			18		
Athens, Ga		5			273									
Waycross, Ga		3			98									
Boise, Idaho		2			39				3			80		
Blue Island, Ill	1		3			95			1			25		
Cairo, Ill	1	4			133									
Elgin, Ill								1			7			209
Granite City, Ill	1		8			66		1			2			46
La Salle, Ill		3			92									
Lincoln, Ill		2			34									
Maywood, Ill.									4			110		
Melrose Park, Ill.														
Streator, Ill		1			35									
Anderson, Ind				25			719							
Elkhart, Ind	1		19			285								
Huntington, Ind				10			335							
La Porte, Ind		11			117									
Logansport, Ind	1	18			321									
Marion, Ind		5			172									
Mishawaka, Ind	1	22			675									
New Albany, Ind		1			15									
Richmond, Ind	1	19			412									
Vincennes, Ind	1	5			213									
Whiting, Ind	1	26			1,225			2	7	4	4	311	107	100
Fort Dodge, Iowa	1	29			1,092									
Marshalltown, Iowa	2	6			98				7			150		
Muscatine, Iowa	1	12			60									
Chanute, Kans			10			221			1			24		
Coffeyville, Kans		2			78			1	16	3	2	465	60	29
Hutchinson, Kans								1	3	3		125	168	
Independence, Kans									5	5	4	380	74	100
Parsons, Kans	1	6			142			1	4	1	2	92	36	90
Pittsburg, Kans		2			17				4	3		132	94	
Salina, Kans	1	12			215			1	8	3	1	118	72	47
Alexandria, La	1	3			69				5		7	89		217
Baton Rouge, La									3			58		
Auburn, Me	1	5			64									
Augusta, Me		12			110									
Bangor, Me	1		38			767								
Bath, Me		13			320									
Biddeford, Me		17			503									
Sanford, Me	1	18			299									

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
		Teachers			Students				Teachers			Students		
	Supervisors and principals	Elementary	High	Vocational	Elementary	High	Vocational	Supervisors and principals	Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Waterville, Me		3			99									
Amesbury, Mass	2	10	6		193	135								
Arlington, Mass		7			180				7			165		
Attleboro, Mass	2	8			261				7			249		
Beverly, Mass	3	8	3	12	161	61	336							
Clinton, Mass	1	3	6		89	135								
Dedham, Mass		2	2		44	34								
Easthampton, Mass		5			109				5			80		
Gardner, Mass		5	2		218	33								
Gloucester, Mass	1	24			732									
Greenfield, Mass	1	2			55									
Leominster, Mass	1	13	5		233	100		1	3			133		
Marlborough, Mass	1	1	4		12	96								
Melrose, Mass		5			72									
Methuen, Mass	2	5	7		102	94								
Milford, Mass		5			94									
Natick, Mass			2			39								
North Adams, Mass	1	8	7		184	225								
Northampton, Mass	1	8			147				10			220		
Northbridge, Mass	1	5			127				5			127		
Norwood, Mass	1	8			229				4	1		88	27	
Peabody, Mass		3			67									
Plymouth, Mass	1	5			118			1	4			107		
Revere, Mass	5	4	31		42	395			8			289		
Southbridge, Mass	2	10	10		182	174								
Wakefield, Mass		3			70				3			104		
Watertown, Mass	3	9	9		169	62								
Webster, Mass	1	2	5	6	77	105	140		5		1	119		36
Westfield, Mass		5			65									
West Springfield, Mass	2		10			191			2			45		
Winchester, Mass		2	2		24	41			2			44		
Winthrop, Mass	1	2	3		48	46								
Woburn, Mass	1	6			115				4			51		
Alpena, Mich		5			24									
Ann Arbor, Mich		8			233			4	22		11	594		295
Benton Harbor, Mich		10			97									
Calumet, Mich	1	21			477			1	3		13	159		390
Escanaba, Mich		2			31									
Ironwood, Mich	1	15			422									
Marquette, Mich		4			90									
Port Huron, Mich			10			200			6			225		
Sault Ste. Marie, Mich	1	6			106				2			80		
Traverse City, Mich			4			57								
Wyandotte, Mich	1	4	13		200	300		1	3		5	105		98
Faribault, Minn		1			16									
Hibbing, Minn								2	26		6	489		136
Mankato, Minn	1	12			180			1			19			264
Rochester, Minn		5			100									
St. Cloud, Minn	1	19			508									
Virginia, Minn	1	41			1,230				6	2	2	358	78	13
Winona, Minn	1	1	6		23	100								
Greenville, Miss	1	3			21			1	7		2	196		41
Jackson, Miss								4	4	3	4	100	100	100
Laurel, Miss								3	23	6	6	556	54	112
Natchez, Miss										3			77	
Joplin, Mo									4		5	59		57
Great Falls, Mont								2	10	7	5	281	244	177
Grand Island, Nebr	1			38			891		1			37		
Hastings, Nebr									1			30		
Berlin, N. H	1	16			342									

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Concord, N. H.		2			27									
Dover, N. H.		5			89									
Keene, N. H.		2			22									
Laconia, N. H.		16			275									
Nashua, N. H.		23			616									
Asbury Park, N. J.		7			171									
Bloomfield, N. J.	1	17			457									
Bridgeton, N. J.								1	2			49		
Carteret, N. J.		3			126									
Clifton, N. J.		7			384									
Englewood, N. J.		3			120				4			113		
Garfield, N. J.		3			148									
Hackensack, N. J.	1		10			171		1	16			330		
Harrison, N. J.		7			221									
Irvington, N. J.	1	5			233				8			248		
Kearny, N. J.		16			386				25			623		
Long Branch, N. J.	1	4			86									
Montclair, N. J.	3	31			620			2	30			723		
Morristown, N. J.		1			45									
North Bergen, N. J.		7			250									
Plainfield, N. J.	1	8			316									
Rahway, N. J.		8			209									
Summit, N. J.		2			43				3			96		
Weehawken, N. J.									1			65		
West New York, N. J.	1	24			862									
West Orange, N. J.	1	5			65			1	8			163		
Albuquerque, N. Mex.		7			331				13		5	271		136
Batavia, N. Y.		5			99									
Beacon, N. Y.		3			23									
Cohoes, N. Y.		3			104									
Corning (district No. 13), N. Y.		2			62									
Cortland, N. Y.	2	4			51									
Dunkirk, N. Y.	1	22			409			1	3			92		
Fulton, N. Y.	1	2			40									
Geneva, N. Y.		11			126									
Glens Falls, N. Y.		1	2	1	37	45	56							
Gloversville, N. Y.	1	4	3		149	74								
Herkimer, N. Y.		6			85									
Hornell, N. Y.		2			139									
Hudson, N. Y.				10			181							
Ithaca, N. Y.	2	1	17	13	22	591	220	2	18			276		
Johnstown, N. Y.		2	1		79	19								
Kingston, N. Y.		4	2		102	31								
Little Falls, N. Y.		18			227									
Lockport, N. Y.	1	3	2	8	33	136	223							
Middletown, N. Y.		2	4		41	44								
North Tonawanda, N. Y.	1	11			353									
Olean, N. Y.	2	15			600									
Oneida, N. Y.	1	2			26									
Ossining, N. Y.		1			44									
Oswego, N. Y.	1	17			394									
Peekskill, N. Y.		2			73									
Plattsburg, N. Y.		5			102									
Port Chester, N. Y.		6			231									
Port Jervis, N. Y.			3			81								
Rome, N. Y.	1	9			242									
Tonawanda, N. Y.		2			34									
White Plains, N. Y.	1	9	9		419	217		1	15		9	322		170
Durham, N. C.	5	21	7		630	305		1			7			71
Greensboro, N. C.			7			67								

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
High Point, N. C		6			126									
Fargo, N. Dak	1	19			550									
Grand Forks, N. Dak		9			307				6		4	187		65
Barberton, Ohio	1	5			139			1	1		2	21		43
Chillicothe, Ohio		1	4		25	100			4			300		
Cleveland Heights, Ohio									4		8	117		271
Coshocton, Ohio		2			275									
East Youngstown, Ohio	1	8			219									
Elyria, Ohio				6			118							
Findlay, Ohio			3			60			3			98		
Fremont, Ohio		5			85									
Lancaster, Ohio									4			150		
Marion, Ohio	1	2			40			1	5			182		
Martins Ferry, Ohio			5			129								
Niles, Ohio									4		6	98		104
Norwood, Ohio									4		1	111		28
Piqua, Ohio	1		6			54			2		1	41		23
Sandusky, Ohio			8			84			9		4	471		97
Warren, Ohio	1	21			450									
Zanesville, Ohio									5		2	182		52
Guthrie, Okla									8		3	40		37
McAlester, Okla									4		2	70		35
Okmulgee, Okla	1	4			69									
Shawnee, Okla	1	3			190									
Astoria, Oreg	2	7			268									
Braddock, Pa		4			229									
Bradford, Pa		2			94									
Butler, Pa								1			3			165
Clairton, Pa		1	2		93	23								
Coatesville, Pa		12			263									
Greensburg, Pa		4			70				4		4	209		158
Homestead, Pa	1	17			500									
Lebanon, Pa										1			46	
Monessen, Pa	1	16			106			1	4		1	358		54
Nanticoke, Pa	1	16			535				2		3	58		80
North Braddock, Pa									16		2	659		73
Old Forge, Pa		1			20									
Pittston, Pa		1			44									
Shamokin, Pa		10			178									
Steelton, Pa	1	9			176									
Warren, Pa									4			97		
West Chester, Pa	1	11			191			2	4		3	129		43
Woodlawn, Pa		5			196						2			21
Bristol, R. I	2	5	7		124	316								
Central Falls, R. I	5	34	30		720	1,021		2	12			342		
Cranston, R. I	3	6	7		149	207								
Cumberland, R. I	1	3	2		135	55								
East Providence, R. I	1	4			142									
Warwick, R. I		3			50									
West Warwick, R. I	2	14	8		238	172								
Anderson, S. C	1	4			106									
Aberdeen, S. Dak	1	5			129			1	4			122		
Sioux Falls, S. Dak									16		4	386		276
Johnson City, Tenn	1	4			100									
Cleburne, Tex								1			5			136
Corsicana, Tex								1	3		2	62		55
Denison, Tex											4			110
Paris, Tex									2		2	30		40
Port Arthur, Tex	1	2			187			1	5		3	80		46
Texarkana, Tex									2		3	22		57
Provo, Utah				2			36							

TABLE 8.—*Night schools and summer schools in city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Barre, Vt		4			153									
Burlington, Vt	1	14			444									
Rutland, Vt		4			51									
Alexandria, Va										2	2		84	50
Charlottesville, Va								2	4		5	173		176
Aberdeen, Wash	1	6			192									
Bellingham, Wash	1		11			280								
Everett, Wash	1	7	11		197	367								
Hoquiam, Wash	1	5			128			1	4			65		
Yakima, Wash								1	2		2	35		35
Bluefield, W. Va		3	1		41	8		2	5		6	60		98
Morgantown, W. Va	1	8			201									
Appleton, Wis									1			92		
Beloit, Wis	1			20			593							
Eau Claire, Wis	1			25			523							
Fond du Lac, Wis	1			19			553			7			142	
Janesville, Wis	1			11			285							
Manitowoc, Wis	1			36			1,153				4			41
Marinette, Wis	1			35			805							
Stevens Point, Wis	1			3			53							
Wausau, Wis	1			19			483							
West Allis, Wis	1			19			504			1	1		20	36
Cheyenne, Wyo		11	1		88	5		2	3		1	121		20
Total	159	1,547	463	318	41,911	12,935	8,207	63	629	56	239	17,152	1,523	5,796

TABLE 9.—*Americanization classes in city public school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Supervisors and principals	Teachers	Students	City	Supervisors and principals	Teachers	Students
Los Angeles, Calif	1	41	3,363	Albany, N. Y	1	27	655
San Francisco, Calif		6	802	Buffalo, N. Y	3	174	5,263
Bridgeport, Conn	2	48	1,877	New York, N. Y	128	595	66,199
Hartford, Conn	7	64	1,751	Rochester, N. Y		107	4,193
New Haven, Conn	1	24	1,090	Syracuse, N. Y		58	1,902
Wilmington, Del	1	55	1,258	Yonkers, N. Y		9	606
Washington, D. C	1	28	2,044	Akron, Ohio	1	57	2,828
Atlanta, Ga		3	263	Cincinnati, Ohio	2	45	1,979
Chicago, Ill	1	37	2,990	Columbus, Ohio	3	23	939
Des Moines, Iowa	1	7	316	Dayton, Ohio		7	255
Baltimore, Md	2	5	124	Toledo, Ohio	1	34	1,639
Boston, Mass		85	2,023	Philadelphia, Pa	8	19	12,929
Cambridge, Mass	1	85	1,700	Pittsburgh, Pa	29	194	5,105
Fall River, Mass	1	77	562	Reading, Pa	1	9	248
Lowell, Mass	1	14	363	Providence, R. I		28	196
New Bedford, Mass	1	164	2,618	Nashville, Tenn		2	23
Worcester, Mass	12	71	1,743	Dallas, Tex		6	357
Detroit, Mich	9		538	Houston, Tex		1	91
Minneapolis, Minn		14	1,115	Salt Lake City, Utah		5	109
St. Paul, Minn	6	51	1,456	Norfolk, Va		7	171
Omaha, Nebr	5	17	467	Richmond, Va		7	183
Camden, N. J		8	305	Seattle, Wash		4	889
Newark, N. J	5	84	3,843	Milwaukee, Wis		8	265

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Montgomery, Ala		1	15	Duluth, Minn	2	37	1,371
Pueblo (Dist. 20), Colo	1	2	62	Bayonne, N. J		8	457
Stamford, Conn	2	13	670	Elizabeth, N. J		2	62
Aurora, Ill.:				Hoboken, N. J	1	25	684
East side		6	90	New Brunswick, N. J		16	784
West side		1	26	Orange, N. J		6	255
Moline, Ill		4	55	Passaic, N. J	1	16	777
Rock Island, Ill	1	2	44	West Hoboken, N. J	1	8	522
Fort Wayne, Ind		6	230	Amsterdam, N. Y	1	17	381
Gary, Ind	13	73	12,814	Binghamton, N. Y		27	777
Kokomo, Ind		1	28	Elmira, N. Y		38	286
South Bend, Ind		13	390	Jamestown, N. Y	1	31	839
Terre Haute, Ind	1	1	30	Mount Vernon, N. Y	1	12	658
Council Bluffs, Iowa		3	73	Newburgh, N. Y		5	115
Dubuque, Iowa		2	72	New Rochelle, N. Y		1	112
Sioux City, Iowa		3	125	Niagara Falls, N. Y	1	26	1,083
Shreveport, La		2	32	Poughkeepsie, N. Y	1	9	386
Portland, Me	1	3	224	Schnectady, N. Y	7	56	1,217
Brookline, Mass		4	89	Troy (Union dist.), N. Y	1	14	491
Chelsea, Mass	2	32	784	Utica, N. Y		80	1,269
Chicopee, Mass	1	9	219	Canton, Ohio	1	39	1,157
Everett, Mass	1	21	287	Hamilton, Ohio		1	60
Fitchburg, Mass	2	13	270	Lakewood, Ohio	1	7	188
Haverhill, Mass	2	21	310	Lorain, Ohio	1	5	395
Holyoke, Mass	1	46	992	Allentown, Pa	1	6	696
Lawrence, Mass	3	46	1,050	Easton, Pa		4	125
Lynn, Mass	1	38	657	Erie, Pa	1	15	662
Malden, Mass	1	23	766	Harrisburg, Pa		4	139
Medford, Mass	1	4	66	Johnstown, Pa	1	9	452
Newton, Mass	2	17	309	McKeesport, Pa		2	87
Pittsfield, Mass	2	11	752	Norristown, Pa		3	84
Salem, Mass	5	15	330	Wilkes-Barre, Pa		5	244
Somerville, Mass	3	15	554	Newport, R. I		3	44
Taunton, Mass	1	11	237	Charleston, S. C		3	47
Waltham, Mass	1	14	422	El Paso, Tex		2	20
Hamtramck, Mich		12	646	Ogden, Utah		5	139
Highland Park, Mich		7	310	Tacoma, Wash		10	824
Kalamazoo, Mich		4	112	Charleston, W. Va		3	68
Muskegon, Mich		3	108	Wheeling, W. Va	2	6	147
Saginaw, Mich.:				Kenosha, Wis		46	504
East side		13	267				
West side	1	3	54				

TABLE 10.—*Receipts of city school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Birmingham		(1)	$781,757	$4,414	$729,808		$22,264				$207,115	$1,745,358
California:												
Los Angeles	(1)	$3,139,351	5,014,647		10,191,273	$1,948,623	564,167	$7,360,000	$104,592		9,134,789	37,457,442
Oakland	$40,462	914,692	1,255,881	418	1,908,113	409,900			155,950	$7,341	1,335,056	6,027,813
San Francisco	4,579	1,447,563			4,044,300	717,813	106,358	5,750,471	30,423		1,658,562	13,760,069
Colorado:												
Denver	21,114	154,137		5,373	3,931,752	183,998	236,732	2,452,558	7,984	37,020	3,040,644	10,071,312
Connecticut:												
Bridgeport		86,007		11,216	1,789,752			1,173,666				3,060,641
Hartford		80,946		4,358	2,583,054		500,099	384,460				3,552,917
New Haven					2,457,239						468,803	2,926,042
Delaware:												
Wilmington		758,367		4,500	548,988		2,313			4,886	60,963	1,380,017
District of Columbia:												
Washington		3,035,861		8,578	4,588,791						340,955	7,974,185
Georgia:												
Atlanta		158,698			1,774,592		19,094		169,110		30,177	2,151,671
Illinois:												
Chicago	231,464	3,301,741		8,601	42,259,495		1,094,844	28,150,000	23,100		2,238,257	77,307,502
Indiana:												
Indianapolis		449,702	36,930	57,487	5,027,865		54,607	1,776,818	19,579	100,783	486,232	8,010,003
Iowa:												
Des Moines	2,271	5,078		23,303	2,735,830	248,637	48,007	270,328	40,950	97,336	1,066,260	4,538,000
Kansas:												
Kansas City	4,178	4,178			1,454,018	253,623	73,715	950,000	93,439		473,842	3,306,993
Kentucky:												
Louisville	12,712	428,920		30,863	1,926,453		17,740		8,563		87,608	2,512,859
Louisiana:												
New Orleans	7,132	625,728		2,516	3,136,296		2,855	1,767,400	22,099		14,640	5,578,666
Maryland:												
Baltimore	14,551	1,073,287			10,063,535	1,171,970			10,610		3,230,122	15,564,075

Massachusetts:												
Boston	32,801			50,098	12,029,647	1,069,605	654,083		2,302		5,655,686	19,494,222
Cambridge	1,760	151,324		2,085	1,210,873		49,286				75,111	1,490,439
Fall River	6,337				1,446,000		22,837		31,067			1,506,241
Lowell	8,193	146,472		22,747	1,299,968							1,477,380
New Bedford	2,946	156,057	3,794	11,500	1,594,492	346,169	4,710	100,000		710	10,267	2,230,645
Springfield	18,300	208,587		76,146	2,368,548	380,306	5,060	680,000			1,508,955	5,245,902
Worcester	5,678	249,971		39,098	2,650,683		12,261					2,957,691
Michigan:												
Detroit	35,520	2,783,661	600		11,858,673	3,675,573	563,090	13,928,653	160,485	30,000	99,200	33,135,515
Grand Rapids		468,984			2,430,487	234,060	108,706	830,036	18,738	22,442	455,659	4,569,112
Minnesota:												
Minneapolis	24,086	689,971		22,093	6,205,848	594,618	15,592	1,685,065	107,157		1,664,700	11,009,130
St. Paul	47,119	351,300			2,597,940	250,000	38,627	900,000	121,999		1,138,746	5,445,731
Missouri:												
Kansas City	52,273	631,332		2,432	4,678,978	1,150,962	321,716	2,194,146	7,126		2,523,672	11,562,637
St. Louis	18,566	882,697		7,440	9,327,023	18,488	523,587		33,326	16,997	5,947,770	16,775,894
Nebraska:												
Omaha		105,465		41,803	3,428,092		196,896		25,547	87,685	2,586,782	6,472,270
New Jersey:												
Camden		358,933		25,471	1,226,630	218,469	7,424	749,845			114,170	2,700,942
Jersey City	5,838	1,373,917		11,059	2,542,663	927,816	10,103			50	3,088,099	7,959,545
Newark		2,014,982		3,843	5,650,000		77,320	1,000,000	805		401,617	9,148,567
Paterson	7,381	511,554		73,825	1,520,361	756,777	19,241	512,366	1,330		218,047	3,620,882
Trenton		425,557		47,560	1,280,844		16,189	1,246,377	30,000		62,170	3,108,697
New York:												
Albany		307,432			786,864		1,422				477,474	1,573,192
Buffalo	35,745	1,848,419			5,794,220	1,274,396	334,825	3,599,354	25,736		3,847,291	16,759,986
New York	137,907	19,476,233			78,084,995		94,510	60,500,000			97,209,249	255,502,894
Rochester	22,800	1,287,565		19,728	4,904,892		201,266	2,066,415			378,592	8,881,258
Syracuse	3,818	496,807		5,379	2,165,477		3,308				1,857,078	4,531,867
Yonkers	11,876	138,244	330,433		2,210,184		1,994	1,000,000			492,223	4,184,954
Ohio:												
Akron		18,313		11,993	2,606,174	705,480	115,036	1,023,346	27,892		2,015,251	6,523,485
Cincinnati	21,295	86,362		20,280	5,152,814	923,449	216,303	341,501	30,136	12,500	2,897,395	9,702,035
Cleveland	40,009	153,250	[2]	21,537	7,812,573	1,366,497	379,301		14,456	15,422	14,549,593	24,353,238
Columbus		13,346		27,280	4,058,418	905,888	190,109	2,030,000	5,679		2,430,996	9,661,716
Dayton		3,540		960	1,942,995	308,724	89,781	503,887	114,820		2,200,664	5,165,371
Toledo	10,355	70,387		39,408	3,555,919	797,018	165,028	1,048,608	73,530	75,894	2,017,822	7,853,969
Youngstown	9,712	[2]		17,432	2,695,774	557,412	148,433	1,208,374	8,243	284	430,913	5,076,577
Oregon:												
Portland		743,752	634,066	52,267	2,387,868	414,039	28,977	502,070	161,287	26,716	1,652,289	6,603,331
Pennsylvania:												
Philadelphia	160,199	3,034,610			19,880,176	2,151,259	184,510	3,005,211	135,491		5,034,766	33,586,222
Pittsburgh		1,278,915		70,806	10,475,496		471,581	3,049,240	73,905	36,117	5,187,125	20,643,185
Reading		254,914		7,906	1,103,099		37,032	2,086,450		8,393	143,040	3,640,834
Scranton	4,005	367,170		6,716	1,660,334	175,000	33,373	280,000	298		485,550	3,012,446
Rhode Island:												
Providence	6,514	67,731		44,700	2,868,082	306,950	38,658	819,364				4,151,999

[1] Included in following column

[2] Included in column 6.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Tennessee:												
Memphis			$554,612		$1,098,855		$67,452				$754,770	$2,475,689
Nashville		(1)	634,911		214,728		17,196	$32,252	$1,052		127,038	1,027,177
Texas:												
Dallas		$487,018		$1,830	1,456,912		381,107	982,500		$78,961		3,388,328
Fort Worth	$1,177	326,357		16,977	995,882	$162,176	47,108	380	93	822	57,305	1,608,787
Houston	7,149	466,772	1,620	3,782	1,646,082	1,414	26,211		23,050	36	76,256	2,252,372
San Antonio	10,132	502,133	1,936	780	1,205,647	244,407	76,167	1,702,600	302	16	1,166,867	4,910,987
Utah:												
Salt Lake City	3,585	810,808			1,297,201	254,842	29,263		22,158		155,723	2,573,580
Virginia:												
Norfolk	10,195	202,370			1,723,843						12,134	1,948,542
Richmond		300,093		1,317	1,560,110		42,834				120,336	2,024,690
Washington:												
Seattle	10,552	1,425,841	686,404	32,029	2,963,258	985,963	50,246		14,395		12,252	6,180,940
Spokane		560,201	278,302	17,988	971,575	313,074	35,391				975,019	3,151,550
Wisconsin:												
Milwaukee	12,388	628,254	508,575	73,818	6,769,480		134,057	200,000	1,606	102,546	5,963,184	14,393,908

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile		$58,711			$418,838			$85,000	$1,750			$564,299
Montgomery		46,806	$62,000		173,396		$867	329,788	2,085	$5,252	$15,367	635,561
Arkansas:												
Little Rock	$6,885	69,153		$2,290	649,603		8,855	220,000	1,700		12,899	971,385
California:												
Berkeley	6,124	258,357	378,879		772,696	$227,620			29,000	18,845	65,881	1,757,402
Fresno		334,690	489,081		660,060	141,832	22,107				108,843	1,756,613
Long Beach	2,891	355,436	631,305		1,166,235	264,495	228,202	2,100,000			236,751	4,985,315
Pasadena	2,038	256,291	436,107		1,145,785	196,778	3,867		71,003	15,403	1,036,491	3,163,763
Sacramento	5,507	308,533	630,427	4,950	270,342	298,817	12,187		11,484		1,040,580	2,582,827

San Diego	5,872	334,288	507,372		869,054		8,663	1,250,000	600		288,585	3,264,434
San Jose		211,201	307,118	47,604	271,764		23,959	769,000			76,398	1,707,044
Stockton		209,327	303,139		376,021		10,044				129,246	1,027,777
Colorado:												
Colorado Springs		21,372			647,859	70,059	13,800	709,695	4,682	905	50,520	1,518,892
Pueblo—												
District No. 1		16,802	93,070	2,008	256,978	36,003	16,104	146,364	345		32,823	600,497
District No. 20					482,909	47,194	14,775	598,773	2,070		53,545	1,199,356
Connecticut:												
Meriden		20,548		526	472,774		384					494,232
New Britain		41,048		26,499	803,689	704,131	262					1,575,629
Stamford		29,529		27,366	667,465		63					724,423
Waterbury		8,262		17,542	1,848,393			131,268				2,005,465
Florida:												
Jacksonville	6,947	36,651	136,269		503,087	112,500	10,875		3,443	73	478,811	1,288,656
Pensacola [3]	3,318	12,405	162,960		57,561	50,042	3,108	61,011			10,162	360,567
Tampa		28,576	432,148			60,000		175,000				695,724
Georgia:												
Augusta	900	81,972	606,036				8,801	60,000	2,081	42	7,503	767,335
Columbus	2,722	32,106	1,200	11,859	203,000	20,000	40,107		904		9,046	320,944
Macon		87,185	357,841				13,652		1,852	22,493		483,023
Savannah		90,000	328,545				43,375	382,600			1,059	845,579
Illinois:												
Aurora—												
East side	2,475	32,466		13,038	264,606		7,908	162,000	6,201		148,386	637,080
West side		12,503		9,211	110,010	25,427	2,187	160,960	1,425		18,535	340,258
Cicero		59,956		1,353	456,974		11,227	120,000		11,338	94,107	754,955
Danville		44,407		21,821	468,212		961		14,924	443	749,664	1,300,432
Decatur	632	51,468		15,607	726,428	46,579	50,190	506,567				1,397,471
East St. Louis		91,867		15,521	913,223		1,508		1,295		181,565	1,204,979
Evanston—												
District No. 75		21,133		103	424,371		6,754		1,060	41	44,640	498,102
District No. 76		13,341			183,320							196,661
Joliet		78,777			472,240	64,787	4,040	300,000	571		1,458	921,873
Moline		35,659		5,631	433,381	46,277	7,055		30,718		27,111	585,832
Oak Park		39,603			531,851		17,087	119,157			26,431	734,129
Peoria		77,855		14,927	1,040,241		25,338		5,328		177,243	1,340,932
Quincy		36,945		534	480,277		13,280		3,031		267,318	801,385
Rockford	4,047	74,546		51,060	930,278	126,765	2,952	1,279,048	5,680	2,683	23,410	2,500,469
Rock Island		32,632		3,846	484,215		10,881				32,266	563,840
Springfield		67,596		19,276	762,560		4,986	70,243			87,458	1,012,119
Indiana:												
East Chicago	2,424	67,133	2,760		601,711			932,653	1,571	1,442	350,210	1,959,904
Evansville	215	132,816		40,063	1,077,642		20,933		831	4,705	955,188	2,232,393
Fort Wayne	3,589	127,017	(1)	13,689	1,378,487	238,913	14,635	994,485	9,400	33,859	396,971	3,211,045
Gary		102,108		5,052	1,106,689	39,331		496,000		67,368	132,964	1,949,512
Hammond		98,647		1,186	696,345	111,465	26,820	114,550	169,360		97,896	1,316,269
Kokomo		40,668		12,705	330,512		15,444	34,100			276,772	710,201
Muncie		62,020	(1)	13,601	548,273	65,778	4,013		1,875	2,932	325,354	1,023,846
South Bend		134,506		23,290	1,553,007		15,653	1,077,116	3,848		596,093	3,403,513
Terre Haute		105,231		26,334	1,072,281	118,141	8,598		3,163	56,846	333,804	1,724,398

[1] Included in following column.

[3] Estimated; part of county school system.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Iowa:												
Cedar Rapids	$698	$45,532			$1,210,252		$23,356	$102,600			$71,352	$1,453,790
Council Bluffs	1,444	20,741		$15,000	556,305	$54,928	10,552	165,000	$3,397		120,262	947,629
Davenport		39,762		19,901	960,863	65,000	43,334	350,507	1,311		281,274	1,761,952
Dubuque	2,956	23,513		246	480,195	97,886	8,741	179,000		$579	155,387	948,503
Sioux City		38,500			1,494,175	112,100	15,200	425,000			160,610	2,245,585
Waterloo—												
East side		10,461		4,659	372,608		2,645				25,427	415,800
West side		608		3,772	364,329	31,298	3,106					403,113
Kansas:												
Topeka		13,729		1,624	857,706	85,555		51,022	331	48,127	128,132	1,186,226
Wichita	5,077	27,585			1,613,906		26,939				800,523	2,474,030
Kentucky:												
Covington	800	89,560			300,399	31,135	4,800	147,474	500		42,360	617,028
Lexington		73,192		1,200	291,840		13,222		600	1,316	48,286	429,656
Louisiana:												
Shreveport [1]						310,330		1,000,000				1,310,330
Maine:												
Lewiston	155	45,300			163,257		605				4,199	213,516
Portland		129,228		9,291	619,879		698	189,000				948,096
Massachusetts:												
Brockton		83,917		1,651	853,531		3,923					943,022
Brookline	479	40,242			604,281	69,388	18,355	135,000	23	1,773	85,715	955,256
Chelsea	330	60,838		1,332	548,885	49,501	2,163					663,049
Chicopee	827	36,183			409,501		100					446,611
Everett	915	64,637		1,245	594,805		1,134				8	662,744
Fitchburg		44,710		7,330	739,191	57,700	144					849,075
Haverhill		54,618			554,274		5,623					614,515
Holyoke	4,068	38,207			876,040							918,315
Lawrence	4,254	121,347			1,110,897							1,236,498
Lynn		117,443		8,670	945,770		1,939		519		24,140	1,098,481
Malden	180	56,067			562,006		1,709	725,000			227,720	1,572,682
Medford		51,987			507,168		296					559,451

Newton	6,374	366,736			789,752		4,686					1,167,548
Pittsfield	431	59,313		7,600	493,820		1,632	100,000	1,700			664,496
Quincy	6,034	58,100		253	725,641		5,277					795,305
Salem		40,244			406,652		594					447,490
Somerville	2,833	98,382			993,699		11,935					1,106,849
Taunton	814	49,872		15,165	402,500		1,125					469,476
Waltham	392	35,646		880	363,100							400,018
Michigan:												
Battle Creek	1,917	95,887		10,234	690,292	58,750	20,938				260,493	1,138,511
Bay City		169,673		18,517	789,147		31,517		1,659		16,676	1,027,189
Flint [5]	923	207,522	$1,200	10,656	1,614,933		191,599	[6]			41,658	[6] 2,068,491
Hamtramck		192,339		64	424,220	228,700		476,605	2,655	10,522	365,283	1,700,388
Highland Park	823	107,697	10,565	3,346	1,017,124	289,661	75,183	525,000	250	21,499	82,765	2,133,913
Jackson	982	139,703	7,257		529,986	80,143	16,836		42		176,726	951,675
Kalamazoo	3,108	132,952		6,209	778,894	216,985	130,045	429,000	18,224		452,750	2,168,167
Lansing		154,586	6,164	22,434	1,280,750		68,365				213,811	1,746,110
Muskegon	7,939	104,753		9,320	543,052	45,389	105,562		7,660	18,992	31,717	874,384
Pontiac [5]				5,000	453,261	133,367	8,278					599,906
Saginaw—												
East side	189	128,920		9,420	479,859	80,900	23,414		4,299		413,395	1,140,396
West side	6,086	90,758	1,194	7,173	366,601	108,365	22,160		1,386		26,914	630,637
Minnesota:												
Duluth	6,668	204,204	5,994		1,581,391	240,720	31,721				166,985	2,237,683
Missouri:												
St. Joseph	478	93,189	7,541		1,015,281		54,748		46		163,208	1,334,491
Springfield		70,837			322,977	71,355	14,347	4,202	949	1,103	311,501	797,271
Nebraska:												
Lincoln	2,147	40,157		6,684	1,213,701		46,320	203,884			245,629	1,758,522
New Hampshire:												
Manchester				4,392	700,000		3,154	100,000				807,546
New Jersey:												
Atlantic City	5,915	336,243		36,865	875,915	196,804	12,198			249,913	385,706	2,099,559
Bayonne	4,724	461,078			1,731,869		5,393		2,563		130,733	2,336,360
East Orange		234,470			675,000	122,476	10,403	8,295		2,222	66,550	1,119,416
Elizabeth	2,708	369,567		540	940,495	216,298	31,868	80,000	2,654		980,651	2,624,781
Hoboken	1,189	341,689		1,425	934,099	924,926	24,761			219	4,862	2,233,170
New Brunswick	1,062	100,854		47,544	366,180	96,835	7,019	288,000			47,605	955,099
Orange	2,612	158,916		1,075	386,090	60,851	3,476			572	53,186	666,778
Passaic	2,010	257,936			785,213	87,818	4,431	85,000	1,674		522,341	1,746,423
Perth Amboy		110,243		1,146	464,854		6,704	250,000			61,183	894,130
West Hoboken	816	203,315		10,212	273,310	38,725	3,830	6,000	145		148,660	685,013
New York:												
Amsterdam	2,766	106,504		300	464,621		130,643	1,020,000			47,779	1,772,613
Auburn	2,046	104,516		8,693	316,905		5,875		725		98,213	536,973
Binghamton	819	278,156			786,938		11,028	465,000			670,204	2,212,145
Elmira	3,957	8,750	114,139	12,246	546,793	29,147	37,764				618,155	1,370,951
Jamestown	1,685	137,087			516,443	108,971	31,136		1,248		577,192	1,373,762
Mount Vernon	6,554	153,096		700	1,018,964		53,529	597,818	2,278	103,808	698,684	2,635,431
Newburgh		71,622		5,654	294,725		19,280				6,296	397,577

[4] Estimated; part of parish school system.

[5] Data of 1921–22.

[6] The bond issue of 1922 is excluded.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
New Rochelle	$986	$166,437	$13,394		$764,836		$2,710			$11,954	$596,936	$1,557,253
Niagara Falls	3,050	203,966		$6,555	829,024		12,096		$5,979		1,374,767	2,435,437
Poughkeepsie	1,465	93,868			239,000		34,870				145,042	514,245
Schenectady	3,405	374,055			1,276,936	$389,591	17,639	$168,000		273	1,768,435	3,998,334
Troy—												
Lansingburgh district	136	43,731			114,147		598			10,205	775	169,592
Union district	2,922	145,531		2,125	653,088		370	32,000			16,697	852,733
Utica	4,635	294,839			1,071,470		3,985	590,628	780		151,931	2,118,268
Watertown		94,553		3,964	275,304	73,606	20,112		1,068		175,429	644,036
North Carolina:												
Charlotte		2,704	322,500	7,363	324,291		1,750	60,000			1,861	720,469
Wilmington [3]	534	266		312	267,823	80,993	11,116	166,521	60		20,676	548,301
Winston-Salem		(1)	247,000	6,580	83,194	162,894	6,180	700,000	76,528			1,282,376
Ohio:												
Canton		5,954		14,108	1,775,220	54,528	39,360	172,020	5,406		940,472	3,007,068
Hamilton	1,733	1,538		10,882	332,658	184,590	7,666	249,508	23,681	3,169	215,942	1,031,367
Lakewood		370		988	967,858	436,976	31,795	533,538	44,367	4,210	780,931	2,801,033
Lima		5,001		26,932	583,046		17,702	157,702	4,969		644,677	1,440,029
Lorain		347		6,250	601,527	185,855	7,045	107,327	16,523	3,035	345,416	1,273,325
Portsmouth		3,512		5,711	274,726	176,219	7,106	372,932	577		113,096	953,879
Springfield		4,440		28,996	557,408	147,980	18,773	189,125	969		602,724	1,550,415
Oklahoma:												
Muskogee		16,743		2,273	456,513	107,023	10,547				8	593,107
Oklahoma City	2,906	60,477	54,099	9,072	1,518,824	269,291	95,434		12,694		2,348,371	4,371,168
Tulsa		45,733		323	2,252,336	283,611	95,593		407		1,687,509	4,365,512
Pennsylvania:												
Allentown		192,121		9,064	967,242		2,521	125,000	102	5,286	509	1,301,845
Altoona		118,167		28,271	644,029	139,527	648					930,642
Bethlehem		149,676		11,735	786,015		12,162	756,117		1,043	111,465	1,828,213
Chester	5,290	121,476		30,630	644,333		2,781	288,000		210	129,184	1,221,904
Easton	120	95,631		15,115	546,134		21,299	678,727		963	7,754	1,365,743
Erie		293,685		12,912	1,674,957		38,662	200,000	3,446	77,455	73,885	2,375,002

Harrisburg		224,577		6,800	991,689	203,117	27,673	253,068	4,866		12,133	1,723,923
Hazleton		106,494			460,686		35,028				125,867	728,075
Johnstown		226,897		16,267	796,280	189,849	19,088	509,100	4,788		70,655	1,832,924
Lancaster		108,377		6,957	301,019	165,080	9,189	513,668			290,943	1,395,233
McKeesport		133,387		41,934	523,357	80,808	13,326		2,265		370,152	1,165,229
New Castle	2,010	156,731		13,020	557,691	118,000	13,796		26,121		300,759	1,188,128
Norristown		73,778		7,312	302,792		23,186				495,612	902,680
Wilkes-Barre		204,972		7,145	1,239,992		13,578	16,000			615	1,482,302
Williamsport		96,371		8,272	526,053		10,912		3,072		49,047	693,727
York		121,787		21,766	406,930	25,774	2,373		70	2,036	280,755	860,491
Rhode Island:												
Newport	180	12,564		12,612	322,602		11,207				112,320	471,485
Pawtucket		19,700		8,064	695,909						373,845	1,097,518
Woonsocket		13,961		4,205	315,402		2,018		1,305		114,768	451,659
South Carolina:												
Columbia		47,602		746	288,761	43,000	7,216		735		194,819	582,879
Tennessee:												
Chattanooga			226,317		226,103						339,878	792,298
Knoxville [5]	2,109		296,387	7,311	280,627							586,434
Texas:												
Austin		112,176		2,855	218,363		19,598				13,336	366,328
Beaumont		96,195		1,327	250,271		3,902	157,500	2,318	11,533	1,979	525,025
El Paso	19,200	254,592	3,125		703,074		17,146	11,190			4,243	1,012,570
Galveston		120,821	1,785		221,237			1,000,000			630,568	1,974,411
Waco		120,624		1,570	318,991		10,404		3,500		13,367	468,456
Wichita Falls		78,746		8,261	222,210	91,446	23,662				339,608	763,933
Utah:												
Ogden	1,949	267,427		20,275	322,311	66,285	6,697			162	66,511	751,617
Virginia:												
Lynchburg		53,212		13,020	239,800		8,170				4,234	318,436
Newport News		44,608		2,675	204,700	64,355	903	300,298	21		63,785	681,345
Petersburg		56,272		8,295	185,552		4,657	44,616	56			299,448
Portsmouth		82,122			294,038		2,657		255		2,061	381,133
Roanoke		73,091			443,855		16,798	597,585	2,500		19,096	1,152,925
Washington:												
Tacoma		503,265	244,920	26,338	676,932	163,638	29,881	597,000			304,209	2,546,183
West Virginia:												
Charleston		1,360		17,669	667,434	220,272	22,004	500,000	731		185,730	1,615,200
Huntington		1,360			980,524	164,245	380	500,000	747	995	285,316	1,933,567
Wheeling [5]	1,419			2,416	581,508	14,050						599,393
Wisconsin:												
Green Bay		52,895	35,213	13,133	335,000		8,165	600,000	186	1,378		1,045,970
Kenosha		51,665	43,137	5,585	573,145		6,483	106,965	300	3,144	712,686	1,503,110
La Crosse		43,381	32,171	5,158	433,545		7,224				83,491	604,970
Madison	2,248	63,419	35,872	9,342	710,820	58,666	20,177	35,000	1,536	6,385	373,431	1,316,896
Oshkosh	1,550	56,905	35,103	13,332	406,010		19,256	200,000	172	31	135,675	868,034
Racine		65,072	57,800	7,858	630,610		39,380	36,000			219,844	1,056,564
Sheboygan	1,628	55,414	35,066	5,797	414,680					26,051	273,724	812,360
Superior		46,630	39,887	2,959	515,672		7,089	148,101		17,671	241,640	1,019,649

[1] Included in following column.

[3] Estimated; part of county school system.

[5] Data of 1921-22.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Anniston		$46,603			$62,635		$10,764	$139,000		$535	$671	$260,208
Bessemer		(1)	$92,895	$1,996	38,285	$17,850	1,578	143,243		23,359	2,140	321,346
Dotham		(1)	24,858	3,247	38,138		778			10,534	629	78,184
Florence		16,000	20,000	2,455	38,892		411				170	77,928
Gadsden		396	31,000	25	52,511			4,456			317	88,705
Selma[6]		(1)	75,000		23,884	6,310	1,740				7,096	114,030
Arizona:												
Phoenix					377,289		166				43,369	420,824
Tucson		115,885	185,534		84,510	123,031	2,206				753,372	1,264,538
Arkansas:												
Fort Smith		23,072			322,800		5,842	180,600	$7,250	318	1,735	541,617
Hot Springs		14,291			149,335		651					164,277
North Little Rock		20,000		63	97,215		441					117,719
Pine Bluff		23,631			149,886		281				2,002	175,800
California:												
Alameda		136,598	372,224		64,584		1,339		26,875		770,466	1,372,086
Alhambra		86,458	144,792		280,325		11,905	600,000			438,632	1,562,112
Bakersfield		99,745	177,612		100,364				368	943	48,950	427,982
Eureka		65,971	89,185		132,661		6,601		15,105		65,287	374,810
Glendale		92,420	132,591		171,197		819		3,535	518	501,511	902,591
Pomona		153,554	43,633	25,197	160,447		9,224	260,767	1,000		70,742	724,564
Riverside		131,996	155,166		238,007	58,038	3,001		30,467	344	421,987	1,039,006
San Bernardino		115,820	157,737		156,077		3,279	300,000	3,007	116	203,040	939,076
Santa Ana		121,718	279,428		161,166		4,044	150,000	3,000		409,431	1,128,787
Santa Barbara		85,355	134,245		288,885		6,559	450,000			418,700	1,383,744
Santa Cruz		62,936	88,607		128,703		10,869				8,026	299,141
Santa Monica		99,141	160,748	77,275	315,350			1,075,000		28,609	179,263	1,935,386
Vallejo		42,470	98,425		91,860		824		235		8,451	242,265
Venice		51,365	74,778		66,577						29,255	221,975
Colorado:												
Boulder		8,385	63,023	8,479	190,155	65,536	5,158				245,853	586,589
Greeley		43,453		6,665	182,675	28,184	4,070	81,036			25,675	371,758
Trinidad			69,235		134,308		38,057				46,841	288,441

Connecticut:											
Ansonia		11,894			218,883			8,553			[1]39,330
Bristol		13,768		10,238	306,640		4,808	10,310		37,828	383,592
Danbury		13,543		2,145	253,990		17				269,695
Derby		6,522		1,088	129,546		2,889	14,454			154,499
East Hartford		7,312		7,289	166,753	13,500	24				194,878
Enfield		9,449		5,428	145,703		1,130				161,710
Fairfield		9,789			196,977		2,044				208,810
Greenwich		15,984		361	468,614		38,530				523,489
Manchester:											
Districts 1–8		4,574			100,092		37,398				142,064
District 9		6,038		3,875	285,919		3,255	16,159		15,266	330,512
Middletown		8,236		2,477	179,766	53,496					245,953
Milford		6,057		270	131,149					12,380	149,856
Naugatuck		10,076		2,675	207,668	576	1,710				222,705
New London		13,493			276,809		24	120,519			410,845
Norwalk		17,401		6,540	361,157						385,098
Norwich		17,325		735	245,773		1,258		1,106		266,197
Stonington		5,452		2,938	98,110		2,747				109,247
Stratford		10,188			202,773					20,470	233,431
Torrington		15,324		6,128	292,337		11,825			11,570	337,184
Wallingford		7,851		3,724	164,969		456				177,000
Windham		8,112		28,463	115,276						151,851
Florida:											
Key West					72,000			62,500			134,500
Miami [3]		24,746	692		340,473	80,551	6,084	259,272	1,207	68	109,334	822,427
St. Petersburg			60,119		97,244	51,588		225,000			203,674	637,625
Georgia:											
Albany		12,400		5,348	52,763	13,000		200,000	801		59	284,371
Athens		24,715		1,278	126,500		876	6,376			306	160,051
Brunswick		19,365	6,701		56,684		969		349		68,198	152,266
Lagrange		19,422			122,136		9,777				566	151,901
Rome		14,500			42,415		9,498					66,413
Valdosta		13,000	1,000		54,000	10,800	3,000				150	81,950
Waycross		14,996			56,497		1,144					72,637
Idaho:											
Boise		23,070	77,098	21,954	270,839	62,501	11,671					467,133
Pocatello		18,027	60,799	3,277	152,338		75,158	210,000	221	4,863	12,862	537,545
Illinois:											
Alton		34,000		4,000	248,000	42,000						328,000
Belleville		23,945			238,262		3,326				98,376	363,909
Berwyn:											
District No. 98					53,551						3,914	57,465
District No. 100		10,582			92,461		8,239				4,341	115,623
Bloomington		26,354		10,771	430,324	29,000	4,844		1,506		21,670	524,469
Blue Island		6,039		5,262	189,814						49,282	250,397
Cairo		16,254		982	192,701		57					209,994
Canton		12,544		15,396	113,265	9,161	162	90,500	87		53	241,168
Centralia		15,073	520	886	115,675		410				1,164	133,728
Champaign		18,621		15,139	277,854	21,215	963		18,587		196,400	548,779
Chicago Heights		26,634		102	147,871		218				44,577	219,402

[1] Included in following column.

[3] Estimated; part of county school system.

[6] Data of 1921–22.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Illinois—Continued												
Elgin		$23,089		$10,763	$456,820		$3,730	$227,000	$92		$24,476	$745,970
Forest Park		14,413			68,698			60,111	2,458		19,069	164,749
Freeport		13,453		7,656	233,648		140	864			123,891	379,652
Galesburg		25,380		11,485	328,306		1,172				5,998	372,341
Granite City		20,003			409,384		3,000		2,000		9,196	443,583
Herrin		18,000			88,000							106,000
Jacksonville		18,533		18,802	135,762	$30,750	2,952					206,799
Kankakee		27,536		9,431	206,000							242,967
Kewanee		17,659	$327	469	174,868		718		650	$1,195	45,216	241,102
La Salle		16,911		41	67,234	4,000	8				52,422	140,616
Lincoln		17,177		2,409	113,872		1,531	45,933			30,366	211,288
Mattoon		15,355		9,095	100,000	39,000	424					163,874
Maywood Melrose Park		23,413			165,196		6,442					195,051
Ottawa		12,911		450	81,905	6,003	469				69,031	170,769
Pekin		12,647		550	163,034	18,206		55,000	150,000			399,437
Streator		17,917		814	96,000	35,000	596					150,327
Urbana		13,244		12,793	151,851	21,972		40,658			1,405	241,923
Waukegan		24,400			202,894		3,659	218,222			8,360	457,535
Indiana:												
Anderson		64,098		14,272	290,251	24,551	7,662	170,943	88		118,671	690,536
Bloomington		22,162		52,785	164,876	25,826	3,730			18,041	52,585	340,005
Clinton		18,853	1,998	12,588	124,067		1,213					158,719
Crawfordsville		13,754	1,344	13,616	187,857	17,926	1,553			1,415	67,258	304,723
Elkhart		36,969		37,984	479,341		7,870	150,320	4,218	1,686	378,481	1,096,869
Elwood		10,742		12,008	140,341		2,718		56		124,445	290,310
Frankfort		17,359	2,924	19,016	167,052	29,212	10,279	62,637			99,882	408,361
Huntington		32,624		13,946	239,914		4,935		30		131,764	423,213
Jeffersonville		13,223	1,786	13,938	70,421	7,304	1,634		87		58,946	167,339
La Fayette		30,282	2,121	9,775	295,247		4,904		739	4,871	380,153	728,092
Laporte		20,229		13,328	181,019	41,957	8,472	70,000	118	11,977	261,397	608,497
Logansport		18,985		12,769	268,651	53,304	6,135	151,251	150	6,056	150,876	668,177
Marion		42,060		14,992	270,724	30,091	13,386	143,061	5,468	4,137	549,701	1,073,620

Michigan City		41,686	(2)	7,391	249,739	21,197	3,671			142,343	466,027
Mishawaka		19,024		17,969	387,238	34,999	1,581	194,674	4,259	104,115	763,859
New Albany		35,065	597	10,012	122,418		11,565		110	69,619	249,386
Newcastle		25,858	1,273	7,778	141,396	28,728	2,436	51,032	646	159,877	419,024
Peru		16,077		6,887	147,760	27,279			6,892	166,121	371,016
Richmond		37,344	3,725	25,905	344,905	79,557	4,807		35,000	281,249	812,492
Vincennes		28,246		9,453	174,269		4,017	68,241	1,267	387	102,428	388,308
Whiting		17,845		8,950	220,667		8,742	45,000	11,264	2,721	219,355	534,544
Iowa:												
Boone		7,985		10,187	150,878	30,510	7,131	225,000			36,860	468,551
Burlington		22,217		13,388	390,701	15,887	2,271				104,004	548,468
Clinton		14,485		5,617	288,953	69,542	9,523				143,205	531,325
Fort Dodge		31,957		9,859	397,146		12,329				108,846	560,137
Fort Madison		9,933		3,624	133,055	35,752	1,264				12,786	196,414
Iowa City		6,464		11,320	182,056	25,428	1,591				47,775	274,634
Keokuk		1,989	8,160	4,411	204,745		1,796	533,000	4,437		12,521	771,059
Marshalltown		1,538	8,991	8,499	233,611	27,396	6,667				36,606	323,308
Mason City		850		11,974	450,226	62,738	8,252	92,112	280	1,746		628,178
Muscatine		12,532		7,805	216,885	17,777	3,142				7,527	265,668
Ottumwa		11,156		18,689	284,991	45,466	14,189		82		109,111	483,684
Kansas:												
Arkansas City		1,027	12,930	1,746	129,046	30,000	6,610				87,108	268,467
Atchison		4,032		2,818	169,141	9,011	4,360					189,362
Chanute		3,034		780	179,604		3,474		995		8,847	196,734
Coffeyville		4,569		3,416	159,331	37,477	2,548		3,273		108,057	318,671
Eldorado		641			202,788	72,473	1,520				1,279	278,701
Emporia		5,078	30,156	1,335	190,872	8,736	11,630	152,520	12,676	2,005	4,620	419,628
Fort Scott		5,550			182,586		17,354	6,260	1,203	6,069	24,279	243,301
Hutchinson		14,130		2,987	395,006	57,984	52,644	227,228			47,672	797,651
Independence		3,585	8,624		233,617	68,360	2,313		3,996		101,121	421,616
Lawrence		1,677		11,851	219,794	36,439	16,686	83,677			53,200	423,324
Leavenworth		3,095			185,398	40,790	448					229,731
Parsons		2,288		14,668	216,383	50,642	12,968				587	297,536
Pittsburg		9,340		1,009	233,629	59,130	8,543		401			312,052
Salina		6,738		4,456	302,936	41,309	248	160,000	1,018		2,178	518,883
Kentucky:												
Ashland		41,899		2,107	195,100	31,156	744	100,000			15,650	386,656
Henderson		24,248			90,827		9,684			480	3,664	128,903
Newport		40,664		5,000	141,353	3,847	4,814				43,606	239,284
Owensboro		35,704		1,662	111,983	19,030	9,727	6,102	1,538		132,667	318,413
Paducah		47,712			133,529		3,284	41,260			4,365	230,090
Louisiana:												
Alexandria		34,500	41,400	2,010	87,737	29,027	2,162	1,250,000				1,446,836
Baton Rouge		50,542			146,676	43,292	4,663		310		78,409	323,892
Lake Charles		24,985	38,686	8,488	95,198		9,574			295	5,740	182,966
Monroe					63,276		24,969					88,245
Maine:												
Auburn		29,685			236,521							266,206
Augusta		30,126		3,323	119,947		933					154,329
Bangor		53,560		14,202	292,870		3,940					364,572

[2] Included in column 6.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Maine—Continued												
Bath		$15,567			$77,917						$512	$93,996
Biddeford		28,536			76,600		$185					105,321
Sanford		27,581		$555	84,600		5,197					117,933
Waterville		25,274			125,319		1,416				2,041	154,050
Maryland:												
Annapolis [3]		24,640		1,000	60,466		1,000					87,106
Cumberland		53,521			181,293		100	$108,378				343,292
Hagerstown [3]		64,479			170,668		1,112		$450	$703	20,995	258,407
Massachusetts:												
Adams		11,391		2,272	124,000							137,663
Amesbury		10,050		9,669	98,989		696		158			119,562
Arlington		30,282		1,186	331,569		3,477					366,514
Attleboro		30,021		3,451	288,268	$39,305	1,230					362,275
Belmont		16,645		584	177,985		832				48	196,094
Beverly		35,020			374,684	310,518						720,222
Braintree		16,749		423	207,724		35					224,931
Clinton		16,622		982	133,302		258					151,164
Danvers		13,281		4,227	129,082							146,590
Dedham		17,576		11,237	191,690		11,306					231,809
Easthampton		9,972		2,309	135,000		3,197					150,478
Framingham		25,596		5,137	270,000		3,481					304,214
Gardner		21,038		4,380	197,967							223,385
Gloucester		30,400		3,027	294,525		1,439					329,391
Greenfield		20,770			232,061	41,000		157,361				451,192
Leominster		19,122			190,014		2,221					211,357
Marlboro		13,651		224	122,000	2,960	1,226			585		140,646
Melrose		24,794			268,331							293,125
Methuen		21,200		3,887	236,117		479					261,683
Milford		15,657		2,756	164,503		1,715					184,631
Natick		15,504			148,000		2,430					165,934
Newburyport					128,544	21,503	487			50,000		200,534
North Adams		31,745		2,216	229,655		1,153					264,769

Northampton		23,873		2,558	255,172		815				282,418
Northbridge		19,839		522	128,498						148,859
Norwood		20,814		2,867	260,868	31,700	466				316,715
Peabody		22,625		1,076	169,214	77,645	983		91	6,395	278,029
Plymouth		17,338			190,642		18				207,998
Revere					509,581						509,581
Saugus		27,916		549	131,214		321	50,000			210,000
Southbridge		8,262		1,313	113,379		150				123,104
Wakefield		23,992		11,236	198,900		72				234,200
Watertown		24,598		879	260,934		801				287,212
Webster		10,059		3,732	128,874		217			1,007	143,889
Westfield		38,210		3,820	254,893		8,169				305,092
West Springfield		20,690		250	260,124		884				281,948
Weymouth		18,643		81	166,299						185,023
Winchester		14,066		2,008	163,244		538				179,856
Winthrop		17,800		231	177,182		684				195,897
Woburn		18,620			168,072		6,846		67		193,605
Michigan:											
Adrian		33,109		12,681	136,582		4,990			20,626	207,988
Alpena		44,344	$555	3,769	84,982		1,207	202,500	8,680	6,269	3,634	355,770
Ann Arbor		53,441	2,231	12,597	367,802	104,393	8,275	555,725	1,463	11,115		1,117,042
Benton Harbor		40,359	800	18,651	182,166		3,499				416	245,891
Calumet		68,540		31,933	193,836		13,647				82,918	390,874
Escanaba		58,453		5,090	139,488	11,686	1,598	103,071	108		1,333	320,827
Holland		44,069		13,524	170,000		5,551	147,312			217,235	597,691
Ironwood		59,571		5,950	265,455	48,615	1,013	927,661			139,040	1,447,305
Ishpeming		36,432		1,215	136,024		3,637	50,700	1,143		46,627	275,778
Marquette		41,020	11,303	1,040	96,000		4,534				18,624	172,521
Monroe		37,712		8,939	126,225		4,525	58,031		600	31,424	267,456
Owosso		40,342	1,263	9,597	196,333		14,092	143,000			116,800	521,427
Port Huron		84,191		8,246	296,750	111,310	6,484	50,000			18,608	575,589
Sault Ste. Marie		43,282		5,260	204,992		1,935	5,000			4,000	264,469
Traverse City		31,989	357	16,863	120,438	20,000	3,704				91,692	285,043
Wyandotte		63,538	8,604	5,579	175,134	172,527	22,235	50,012	2,251		137,574	637,454
Minnesota:												
Faribault		36,353		300	108,475		744	21,600	1,163		9,892	178,527
Hibbing		50,899	2,213		2,071,552			400,000	2,500			2,527,164
Mankato		24,845		12,306	192,076	22,028	18,348				46,346	315,949
Rochester		36,149			267,456	9,319	16,020				30,861	359,805
St. Cloud		25,635	13,634		176,005		562		753		32,065	248,654
Virginia		47,931	1,211		784,283		941			14,235	20,036	868,637
Winona		30,477		7,750	232,072	77,164	2,134				209,840	559,437
Mississippi:												
Biloxi		15,697	3,080	227	55,097	22,937	1,000				215	98,253
Columbus		14,700			65,390		850					80,940
Greenville		13,624			86,974							100,598
Jackson		10,854	3,632	1,553	162,969		1,519				50,283	230,810
Laurel		16,461		3,372	87,989	15,865					14,280	137,967
Meridian		30,091		1,009	131,867	19,477	2,576	508,094	166	319		693,599
Natchez		17,742	3,462		46,485						12,325	80,014
Vicksburg		17,516			68,768		1,589				21,105	108,978

[3] Estimated; part of county school system.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Missouri:												
Cape Girardeau		$19,239	$1,663	$2,021	$114,546	$24,184	$6,043		$59		$8,956	$176,711
Carthage		1,196		8,816	149,785		3,194				11,903	174,894
Columbia		19,888		4,305	106,422	22,405			5,004	$3,627	60,298	221,949
Hannibal		36,046			153,004		4,485	$26,000	11,731	19,125	88,935	339,326
Independence		30,126		3,450	135,359	7,608	18,755		64		7,797	203,159
Jefferson City		12,944	2,098	1,987	79,191	27,095	3,627				46,475	173,417
Joplin		34,820	7,560		269,521	60,181	15,837	75,471	31,099	984	161,379	656,852
Moberly		11,944	2,400		99,994	18,355	9,388		86		79,244	221,411
Sedalia		26,156	2,550	4,481	165,515	71,037	465	343,367	555	704		614,830
Montana:												
Anaconda		20,693			154,279	8,306	2,514				59,934	245,726
Billings		25,219	68,833		155,588	56,940	4,899				63,088	374,567
Great Falls		38,744	126,005	3,424	277,524	30,217					72,568	548,482
Helena		18,770			187,405	37,908	1,118		492		30,042	275,735
Missoula		24,957	77,642		86,485	38,626	1,064		179		25,321	254,274
Nebraska:												
Grand Island		11,163		7,978	260,375	29,796	5,611	117,921	919	615		434,378
Hastings		7,701		9,759	162,020		6,504				33,839	219,823
North Platte		3,775		1,732	172,058	9,200		122,268		1,734	645	311,412
Nevada:												
Reno		54,251	113,270		54,404	28,172	577	30,000			66,760	347,434
New Hampshire:												
Berlin		16,243		1,943	190,802		499					209,487
Concord		3,212		4,488	270,021	19,095	1,088			5,019	4,459	307,382
Dover		1,832			103,964	5,963	1,245		21		1,027	114,052
Keene					165,162		8,539		34		1,743	175,478
Laconia					128,391		2,876				1,098	132,365
Nashua				7,731	329,619		5,457					342,807
Portsmouth				5,690	145,552	14,183	1,404				284	167,113
New Jersey:												
Asbury Park		60,070	326	25,793	163,677	38,720	263	18,823	5,834			313,506
Belleville		101,140			143,450	73,090	4,644	91,859			103,608	517,791

Bloomfield		124,010		4,385	308,405		3,806	5,042		18,950	464,598
Bridgeton		25,689		26,080	153,758		2,034	60,227		31,681	299,469
Carteret		35,412		4,655	117,209	33,262	482		16,000		207,011
Clifton		116,890		360	316,352		100	77,084	4,100	48,540	565,375
Englewood		50,816		37,927	212,000		5,255			2,888	308,886
Garfield		77,272		17,077	222,714	45,827	1,336	100,000		50,805	515,031
Glouster		31,770		2,827	81,106		144			7,923	123,770
Hackensack		83,260	3,151	51,723	387,549	79,173	6,774			135,452	747,082
Harrison		66,811		1,680	116,180	27,422	1,643		49	8,297	222,082
Irvington		131,201		785	305,800	46,921	3,676	69,500		49,997	607,880
Kearny		166,353		21,009	384,479	122,655	2,302		185,568	28,286	910,652
Long Branch		63,298		10,884	195,000		1,271	115,000	200	5,328	390,981
Millville		35,455		5,050	196,901	21,010	1,575			81	260,072
Montclair		176,350		19,016	660,000	176,785	19,225	387,000	24,260	216,699	1,679,335
Morristown		28,960			163,184		33,835				225,979
North Bergen		178,284		438	407,700	84,558	12,083		273	60,258	743,594
Phillipsburg		30,960		14,662	161,009		197	68,773	5,950	6,043	287,585
Plainfield		156,751		30,724	403,405	62,062	55,276			99,419	807,637
Rahway		57,616		4,830	139,985	24,173	2,235		1,135	6,272	236,246
South Orange		80,733		5,209	1,120,015	123,185	6,331		33,364	80,852	1,449,689
Summit		54,583		16,488	198,049			181,058		52,747	502,925
Weehawken		76,317			176,534	15,605	3,121			42,917	314,494
West New York		188,429		11,366	389,038	111,295	3,042				703,170
West Orange		93,500		5,318	239,950	54,757	1,858	132,271	442	11,378	477,209	1,016,683
New Mexico:											
Albuquerque		9,362			255,905	57,176	13,745			132,388	468,576
New York:											
Batavia		53,878			277,813		711		861	85,913	172,319	591,495
Beacon		31,115			104,116		267	60,449			70,532	266,479
Cohoes		38,312			134,957							173,269
Corning—												
District No. 9		22,786			119,551		2,380				164,734	309,451
District No. 13		20,854		6,328	49,859		1,341		179	5,014		83,575
Cortland		15,821	27,774	280	148,069			393,292	2,918	939	68,986	658,079
Dunkirk		73,522		2,275	255,444	36,304	3,604				145,872	517,021
Fulton		38,098		2,625	151,600		4,957				108,588	305,868
Geneva		49,166			159,899		4,593		60	15,408	473,602	702,728
Glens Falls		38,384			173,092		3,487		193	16,961	216,605	448,722
Gloversville		47,874		1,229	281,945		48,534		225		3,408	383,215
Herkimer		37,115		1,054	140,105		1,055		187	1,538	87,049	268,103
Hornell		53,325			240,679		4,322	226,220		6,471	129,812	660,829
Hudson		45,751		3,000	112,733	15,448	6,473	27,500			201,421	412,326
Ilion		36,563		5,467	111,579		1,864	10,000		2,806	2,614	170,893
Ithaca		68,363		27,155	254,386			65,000	600	14,625	25,845	455,974
Johnstown		38,802			126,302		539			2,976	17,412	186,031
Kingston		75,522		4,039	226,990		13,520	11,500			15,462	347,033
Lackawanna		44,418			183,335		6,425	536,514	2,788		39,091	812,571
Little Falls		33,550		1,435	169,025		1,312		30	343	73,602	279,297
Lockport		65,066		4,507	317,686		17,492	302,652	465		282,729	990,597
Middletown		46,908		864	241,877		2,014			43,342	179,939	514,944
North Tonawanda		34,846		277	206,258	11,009	17,186	312,987			2,963	585,526

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued												
Ogdensburg		$32,896			$90,653		$30,571		$155		$4,834	$159,109
Olean		67,682		$2,066	255,917	$61,892	11,351	$129,152	593		113,939	642,592
Oneida		38,072		4,583	106,191		509				51,357	200,712
Oneonta		12,780	$21,828	630	131,033		751				11,821	178,843
Ossining		35,109		1,713	153,652		277			$148,841	19,327	358,919
Oswego		61,114			228,900		340			228	15,702	306,284
Peekskill		46,472		660	163,986		2,039	30,000		3,743	4,505	251,405
Plattsburg		18,046			109,947		10,843					138,836
Port Chester		73,623			325,749		1,738	135,371		7,237	42,355	586,073
Port Jervis		36,864			143,299		4,664			4,454	258,194	447,475
Rensselaer		36,444			107,196					2,456	8,468	154,564
Rome		72,004		300	292,392		1,832				199,662	566,190
Saratoga Springs		38,797		836	160,292		4,536		35,500	9,089	386,221	635,271
Tonawanda		26,721			120,745		821		1,570	38,172	96,452	284,481
Watervliet		30,965		840	113,040		50				37,929	182,824
White Plains		127,195		12,963	521,963	14,354	10,269	40,000			353,006	1,079,750
North Carolina:												
Asheville [5]			129,748		190,581	70,920	23,219	([6])			16,794	[6] 431,262
Durham		3,166	215,687		96,737		9,895	50,000	126,918	2,561		504,964
Gastonia		650	94,000	5,000	120,000							219,650
Goldsboro					133,100	20,400			1,000		7,600	162,100
Greensboro		126,876		5,675	231,322		9,046					372,919
High Point			92,952		84,961		938	309,500	163		5,173	493,687
New Bern		675		919	88,586	2,700	1,125		60	135		94,200
Raleigh					343,275		17,174	451,967				812,416
Rocky Mount					134,500		6,199			13,000	22,169	175,868
Salisbury			75,000	556	67,530		35,670				1,957	180,713
Wilson					104,089		863	20,000			7,966	132,918
North Dakota:												
Fargo		2,977		10,927	390,421	69,700	16,682	1,730				492,437
Grand Forks		21,117	19,462	2,683	224,092		11,067				2,610	281,031
Minot		17,210	9,090	6,690	199,114	61,082	4,138	195,000			33,734	526,058

Ohio:												
Alliance		5,621		13,162	441,941		2,859	128,883		22,382	203,376	818,224
Ashtabula				21,675	342,300		6,247	179,339			45,788	595,349
Barberton				789	197,312	91,065	10,174	413,731	11,035	1,489	106,889	832,484
Bellaire				50,750	220,000							270,750
Bucyrus		2,621		7,636	104,726	81,576	1,311	51,755	7,485	811	73,183	331,104
Chillicothe				3,800	164,475	23,682	1,558	108,872			716	303,103
Cleveland Heights					904,780	400,582	30,770	68,088			817,828	2,222,048
Coshocton					140,000							140,000
East Youngstown		165			178,342	51,393	10,023	350,000	130		45,795	635,848
Elyria				17,165	177,256	83,092	26,616	81,197			329,339	714,665
Findlay				4,080	357,251		1,194	70,304	12,030		655,394	1,100,253
Fremont [5]		3,153		11,525	113,918		481		17,000	8,983	8,521	163,581
Kenmore					208,716		7,573	10,372		6,835	7,527	241,023
Lancaster		1,250		16,312	204,541		2,340				11,754	236,197
Mansfield		251		18,496	338,574	101,923	11,766	442,529	14,239			927,778
Marietta				5,587	196,732		4,228		3,475		37,157	247,179
Marion		2,701		10,000	262,752	98,500	1,301	79,566		17,631	10,784	483,235
Martins Ferry		557		7,525	188,814		13,634				144,620	355,150
Massillon		307		12,159	398,768		16,036	30,275	11,043		781,611	1,250,199
Middletown				7,560	445,433		11,328	24,484	13,684		429,966	932,455
Newark				5,879	296,718	34,000	1,822	203,448		995	6,184	549,046
Niles				4,050	189,370		3,359	451,074	9,537		14,513	671,903
Norwood				2,194	387,222		15,590				280,016	685,022
Piqua		3,024		5,990	146,708	46,562	2,560	22,144		6,291		233,279
Salem				16,702	147,688		7,670	9,797		5,539	79,860	267,256
Sandusky				5,000	297,000	49,000	1,000					352,000
Tiffin				3,264	118,529		4,082	140,058	513		242,521	508,967
Warren				5,996	572,166	229,129	15,998	948,386	8,069	24,516	88,463	1,892,723
Zanesville				18,980	330,515	73,168	18,836		1,367		904,426	1,347,292
Oklahoma:												
Ardmore		16,907	21,616	3,594	114,725	58,782	260				12,737	228,621
Bartlesville		5,666	6,416	3,110	190,367						3,844	209,403
Chickasha		11,058	4,614		194,524	41,128	140,341				267	391,932
Enid			33,029	9,422	257,011	137,039	4,736				211,420	652,657
Guthrie		18,000	40,000	8,000	90,000		1,000	280,000	500			437,500
McAlester		10,216	3,393	2,337	134,756							150,702
Okmulgee		11,507	19,585	1,945	230,304	78,960	18,969				261,042	622,312
Sapulpa		10,948	5,047	150	230,699		4,255	148,369				399,468
Shawnee		12,158	3,766	2,977	177,692	47,610	888		14,334		31,517	290,942
Oregon:												
Astoria		7,403	39,556		147,882		3,117	26,000		227	4,329	228,514
Eugene		28,769	27,698	1,125	117,121		426		4,000	630	6,646	186,415
Salem		35,241	45,902	28,727	125,517							235,387
Pennsylvania:												
Beaver Falls		39,534		11,134	214,056		10,633		174		109,730	385,261
Berwick		40,647		6,060	127,655	9,136	500	15,018		3,000		202,016
Braddock		57,590		10,582	213,920		3,070	20,000		83	2,924	308,169
Bradford		43,205		14,621	152,927	43,012	22,746	56,000		1,353	2,468	336,332
Bristol		29,357		2,841	96,499		1,422	20,030			460	150,609
Butler		71,524		39,578	221,747	62,191	10,471			463	82,530	488,504

[5] Data of 1921–22.

[6] The bond issue of 1922 is excluded.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Cannonsburg		$34,884		$12,232	$106,429		$1,404	$100,199	$6,200	$16	$11,491	$272,855
Carbondale		53,658		1,620	176,249	$32,969	2,753	112,000		381	115,827	495,457
Carlisle		32,210		7,038	95,099		13,708				1,012	149,067
Carnegie		31,130		11,987	143,646		6,055				11,774	204,592
Carrick		17,608			154,913			36,000		3,983	3,044	215,548
Chambersburg		43,081		24,475	130,533		2,954	43,130			610	244,783
Charleroi		38,480		13,341	148,250		1,337	26,000	270		96,569	324,247
Clairton		47,019		14,014	200,637	42,290	1,979	556,976		11,187	30,410	904,512
Coatesville		61,491		20,538	183,954		4,466	56,000				326,449
Columbia		27,946		2,736	94,090	3,853		13,500			7	142,132
Connellsville		52,563		13,096	211,598		3,416					280,673
Dickson City		27,492			145,304		659				490	173,945
Donora		43,515		3,474	111,012	75,961	232	32,244			1,891	268,329
Dubois		46,140		2,114	106,515	39,349	3,457	57,959				255,534
Dunmore		44,051		42	219,102		764	177,175	35		12,873	454,042
Duquesne		54,078		4,858	274,385		6,556				314,097	653,974
Farrell		47,596		7,156	238,064		1,668				3,678	298,162
Greensburg		47,528		26,880	256,649			50,000	963	6,726	8,810	397,556
Homestead		62,686		21,782	253,254		4,670				47,415	389,807
Jeannette		32,533		17,664	154,076		2,844	39,000	19		11,731	257,867
Kingston		54,982		1,660	353,758		3,309	100,200			4,921	518,830
Lebanon		62,952		9,511	250,701	21,128	3,116	25,000		470	57,534	430,412
McKees Rocks		31,290		6,016	142,504	19,465	4,773	180,504		319	1,110	385,981
Mahanoy City		39,535		818	128,152		612				47	169,164
Meadville		43,312		20,897	184,200	27,810	1,829	50,000	100		6,872	335,020
Monessen		69,437		11,179	301,116		3,028	180,000			30,594	595,354
Mount Carmel		34,008		6,895	108,525		1,502	3,000			254	154,184
Nanticoke		74,023		1,068	289,159			2,000	10,329	1,520	69,063	447,162
New Kensington		33,508		11,523	153,105					4,919	30,612	233,667
North Braddock		47,650		6,272	253,026		3,523	60,000			29,083	399,554
Oil City		65,758		6,690	285,466	47,595	18,453	369,751			7,900	801,613

Old Forge		52,451			92,373			58,397	198	61	203,480
Olyphant		39,874			178,586		1,880		2,877	13,983	237,200
Phoenixville		25,720		13,750	94,022	6,200	1,030	5,000		13,491	159,213
Pittston		51,214			196,266		2,957	75,691	1,219	186,738	514,085
Plymouth		37,971		240	145,904	17,015	3,300			156,040	360,470
Pottstown		31,395		6,266	210,155		16,246			14,214	278,276
Pottsville		45,692		4,696	131,887		18,533	169,893		163	370,864
Punxsutawney		31,718		8,762	101,205	5,906	593	20,246		7,276	175,706
Shamokin		50,720			219,972		4,902	4,000	1,481	9,807	290,882	581,764
Sharon		61,703		4,597	305,425		5,885	204,218	909	222,223	804,960
Shenandoah		51,975		5,974	164,570		1,867	82,009		2,182	308,577
Steelton		34,100		724	177,727		4,641			2,964	220,156
Sunbury		52,313		4,813	211,883	34,294	1,565	45,000		14,867	364,735
Swissvale		35,207		535	218,003		314	102,019	1,532	4,455	362,065
Tamaqua		29,124		3,183	75,384			71,024	460	12,752	191,927
Uniontown		55,653		23,707	222,566		1,280	35,000		10,815	349,021
Warren		56,561		12,268	279,447	2,050	8,989	32,000		56,036	447,351
Washington		68,253	$1,634	4,724	271,275		2,776	153,743	339	6,531	509,275
West Chester		43,350		35,449	124,161	19,059	22,014	24,318		6,740	275,091
Wilkinsburg		83,753		14,021	467,180		9,872			1,856	576,682
Woodlawn		47,129		6,392	223,924		14,938			446,438	738,821
Rhode Island:											
Bristol		11,026			112,509		5,695			45,680	174,910
Central Falls		11,941		7,574	141,769		332			55,636	217,252
Cranston		14,517			346,466		1,163	4,936		226,647	593,729
Cumberland		9,342		3,119	90,687	36,500	240			198,511	338,399
East Providence		12,798		1,917	232,329		186			27,895	275,125
Warwick		10,494		574	177,100		8,023			44,220	240,411
West Warwick		9,519		8,360	126,558						144,437
South Carolina:											
Anderson		17,706	13,500		105,884	36,689				12,501	186,280
Florence		10,500			99,500		1,500				111,500
Greenville		(2)	332	9,784	22,000	34,048	6,622	237,663	387	28,697	339,533
Spartanburg		15,843		3,893	169,612	41,501	1,145			2,381	234,375
South Dakota:											
Aberdeen		31,085		5,695	216,673	68,531	1,762			155,035	478,781
Sioux Falls		52,289		10,848	373,198	98,502	25,472		973	3,529	890,371	1,455,182
Tennessee:											
Jackson		16,450	52,326	4,000	40,795		105			7,092	120,768
Johnson City		45,008		101	100,673						145,782
Texas:											
Abilene		45,004		1,790	63,519	17,096	5,686		44,851	3,903	9,688	191,537
Amarillo		49,284	776	1,428	224,860		6,096				20,307	302,751
Brownsville		47,614			40,000	24,000						111,614
Cleburne		43,680	713	1,368	82,695	37,294	12,309		838		685	179,582
Corpus Christi		35,570	1,003	1,468	51,561		3,455		280	2	4,435	97,774
Corsicana		35,304	500	2,500	82,714		6,100				14,649	141,767
Del Rio		18,098			25,736	12,039	728				3	56,604
Denison		61,176	350	2,532	84,899		6,824				12,215	167,996
Greenville		33,132		5,121	55,899	19,579	3,132			332	43,029	160,224
Laredo		75,108	1,690		16,985	12,132	506				24,749	131,170

[2] Included in column 6.

TABLE 10.—*Receipts of city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Texas—Continued.												
Marshall		$68,983		$6,155	$38,460		$1,656		$3,202		$21,137	$139,593
Palestine		31,620	$343	2,513	44,099		5,351				9,150	93,076
Paris		56,668	551	1,253	88,292		909	$41,000			5,918	194,591
Port Arthur		90,156	508		276,742	$109,969	40,020		2,467	$5,357	517,571	1,042,790
Ranger		24,902			94,835							119,737
San Angelo		29,911	5,313	2,138	62,368		2,503			60	4,980	107,273
Sherman		43,920	367	6,059	91,738		4,454				11,798	158,336
Temple		34,716	434	4,833	77,242		10,258		1,568		2,019	131,070
Texarkana		36,385			69,517		11,089		286		33,008	150,285
Tyler		48,120	552	1,059	69,678		11,862	40,000			213,855	385,126
Utah:												
Provo		102,864	1,097		84,648		8,988				1,897	199,494
Vermont:												
Barre		5,372		10,720	107,389		952					124,433
Burlington		4,615		8,025	195,241		1,772					209,653
Rutland		2,919		6,013	126,261		3,484		22,500		8,456	169,633
Virginia:												
Alexandria		38,577		6,878	76,166		2,817					124,438
Charlottesville		22,775		12,949	65,360	20,420	8,965	292,280				422,749
Danville		36,996			130,181		3,188					170,365
Staunton		19,797		1,858	63,941							85,596
Washington:												
Aberdeen		85,937	43,828	2,788	97,623	48,314	1,873	100,000			41,147	421,510
Bellingham		144,776	70,802	1,500	157,412	77,070	6,468				79,747	537,775
Everett		165,391	77,991	10,460	180,572	53,008	7,666				3,490	498,578
Hoquiam		58,434	29,489		51,728		1,500				14,119	155,270
Vancouver		79,341	31,439		56,700	43,139	14,372				4,903	229,894
Walla Walla		102,918	46,907	8,635	98,867	49,948	3,830				47,756	358,861
Yakima		143,098	62,202	13,313	107,356		3,747				24,285	354,001

West Virginia:												
Bluefield		680			364, 391							365, 071
Clarksburg (city district)		1, 600		2, 500	384, 419	14, 226					30, 000	432, 745
Fairmont		1, 195		3, 689	251, 079	40, 311					42, 698	338, 972
Martinsburg		650		5, 089	90, 246			8, 400		500	7, 381	112, 266
Morgantown		2, 152			278, 164		22, 556				66, 018	368, 890
Moundsville		800		1, 700	153, 750	10, 200					81, 181	247, 631
Parkersburg		1, 400		7, 000	488, 924						34, 953	532, 277
Wisconsin:												
Appleton		27, 763	21, 740	6, 879	266, 398		15, 229		1, 789	61	475, 241	815, 100
Ashland		16, 992	14, 398		129, 000		8, 194		98		42, 326	211, 008
Beloit		30, 231	20, 805	7, 466	107, 619	301, 077	10, 026	9, 000	79	2, 269	34, 650	523, 222
Eau Claire		37, 421	21, 609	6, 718	262, 881		4, 540		176			333, 345
Fond du Lac		46, 128	23, 406	13, 314	370, 372		52, 426			5, 334	98, 712	609, 692
Janesville		34, 579		11, 400	218, 720		1, 440					266, 139
Manitowoc		33, 440	27, 160	12, 460	250, 820		6, 081	250, 000	2, 070		376, 059	958, 090
Marinette		24, 254	19, 043	3, 820	152, 073				1, 617	3, 422	352	204, 581
Stevens Point		7, 319	12, 606	7, 781	131, 000		2, 413				113, 217	274, 336
Waukesha		15, 158	12, 638	19, 459	128, 450		12, 338	90, 000	1, 725	184	81, 175	361, 127
Wausau		41, 635	22, 165	10, 886	301, 130		9, 365	40, 000	17, 243	5, 457	59, 885	507, 766
West Allis		32, 193	18, 036	11, 962	372, 736		58, 144	250, 000		116, 503	246, 334	1, 105, 908
Wyoming:												
Casper		121, 093	43, 200		466, 792		11, 247	305, 208			233, 150	1, 180, 690
Cheyenne		44, 469	33, 275	3, 640	200, 920		6, 552		675	1, 864	148, 976	440, 371

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	General control		Auxiliary agencies [1]	Full-time day schools	Part-time and continuation schools	Evening schools [2]	Summer schools	Interest on indebtedness	Total current expenses [3]	Outlay—capital acquisition and construction	Debt service [4]	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Birmingham	$19,727	$27,618	$14,696	$1,691,834	----------	$6,600	----------	$892	$1,699,326	$19,810	----------	$1,719,136
California:												
Los Angeles	509,193	160,171	338,655	15,425,886	$116,903	344,400	$130,919	[5] 1,789,831	16,018,108	13,282,313	$2,397,517	31,697,938
Oakland	44,829	54,614	72,546	3,794,257	59,856	42,467	----------	268,485	4,165,065	1,420,628	155,073	5,740,766
San Francisco	79,637	55,255	73,844	5,092,728	40,534	137,372	----------	314,813	5,585,447	1,700,726	403,000	7,689,173
Colorado:												
Denver	79,030	73,853	206,678	4,031,020	----------	44,700	12,052	207,500	4,295,272	2,311,131	2,822	6,609,225
Connecticut:												
Bridgeport	28,667	24,607	45,611	1,771,263	----------	30,063	4,256	13,000	1,818,582	1,173,666	88,000	3,080,248
Hartford	91,043	7,000	101,122	2,514,005	----------	86,956	----------	192,708	2,793,669	790,958	385,630	3,970,257
New Haven	33,201	26,088	----------	2,157,117	----------	18,293	16,537	----------	2,191,947	343,505	----------	2,535,452
Delaware:												
Wilmington	9,246	14,595	30,726	1,077,579	20,123	7,200	5,826	13,785	1,124,513	239,948	5,500	1,369,961
District of Columbia:												
Washington	47,048	42,490	131,486	5,978,155	----------	71,964	19,870	----------	6,069,989	741,004	----------	6,810,993
Georgia:												
Atlanta	31,511	7,654	----------	2,113,849	----------	----------	----------	2,525	2,116,374	2,895,090	----------	5,011,464
Illinois:												
Chicago	896,907	531,658	1,374,423	39,802,174	484,939	454,753	253,698	746,631	41,742,195	7,251,961	23,100,000	72,094,156
Indiana:												
Indianapolis	113,022	55,452	337,876	4,707,685	----------	8,295	----------	393,681	5,109,661	1,288,748	52,713	6,451,122
Iowa:												
Des Moines	53,056	50,725	14,737	2,558,511	----------	4,409	9,188	188,395	2,760,503	906,152	51,000	3,717,655
Kansas:												
Kansas City	40,305	9,089	43,018	1,494,912	----------	23,029	----------	[6] 324,441	1,667,232	1,134,307	----------	2,801,539
Kentucky:												
Louisville	62,839	36,452	18,514	2,128,762	1,052	14,243	7,338	9,427	2,160,872	280,741	10,061	2,451,674
Louisiana:												
New Orleans	3,800	43,549	50,733	3,471,271	----------	61,520	----------	108,718	3,641,509	377,831	----------	4,019,340
Maryland:												
Baltimore	44,327	88,656	244,180	6,864,600	----------	79,868	18,377	602,570	7,565,415	5,336,889	770,326	13,672,630
Massachusetts:												
Boston	377,594	210,405	293,085	11,959,426	131,270	165,609	33,721	584,535	12,874,561	3,313,891	485,070	16,673,522
Cambridge	19,250	29,397	45,361	1,484,391	----------	31,203	8,873	[7] 117,052	1,561,519	265,801	----------	1,827,320
Fall River	20,212	26,387	68,122	1,695,503	76,289	48,931	369	----------	1,821,092	556,407	----------	2,377,499
Lowell	6,500	20,755	41,377	1,343,005	----------	52,835	5,892	----------	1,401,732	58,655	----------	1,460,387

New Bedford	16,205	36,594	44,967	1,470,279	75,563	43,799	1,837	131,360	1,722,838	9,009	214,809	1,946,656
Springfield	18,333	48,610	44,543	2,470,614	25,059	51,230	11,109	145,306	2,703,318	920,062	200,500	3,823,880
Worcester	22,430	35,732	75,886	2,663,799	31,234	43,845	6,475	[8] 58,000	2,803,353	875,067	235,500	3,913,920
Michigan:												
Detroit	182,532	279,328	331,265	14,112,145	202,809	246,769	158,394	2,008,130	16,728,247	5,240,043	9,220,662	31,188,952
Grand Rapids	31,047	33,849	29,729	2,346,361	50,400	38,033	----------	152,855	2,587,649	1,686,781	118,816	4,393,246
Minnesota:												
Minneapolis	77,839	97,486	155,133	6,278,129	6,297	53,722	39,837	792,229	7,170,214	3,159,517	594,618	10,924,349
St. Paul	36,267	40,501	63,995	2,917,497	----------	14,502	6,011	250,000	3,188,010	1,776,658	----------	4,964,668
Missouri:												
Kansas City	138,031	76,237	360,900	5,276,188	21,413	33,404	9,655	497,486	5,838,146	2,387,678	448,626	8,674,450
St. Louis	182,514	121,031	196,189	7,907,503	60,922	143,364	127,750	118,980	8,358,519	1,894,380	230,994	10,483,893
Nebraska:												
Omaha	93,962	43,960	115,619	3,315,514	----------	40,582	9,617	473,604	3,839,317	1,459,517	234,870	5,533,704
New Jersey:												
Camden	16,262	12,158	27,394	1,617,162	----------	5,788	----------	146,915	1,769,865	583,803	21,304	2,374,972
Jersey City	29,728	81,058	139,165	3,439,040	21,503	65,916	32,726	586,585	4,145,770	1,539,030	341,231	6,026,031
Newark	133,380	131,775	221,490	7,167,760	56,709	176,041	60,705	588,988	8,050,203	1,178,986	263,734	9,492,923
Paterson	38,466	13,300	44,076	1,998,781	26,192	34,526	3,209	238,650	2,301,358	513,685	518,127	3,333,170
Trenton	39,943	37,389	34,610	1,673,657	23,406	17,893	6,228	86,581	1,807,765	1,196,879	32,123	3,036,767
New York:												
Albany	5,201	14,488	30,579	1,200,250	30,044	21,519	----------	134,320	1,386,133	17,519	171,390	1,575,042
Buffalo	79,592	10,000	124,021	8,332,001	92,523	251,484	36,794	716,396	9,429,198	2,392,503	558,000	12,379,701
New York	1,933,602	495,340	3,769,151	95,701,164	715,409	1,821,125	158,931	6,125,805	104,522,434	40,682,606	1,601,800	146,806,840
Rochester	78,172	60,020	230,087	5,448,202	87,585	81,643	----------	481,112	6,038,542	1,135,842	1,562,247	8,796,631
Syracuse	11,750	15,884	48,552	2,006,628	39,405	34,588	----------	----------	2,080,621	4,460	----------	2,085,081
Yonkers	19,529	24,065	37,648	2,205,223	21,980	21,477	----------	214,697	2,463,377	1,007,029	220,590	3,690,996
Ohio:												
Akron	30,005	28,951	61,886	2,570,264	23,408	40,503	3,475	363,721	3,001,371	667,187	434,958	4,103,516
Cincinnati	65,070	85,878	133,473	4,954,271	120,772	67,945	16,853	453,978	5,613,819	975,065	272,885	6,861,769
Cleveland	306,756	175,310	305,690	12,925,714	15,308	122,539	----------	1,109,900	14,173,461	4,501,820	726,362	19,401,643
Columbus	33,272	32,918	57,430	3,075,194	9,782	11,655	11,538	464,450	3,572,619	1,871,252	574,860	6,018,731
Dayton	40,917	18,787	30,846	2,079,280	67,081	35,265	4,621	223,300	2,409,547	964,950	112,561	3,487,058
Toledo	54,695	20,234	213,978	3,648,767	31,455	33,997	1,582	----------	3,715,801	1,501,622	969,998	6,187,421
Youngstown	19,296	17,257	36,242	2,043,960	4,113	3,200	----------	[9] 248,724	2,067,765	232,618	793,594	3,093,977
Oregon:												
Portland	112,092	37,972	11,362	3,496,253	----------	36,365	----------	103,716	3,636,334	2,093,772	178,500	5,908,606
Pennsylvania:												
Philadelphia	406,922	305,732	510,069	20,238,450	----------	221,389	79,937	1,350,425	21,890,201	8,391,030	821,026	31,102,257
Pittsburgh	256,927	90,540	124,261	8,695,839	90,073	135,443	6,936	[5] 635,942	8,928,291	3,135,971	55,443	12,119,705
Reading	45,836	17,143	31,024	1,206,020	26,616	7,818	4,564	5,083	1,250,101	797,961	146,724	2,194,786
Scranton	41,681	15,267	43,203	1,723,104	24,653	17,127	2,450	123,399	1,890,733	776,815	136,720	2,804,268
Rhode Island:												
Providence	42,397	37,809	49,635	2,959,113	----------	48,093	----------	306,950	3,314,156	835,549	----------	4,149,705
Tennessee:												
Memphis	15,973	39,855	9,554	1,478,200	----------	21,882	----------	81,170	1,581,252	382,736	253,337	2,217,325
Nashville	13,472	12,290	6,402	673,258	----------	4,111	----------	----------	677,369	34,342	364	712,075

[1] Includes, promotion of health, transportation of pupils, school gardens, tuition payments to other school corporations, etc.
[2] Includes Americanization classes.
[3] Not including interest paid from sinking funds.
[4] Column 9 not included.
[5] Paid from sinking funds.
[6] Includes $175,150 paid from sinking funds
[7] Includes $80,000 paid from sinking funds.
[8] Estimated.
[9] Includes $232,232 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Texas:												
Dallas	$24,399	$29,009	$320,678	$2,094,258		$29,893	$10,530	$18,224	$2,152,905	$527,742	$76,338	$2,756,985
Fort Worth	12,194	20,113	23,154	1,325,004	$1,143	3,139		113,326	1,442,612	40,586	133,186	1,616,384
Houston	41,753	25,467	26,407	1,899,886	18,070	25,256		140,310	2,083,522	92,865	74,425	2,250,812
San Antonio	30,179	27,288	12,129	1,650,227		4,590	38,938	[10] 185,255	1,703,854	1,612,626	400,560	3,717,040
Utah:												
Salt Lake City	38,080	26,799	22,145	1,895,545	19,670	7,800		233,816	2,156,831	168,013	80,828	2,405,672
Virginia:												
Norfolk	20,024	8,000	6,630	1,376,347		22,045	12,865		1,411,257	500,881		1,912,138
Richmond	12,335	13,414	43,012	1,704,796	3,442	27,001	14,033	10,007	1,759,279	190,526		1,949,805
Washington:												
Seattle	79,477	49,657	113,411	4,244,886		27,616	7,647	497,667	4,777,816	471,855	618,000	5,867,671
Spokane	27,279	13,958	28,433	1,687,354		13,271		[11] 97,236	1,709,067	141,023	313,074	2,163,164
Wisconsin:												
Milwaukee	68,838	36,180	213,227	6,206,679	337,400	124,644	37,998	51,000	6,757,721	1,116,131		7,873,852

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile	$4,990	$12,055	$5,904	$361,198			$2,845	$4,277	$368,320	$22,171	$174,369	$564,860
Montgomery	3,188	9,092	1,776	259,929		$164		4,008	264,101	218,964	102,424	585,489
Arkansas:												
Little Rock	16,771	7,228		579,372				10,981	590,353	203,263	41,000	834,616
California:												
Berkeley	21,213	26,536	24,504	1,209,800	$30,553	19,095		[12] 150,445	1,266,643	191,640	227,620	1,685,903
Fresno	27,540	17,637	17,385	1,279,456				[5] 126,545	1,279,456	189,598	141,832	1,610,886
Long Beach	18,192	18,788	27,705	1,832,414	10,700			[5] 165,245	1,843,114	1,827,968		3,671,082
Pasadena	33,807	19,121	36,020	1,774,254		16,272		[13] 139,789	1,792,534	1,008,198	196,778	2,997,510
Sacramento	14,589	17,437	24,885	1,345,801	30,105	24,044		223,818	1,623,768	764,141	75,000	2,462,909
San Diego	52,072	12,931	34,482	1,606,677	6,387	42,610		[5] 144,060	1,655,674	218,685	120,165	1,994,524
San Jose		18,233	9,163	788,593		38,050	1,907	[5] 46,630	828,550	213,414	108,869	1,150,833
Stockton	9,752	8,523	4,326	739,946	8,461	23,469		61,115	832,991	223,664	54,000	1,110,655

Colorado:												
Colorado Springs	17,961	8,561	14,042	692,748	----------	----------	----------	39,074	731,822	639,643	31,000	1,402,465
Pueblo—												
District No. 1	4,955	10,504	3,077	317,676	----------	4,924	2,466	17,080	342,146	210,774	91	553,011
District No. 20	9,632	8,275	5,827	444,834	----------	6,098	4,309	[14] 10,468	459,736	16,672	47,194	523,602
Connecticut:												
Meriden	----------	11,006	16,636	489,996	----------	3,061	1,176	9,563	503,796	----------	120,420	624,216
New Britain	800	21,009	74,908	861,280	----------	8,388	1,830	79,405	950,903	545,726	79,000	1,575,629
Stamford	2,660	20,445	11,692	710,687	----------	13,736	----------	----------	724,423	----------	----------	724,423
Waterbury	19,944	15,580	1,168	1,631,732	7,750	39,903	----------	110,462	1,789,847	131,268	93,000	2,014,115
Florida:												
Jacksonville	25,840	11,817	2,588	661,451	11,082	7,560	----------	96,000	776,093	440,769	11,387	1,228,249
Pensacola	2,251	6,533	----------	144,292	----------	----------	----------	----------	144,292	1,505	99,336	245,133
Tampa	----------	----------	2,160	363,525	----------	----------	----------	54,446	417,971	208,355	45,158	671,484
Georgia:												
Augusta	3,425	15,113	26,084	570,549	----------	----------	----------	1,949	572,498	175,844	10,000	758,342
Columbus	2,164	8,173	9,636	291,151	----------	----------	----------	7,604	298,755	7,074	26,888	332,717
Macon	385	10,046	19,279	464,634	----------	----------	----------	454	465,088	3,731	----------	468,819
Savannah	1,374	12,857	3,200	368,419	----------	863	7,948	12,379	389,609	11,030	----------	400,639
Illinois:												
Aurora—												
East side	[8] 10,424	[8] 8,000	----------	261,073	----------	----------	----------	22,918	283,991	309,896	16,000	609,887
West side	1,012	7,008	2,973	157,784	1,437	----------	----------	7,487	166,708	56,272	6,483	229,463
Cicero	8,185	11,968	8,850	437,959	----------	----------	6,170	28,653	472,782	98,318	21,000	592,100
Danville	3,376	12,730	3,557	330,658	----------	----------	----------	37,147	367,805	565,422	13,638	946,865
Decatur	14,541	9,752	32,342	622,129	----------	3,946	2,075	33,360	661,510	35,308	27,500	724,318
East St. Louis	13,944	9,037	9,816	731,344	----------	----------	----------	[15] 58,918	785,812	112,756	69,450	968,018
Evanston—												
District No. 75	4,047	14,478	11,575	344,685	----------	----------	----------	21,181	365,866	57,125	13,000	435,991
District No. 76	2,821	6,250	4,184	162,330	----------	----------	----------	11,568	173,898	8,051	122,250	304,199
Joliet	15,239	9,653	19,732	557,580	----------	----------	----------	44,498	602,078	273,562	20,289	895,929
Moline	7,381	7,762	3,674	438,000	----------	449	----------	22,528	460,977	29,906	64,000	554,883
Oak Park	2,649	11,087	14,532	478,729	----------	----------	----------	33,392	512,121	384,077	40,741	936,939
Peoria	22,885	9,879	16,048	934,260	6,980	3,797	8,072	51,143	1,004,252	49,419	56,362	1,110,033
Quincy	6,676	4,000	4,503	390,226	----------	6,166	----------	9,276	405,668	98,233	27,500	531,401
Rockford	13,076	12,338	19,768	1,003,912	6,080	7,678	3,898	69,265	1,090,833	401,666	965,600	2,458,099
Rock Island	4,406	6,340	6,840	379,223	----------	510	----------	2,483	382,216	57,583	22,015	461,814
Springfield	17,868	7,710	13,066	822,320	----------	----------	----------	40,030	862,350	53,238	48,015	963,603
Indiana:												
East Chicago	9,309	9,576	10,730	487,346	----------	9,253	19,827	33,960	550,386	459,203	32,000	1,041,589
Evansville	9,715	16,097	6,507	937,238	10,364	4,317	24,536	76,483	1,052,938	597,815	64,550	1,715,303
Fort Wayne	13,158	21,825	113,574	1,379,886	----------	3,637	----------	140,995	1,524,518	564,541	55,198	2,144,257
Gary	30,743	15,101	22,925	1,081,995	19,006	42,974	61,899	72,461	1,278,335	318,683	103,678	1,700,696
Hammond	12,357	17,919	47,963	749,700	[16]	[16]	----------	[17] 72,856	764,209	136,368	111,465	1,012,042
Kokomo	350	8,233	16,426	316,246	----------	2,561	----------	20,877	339,684	73,862	15,500	429,046
Muncie	4,628	11,942	13,697	557,913	512	4,450	----------	[5] 42,992	562,875	35,837	----------	598,712
South Bend	18,132	29,394	88,587	1,247,598	18,271	9,096	----------	137,309	1,412,274	614,149	548,000	2,574,423
Terre Haute	13,756	13,472	73,760	1,080,610	1,100	5,521	4,791	[18] 40,865	1,092,287	161,547	118,141	1,371,975

[5] Paid from sinking funds.
[8] Estimated.
[10] Includes $175,156 paid from sinking funds.
[11] Includes $88,794 paid from sinking funds.
[12] Includes $143,250 paid from sinking funds.
[13] Includes $137,781 paid from sinking funds.
[14] Includes $5,973 paid from sinking funds.
[15] Includes $4,450 paid from sinking funds.
[16] Included in day schools.
[17] Includes $58,347 paid from sinking funds.
[18] Includes $40,600 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Iowa:												
Cedar Rapids	$11,360	$16,420	$10,821	$747,992	$1,615	$4,600	----------	$85,336	$839,543	$378,099	$70,049	$1,287,691
Council Bluffs	6,302	10,491	14,209	545,567	----------	546	----------	35,047	581,160	197,231	20,000	798,391
Davenport	14,521	11,913	21,762	867,589	5,270	4,352	----------	47,590	924,801	312,995	61,000	1,298,796
Dubuque	13,643	5,729	5,546	411,591	8,815	1,735	$1,070	68,171	491,382	273,458	254	765,094
Sioux City	14,910	18,900	42,940	1,256,120	4,000	1,500	----------	112,100	1,373,720	149,500	10,000	1,533,220
Waterloo—												
East side	2,976	6,634	1,215	302,535	----------	160	----------	30,965	333,660	----------	11,850	345,510
West side	3,400	7,100	3,000	226,958	----------	287	----------	56,775	284,020	----------	20,000	304,020
Kansas:												
Topeka	12,735	13,064	19,636	806,066	----------	133	1,645	14,435	822,279	212,183	72,446	1,106,908
Wichita	37,394	8,467	11,733	1,235,075	----------	6,503	8,048	[19] 234,891	1,369,517	629,102	----------	1,998,619
Kentucky:												
Covington	3,645	5,895	3,005	339,595	----------	1,206	----------	28,323	369,124	26,680	171,792	567,596
Lexington	7,519	4,802	6,275	388,351	----------	----------	----------	[20] 8,952	393,345	43,231	188	436,764
Louisiana:												
Shreveport	2,025	9,950	6,050	401,329	----------	450	----------	126,050	527,829	784,000	93,000	1,404,829
Maine:												
Lewiston	1,234	3,646	9,844	189,674	----------	3,634	----------	----------	193,308	1,509	----------	194,817
Portland	4,579	11,288	4,018	839,833	----------	14,333	----------	----------	854,166	273,075	[21] 613,940	1,741,181
Massachusetts:												
Brockton	300	14,328	25,455	863,087	13,300	7,785	2,300	----------	886,472	9,700	----------	896,172
Brookline	3,698	19,037	13,983	596,840	----------	11,271	666	22,988	631,765	195,632	46,400	873,797
Chelsea	667	7,990	30,136	625,458	3,542	21,854	----------	----------	650,854	25,012	----------	675,866
Chicopee	----------	12,218	17,838	437,031	4,455	6,401	----------	1,615	449,502	48,040	39,000	536,542
Everett	4,720	8,214	8,091	572,377	9,682	17,896	----------	34,611	634,566	369,531	81,214	1,085,311
Fitchburg	3,399	11,918	28,511	498,743	15,245	6,898	1,069	26,200	548,155	228,367	31,500	808,022
Haverhill	----------	12,963	17,602	607,854	9,572	8,199	----------	----------	625,625	----------	----------	625,625
Holyoke	11,555	16,716	13,670	785,916	19,965	29,809	1,797	----------	837,487	80,325	----------	917,812
Lawrence	6,163	17,577	28,880	1,195,756	25,834	37,545	----------	----------	1,259,135	415,089	113,000	1,787,224
Lynn	53,133	17,454	38,245	1,140,483	16,220	23,762	3,188	44,051	1,227,704	----------	119,500	1,347,204
Malden	1,500	10,542	8,114	563,524	4,597	13,918	----------	3,250	585,289	79,893	19,200	684,382
Medford	2,072	12,275	7,100	581,127	----------	3,420	1,508	----------	586,055	700	----------	586,755
Newton	7,615	18,209	12,851	933,712	----------	13,142	688	----------	947,542	20,303	----------	967,845
Pittsfield	----------	14,039	19,199	628,133	13,244	4,956	786	87,304	734,423	158,543	----------	892,966
Quincy	5,769	29,459	25,022	738,673	5,744	15,532	2,363	----------	762,312	538,189	----------	1,300,501

Salem	4,774	[21] 10,807	9,940	401,350	----------	3,955	----------	----------	405,305	53,317	----------	458,622
Somerville	585	15,702	8,178	967,036	1,400	17,303	----------	----------	985,739	289,939	----------	1,275,678
Taunton	----------	9,959	13,007	402,019	12,365	5,415	----------	[22] 26,729	443,795	305,000	40,423	789,218
Waltham	5,271	5,851	17,649	303,450	2,882	10,825	742	20,309	338,208	152,831	31,000	522,039
Michigan:												
Battle Creek	10,580	8,761	26,389	607,784	2,138	3,103	2,767	23,750	639,542	82,360	35,000	756,902
Bay City	6,142	7,651	8,137	638,668	5,413	----------	----------	39,689	683,770	80,255	107,642	871,667
Flint [21]	26,722	16,159	43,850	1,171,981	2,000	9,749	2,445	248,924	1,435,099	1,166,027	474,800	3,075,926
Hamtramck	14,882	14,429	18,265	610,711	----------	10,016	----------	128,883	749,610	521,988	59,800	1,331,398
Highland Park	22,299	23,076	60,642	1,165,676	2,834	----------	----------	144,680	1,313,190	490,094	300,702	2,103,986
Jackson	10,626	17,037	11,160	609,013	6,522	5,784	1,111	37,130	659,560	13,697	43,013	716,270
Kalamazoo	21,391	13,991	62,227	876,050	6,165	5,739	----------	114,037	1,001,991	518,491	303,000	1,823,482
Lansing	12,538	14,998	43,760	863,320	3,925	11,337	----------	1,036	879,618	----------	740	880,358
Muskegon	11,304	12,440	74,013	673,285	16,926	6,401	2,835	45,389	744,836	58,262	38,689	841,787
Pontiac [21]	7,929	9,763	23,795	553,922	----------	----------	----------	70,530	624,452	61,559	269,337	955,348
Saginaw—												
East side	12,664	14,693	29,576	603,633	11,223	5,700	1,329	55,900	677,785	332,569	40,000	1,050,354
West side	7,829	9,443	22,432	466,285	3,261	2,175	----------	61,365	533,086	45,555	47,000	625,641
Minnesota:												
Duluth	47,042	23,873	54,444	1,666,373	----------	31,745	8,510	156,079	1,862,707	339,643	150,512	2,352,862
Missouri:												
St. Joseph	18,156	12,335	14,019	989,659	1,665	----------	----------	55,352	1,046,676	----------	70,049	1,116,725
Springfield	7,275	8,113	2,800	473,624	----------	----------	----------	45,856	519,480	105,782	8	625,270
Nebraska:												
Lincoln	34,176	25,249	18,665	1,049,113	----------	20,398	----------	[23] 111,174	1,074,807	256,784	352,324	1,683,915
New Hampshire:												
Manchester	1,355	17,807	18,332	726,947	----------	12,800	----------	114,858	854,605	97,687	124,166	1,076,458
New Jersey:												
Atlantic City	9,954	40,348	43,536	1,336,155	2,993	18,604	----------	146,226	1,503,978	510,988	50,975	2,065,941
Bayonne	49,164	25,040	49,472	1,512,014	8,118	33,805	1,743	144,666	1,700,346	595,240	49,500	2,345,086
East Orange	13,439	12,867	21,273	892,073	----------	----------	2,925	82,897	977,895	55,183	39,579	1,072,657
Elizabeth	23,813	17,837	23,523	1,302,574	----------	16,714	10,390	159,413	1,489,091	400,266	56,884	1,946,241
Hoboken	21,085	24,423	51,018	1,303,465	5,794	20,626	----------	154,633	1,484,518	4,301	770,293	2,259,112
New Brunswick	4,185	9,732	9,944	516,058	7,510	8,084	4,662	58,317	594,631	126,415	37,869	758,915
Orange	6,428	8,526	14,547	522,381	1,697	7,039	----------	36,475	567,592	31,712	24,377	623,681
Passaic	14,014	12,573	26,099	1,011,694	34,497	18,368	6,287	60,729	1,131,575	529,199	36,310	1,697,084
Perth Amboy	3,185	8,149	9,141	559,808	7,534	2,294	----------	43,689	613,325	218,887	5,500	837,712
West Hoboken	8,627	5,829	12,960	509,923	6,500	5,143	----------	24,650	546,216	56,907	14,075	617,198
New York:												
Amsterdam	4,771	15,459	15,207	477,190	21,483	5,261	----------	26,940	530,874	406,742	182,198	1,119,814
Auburn	5,370	10,494	8,028	417,567	7,296	2,019	----------	6,880	453,762	3,594	19,340	456,696
Binghamton	3,763	14,351	30,446	991,770	8,464	19,518	----------	77,008	1,096,760	110,209	----------	1,206,969
Elmira	3,080	10,057	15,835	546,319	9,155	9,320	1,328	29,148	595,270	369,520	15,000	979,790
Jamestown	8,953	13,372	17,837	647,053	10,000	6,726	2,397	72,471	738,647	457,133	36,539	1,232,319
Mount Vernon	12,127	10,367	77,509	1,015,321	15,740	11,127	1,704	79,406	1,123,298	641,121	56,000	1,820,419
Newburgh	10,214	6,741	11,615	361,791	4,800	1,447	2,274	7,171	377,483	6,568	6,042	390,093
New Rochelle	11,097	12,399	31,996	951,492	8,399	9,196	1,264	80,720	1,051,071	170,805	12	1,221,888
Niagara Falls	8,477	15,588	40,063	949,984	9,301	14,785	----------	178,237	1,152,307	885,568	20,000	2,057,875
Poughkeepsie	3,910	9,990	12,416	433,422	8,498	5,693	80	----------	447,693	7,736	606	456,035
Schenectady	14,338	15,062	34,522	1,496,615	34,817	18,706	1,650	[5] 146,695	1,698,483	34,300	239,459	1,972,242

[8] Estimated.
[10] Includes $115,000 paid from sinking funds.
[20] Includes $3,958 paid from sinking funds.
[21] Data of 1921–22.
[22] Includes $2,733 paid from sinking funds.
[23] Includes $105,878 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
Troy—												
Lansingburgh district	$2,453	$5,347	$2,500	$153,440				$4,775	$158,215	$1,516	$3,812	$163,543
Union district	4,158	8,743	46,874	693,445	$6,347	$7,739	$5,470	41,788	754,789	32,504	68,135	855,428
Utica	10,546	8,076	19,782	1,247,023	19,346	28,726		102,493	1,397,588	419,079	134,065	1,950,732
Watertown		10,094	5,389	487,650	4,866	2,360		34,806	529,682	30,316	38,800	598,798
North Carolina:												
Charlotte	780	14,197	6,714	469,626		857	1,301	8,325	480,109	34,390	155,000	669,499
Wilmington	3,080	7,813	9,324	257,208				6,058	263,266	53,600	150,212	467,078
Winston-Salem		12,358		492,482				94,395	586,877	627,000	68,499	1,282,376
Ohio:												
Canton	14,593	11,038	91,891	1,297,025		17,974		[5] 335,401	1,314,999	302,425	80	1,617,504
Hamilton	2,931	9,800	30,875	469,212		1,344		[5] 147,061	470,556	97,750	184,590	752,896
Lakewood	19,739	12,575	12,868	985,021		7,842	7,534	235,083	1,235,480	419,139	125,500	1,780,119
Lima	7,755	6,985	7,299	482,928		4,887		[5] 73,498	487,815	527,232	134,257	1,149,304
Lorain	8,584	8,873	41,908	532,429		5,533	1,185	105,355	644,502	87,559	212,802	944,863
Portsmouth	3,708	6,850	6,401	411,845				[5] 56,219	411,845	62,257	176,219	650,321
Springfield	7,135	7,403	6,280	690,517		4,505		[24] 97,129	697,943	164,948	240,392	1,103,283
Oklahoma:												
Muskogee	5,860	8,956	6,972	462,631				[25] 49,016	471,678	25,180	114,219	611,077
Oklahoma City	47,750	23,043	38,957	1,792,326	5,137	10,642	7,992	271,553	2,087,650	1,463,136	40,000	3,590,786
Tulsa	39,235	28,293	16,711	1,681,448		13,243		[5] 185,655	1,694,691	262,115	10,631	1,967,437
Pennsylvania:												
Allentown	18,420	23,782	47,684	907,138	14,854	7,528	1,150	110,896	1,041,566	278,492	375,754	1,695,812
Altoona	17,877	10,122	22,428	704,019		3,198	316	68,625	776,158	334,952	139,527	1,250,637
Bethlehem	15,725	11,343	23,938	689,133	4,700	1,944		150,794	846,571	403,242	113,485	1,363,298
Chester	9,802	19,017	11,425	673,670		3,688		1,894	679,252	346,746	178,896	1,204,894
Easton	20,107	15,384	31,095	493,326		4,698	2,575	[26] 41,898	501,222	313,475	177,129	991,826
Erie	41,868	22,637	143,802	1,558,041	3,299	18,021	8,998	137,998	1,726,357	573,328	777,664	2,377,349
Harrisburg	25,711	14,105	36,884	1,111,946	5,983	6,011		[27] 94,071	1,124,877	209,621	286,133	1,620,631
Hazleton	10,608	9,140	18,187	461,511	6,000			39,165	506,676	9,854	10,134	526,664
Johnstown	19,340	13,528	15,198	981,257		7,127	961	[5] 107,055	989,345	273,819	198,231	1,461,395
Lancaster	13,772	8,116	6,300	511,082	5,500	2,213		60,483	579,278	192,165	104,597	876,040
McKeesport	26,902	10,276	11,929	644,453	4,441	2,458		56,163	707,515	152,113	42,095	901,723

New Castle	16,978	8,479	6,757	659,806			3,166	78,375	741,347	155,369	29,770	926,486
Norristown	6,671	6,432	8,047	314,875	5,700	500		40,835	361,910	173,380	31,262	566,552
Wilkes-Barre	27,882	13,311	22,404	939,315		7,373	6,570	30,818	984,076	451,190	49,137	1,484,403
Williamsport	15,052	6,540	8,169	508,858	2,500	1,471		1,073	513,902	26,447	75,362	615,711
York	18,845	6,690	15,987	531,256	24,866			[28] 13,870	556,373	40,916	41,198	638,487
Rhode Island:												
Newport		7,624	250	354,398		2,011			356,409		36,000	392,409
Pawtucket	15,935	15,942	6,900	765,805		13,689			779,494			779,494
Woonsocket	2,949	7,954	2,984	308,441		9,548	660	6,750	325,399	1,313	5,172	331,884
South Carolina:												
Columbia	4,625	6,015	2,985	294,021		663		[29] 33,007	302,492	151,957	73,973	528,422
Tennessee:												
Chattanooga	5,726	8,748	10,631	448,089				3,847	451,936	340,397		792,333
Knoxville	3,737	8,580	14,104	718,420					718,420			718,420
Texas:												
Austin	2,796	8,048	1,707	364,731		2,963		2,874	370,568	5,265		375,833
Beaumont	7,135	9,445	5,525	344,640		2,483	1,430	1,901	350,454	8,447	14,771	373,672
El Paso	20,354	12,169	12,402	910,392	3,240	16,687		114,855	1,075,174	16,862	500	1,092,536
Galveston	2,300	5,300	2,205	331,216		3,590			334,806	410,902		745,708
Waco	5,868	7,557	1,375	477,639				[5] 33,954	477,639	13,231	32,000	522,870
Wichita Falls	9,716	7,895	1,965	337,778			2,132	73,501	413,411	340,559	1,894	755,864
Utah:												
Ogden	8,477	8,545	1,018	518,107	5,058	4,893	600	47,008	575,666	85,263		660,929
Virginia:												
Lynchburg	2,380	7,069	5,123	304,899		5,623	2,580		313,102	790		313,892
Newport News	5,308	5,014	4,757	286,959				42,211	329,170	325,608	22,588	677,366
Petersburg		5,230	7,019	244,395		3,446	1,867	22,068	271,776	49,641	9,929	331,346
Portsmouth	4,705	6,121	4,943	374,289	2,400				376,689	3,599		380,288
Roanoke	5,577	5,497	5,168	494,813		8,322	6,910	85,500	595,545	596,447		1,191,992
Washington:												
Tacoma	28,472	18,219	34,255	1,407,525		2,594		39,179	1,449,298	438,055	1,559,377	3,446,730
West Virginia:												
Charleston	6,908	9,679	29,054	582,158	252	734	3,454	75,795	662,393	213,587	74,346	950,326
Huntington	11,727	13,008	113,009	944,457		1,335	7,062	58,116	1,010,970	34,673	75,000	1,120,643
Wheeling [21]	3,800	10,500	23,682	528,732		4,200	2,000	5,175	540,107		10,000	550,107
Wisconsin:												
Green Bay	3,015	8,871	403	386,404				45,210	431,614	465,326	219,000	1,115,940
Kenosha	14,407	11,869	23,004	672,164	33,920	9,941			716,025	423,902		1,139,927
La Crosse	7,375	7,726	1,190	392,329	25,216		7,178		424,723	6,761		431,484
Madison	17,121	13,929	2,333	770,672	26,618	9,901		[5] 21,280	807,191	146,291	58,666	1,012,148
Oshkosh	4,935	6,606	26,842	443,315	42,103	3,386		94	488,898	224,106		713,004
Racine	10,253	17,841	8,623	822,967		9,729	3,633		836,329	34,504		870,833
Sheboygan	([30])	8,080	12,303	531,630	625	3,123	1,600		536,978	105,961		642,939
Superior	7,671	4,531	5,618	566,708					566,708	212,280		778,988

[5] Paid from sinking funds
[21] Data of 1921–22.
[24] Includes $94,208 paid from sinking funds.
[25] Includes $39,969 paid from sinking funds.
[26] Includes $41,275 paid from sinking funds
[27] Includes $93,134 paid from sinking funds.
[28] Includes $13,619 paid from sinking funds.
[29] Includes $25,199 paid from sinking funds.
[30] Included in following column.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Anniston		$4,200		$97,032				$5,549	$102,581	$45,586	$92,250	$240,417
Bessemer	$169	5,176		117,660				17,850	135,510	196,302		331,812
Dothan	392	4,761	$3,004	68,245				8,500	76,745	1,411	28	78,184
Florence		4,450		68,132					68,132	6,061		74,193
Gadsden		3,786	687	88,456				28	88,484	106		88,590
Selma [21]	690	5,680		87,199				3,310	90,509	12,324	6,310	109,143
Arizona:												
Phoenix	3,554	9,893	6,310	372,202				1,126	373,328	6,102		379,430
Tucson	900	11,499	7,952	377,787		$1,513		61,355	440,655	432,855	18,500	892,010
Arkansas:												
Fort Smith	5,635	6,981	245	321,763			$450	34,535	356,748	1,118	156,400	514,266
Hot Springs	600	6,000		125,120				14,854	139,974	7,791	13,000	160,765
North Little Rock	600	3,050		91,546				4,005	95,551		10,000	105,551
Pine Bluff	900	4,550		153,667				14,650	168,317	8,500	57,500	234,317
California:												
Alameda		14,932	5,017	531,197		9,274		20,577	561,048	116,650	16,015	693,713
Alhambra	11,616	7,065	8,567	420,546		4,742		49,355	474,643	476,293	43,921	994,857
Bakersfield	2,038	12,920	4,439	376,044				26,750	402,794	24,464	79,000	506,258
Eureka		10,297	13,137	242,219		3,811		[8] 6,000	252,030	23,925		275,955
Glendale		18,576	8,609	351,233				51,874	403,107	488,462		891,569
Pomona	162	11,483	10,307	344,729				30,315	375,044	21,134	11,500	407,728
Richmond		24,803	13,726	567,375					567,375	148,644		716,019
Riverside	1,279	8,388	15,955	485,282				39,538	524,820	404,531		929,351
San Bernardino	5,987	9,975	10,720	440,002		4,368			444,370	196,672		641,042
Santa Ana	8,810	7,400	20,778	501,828		3,200		48,310	553,338	435,395		988,733
Santa Barbara	653	20,273	10,767	380,537					380,537	733,384		1,113,921
Santa Cruz	45	6,948	8,185	253,398		636		10,350	264,384	37,723		302,107
Santa Monica	9,761	9,419	7,863	533,540		4,508		1,324	539,372	482,295	48	1,021,715
Vallejo	3,114	7,419	3,870	207,716	$1,288			26,953	235,957	5,390	38,721	280,068
Venice	2,080	6,000	31,855	194,834					194,834			194,834
Colorado:												
Boulder	1,600	5,065	450	218,706			2,000	20,236	240,942	232,214	43,220	516,376
Greeley	3,600	6,900	5,490	205,359		75	1,571	10,313	217,318	22,528	11,000	250,846
Trinidad	4,997	5,098	451	196,236		1,594		16,893	214,723	26,090		240,813

Connecticut:												
Ansonia	1,990	4,000	2,291	228,921		1,857			230,778	8,553		239,331
Bristol	4,451	4,927	11,442	331,477		3,975		2,863	338,315	45,276	17,800	401,391
Danbury	4,567	6,394	6,724	266,253		2,053			268,306	3,441		271,747
Derby		4,470	2,915	122,385		447		5,584	128,416	19,084	7,000	154,500
East Hartford	1,442	6,009	8,010	176,840		665		13,500	191,005	3,621		194,626
Enfield	2,829	3,980	9,647	158,878		2,831			161,709	2,715		164,424
Fairfield	2,757	2,300	15,951	205,457		400	2,697		208,554			208,554
Greenwich	2,366	9,258	14,570	478,566		4,391		20,370	503,327	18,160	35,000	556,487
Manchester—												
Districts 1–8	597	2,750	4,979	121,778				7,985	129,763	130,000		259,763
District 9	5,956	7,501	6,255	245,177				25,328	270,505	16,125	28,583	315,213
Middletown	5,701	6,032	5,370	200,727		1,376	1,626	7,596	211,325		22,716	234,041
Milford	179	3,320	1,405	134,553		661		12,380	147,594	2,262	40,000	189,856
Naugatuck	2,519	6,441	4,201	219,292		2,041		577	221,910	1,372		223,282
New London	6,013	6,438	24,478	300,326		2,605	1,759	27,925	332,615	89,177	15,000	436,792
Norwalk	207	10,995	6,134	298,172				3,237	301,409	2,325		303,734
Norwich	2,205	4,500	3,227	250,853		1,013		10,795	262,661	3,537	10,000	276,198
Stonington	1,413	4,437	12,502	114,585		533		524	115,642	2,300		117,942
Stratford	1,335	7,147	5,841	210,904		609	1,318	17,417	230,248	3,053	8,000	241,301
Torrington	785	7,788	6,128	321,463		2,200			323,663	11,570	16,000	351,233
Wallingford	2,162	4,151	10,859	170,095		2,019		10,568	182,682	4,986		187,668
Windham	199	4,920	6,628	150,166		1,879		46,398	198,443	2,120	74,630	275,193
Florida:												
Key West	573	3,375		73,948					73,948	62,500		136,448
Miami	5,922	6,027	1,800	331,353		1,783		72,831	405,967	285,253	79,981	771,201
St. Petersburg	1,972	5,060		152,192				[5] 26,397	152,192	218,839	51,588	422,619
Georgia:												
Albany	410	3,645		80,836				5,586	86,422	67,948	13,000	167,370
Athens	3,050	3,700	8,980	146,480		5,279			151,759	8,298		160,057
Brunswick	1,153	2,556	2,424	76,939					76,939	57,639		134,578
Lagrange		3,450	3,823	127,783				15,000	142,783	9,094		151,877
Rome	100	3,200		65,938					65,938	475		66,413
Valdosta	300	4,060		63,080				7,800	70,880	6,000	5,000	81,880
Waycross		3,960	300	68,466				1,443	69,909			69,909
Idaho:												
Boise	7,135	6,736	6,184	337,829		302	350	52,731	391,212	7,591	32,688	431,491
Pocatello	500	5,893	12,207	234,154				38,001	272,155	102,418	32,439	407,012
Illinois:												
Alton	4,606	9,714	3,871	250,278				17,411	267,689	15,522	16,100	299,311
Belleville	1,776	4,850	3,571	165,172				9,448	174,620	19,309	17,000	210,929
Berwyn—												
District 98	216	3,300	532	46,913				245	47,158	433		47,591
District 100		4,650		99,834					99,834	5,548		105,382
Bloomington	7,591	6,800	3,358	367,739				9,000	376,739	117,924	20,000	514,663
Blue Island	1,100	3,734	2,560	120,643		1,170		3,398	125,211	1,022	6,700	132,933
Cairo	2,903	5,923	1,440	197,457		1,452		4,487	203,396	1,321	2,000	206,717
Canton	1,827	3,929	1,571	132,314				6,161	138,475	6,004	88,000	232,479
Centralia	2,257	5,227		129,380					129,380		3,706	133,086

[5] Paid from sinking funds

[21] Date of 1921–22.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Illinois—Continued.												
Champaign	$1,183	$7,175	$4,117	$228,024	----------	----------	----------	$10,215	$238,239	$106,846	$11,030	$356,115
Chicago Heights	1,635	8,592	1,100	145,469	----------	----------	----------	15,693	161,162	17,951	9,000	188,113
Elgin	6,070	8,653	3,190	367,392	----------	----------	----------	22,442	389,834	9,496	322,500	721,830
Forest Park	1,961	3,160	700	75,695	----------	----------	----------	----------	75,695	13,256	65,277	154,228
Freeport	450	5,000	2,615	203,693	----------	$1,920	$300	1,075	206,988	8,667	10,000	225,655
Galesburg	1,322	8,141	3,381	290,366	----------	----------	----------	----------	290,366	39,122	----------	329,488
Granite City	6,741	5,500	3,120	269,612	----------	----------	----------	20,277	289,889	64,985	9,000	363,874
Herrin	----------	3,600	----------	113,000	----------	----------	----------	2,700	115,700	2,000	----------	117,700
Jacksonville	2,665	4,080	2,530	162,106	----------	----------	----------	17,837	179,943	9,695	15,000	204,638
Kankakee	4,000	5,800	1,500	192,555	----------	----------	----------	550	193,105	----------	3,500	196,605
Kewanee	3,444	4,954	2,968	164,867	----------	----------	----------	16,196	181,063	46,956	6,500	234,519
La Salle	676	5,129	316	82,094	----------	551	----------	5,466	88,111	15,641	4,000	107,752
Lincoln	1,878	5,200	3,061	174,341	----------	876	----------	3,017	178,234	1,862	5,000	185,096
Mattoon	115	5,135	1,250	112,252	----------	----------	----------	8,782	121,034	----------	26,516	147,550
Maywood Melrose Park	2,721	4,350	561	144,045	----------	----------	1,000	12,599	157,644	1,962	56,500	216,106
Ottawa	747	5,300	1,343	81,963	----------	----------	----------	[8] 400	82,363	6,003	3,000	91,366
Pekin	809	11,254	7,661	164,582	----------	----------	----------	4,206	168,788	91,007	14,000	273,795
Streator	771	6,763	2,565	134,477	----------	----------	----------	1,502	135,979	7,212	5,000	148,191
Urbana	3,023	4,026	2,394	133,598	----------	----------	----------	12,310	145,908	1,979	8,000	155,887
Waukegan	6,471	5,175	2,404	229,431	----------	----------	----------	17,420	246,851	79,470	102,604	428,925
Indiana:												
Anderson	642	8,265	5,241	369,775	$240	2,407	----------	18,860	391,282	113,435	7,000	511,717
Bloomington	300	7,127	5,389	185,374	----------	----------	----------	12,176	197,550	88,394	25,826	311,770
Clinton	1,354	5,458	1,431	115,572	----------	----------	----------	6,276	121,848	805	----------	122,653
Crawfordsville	1,577	8,384	4,814	188,338	----------	----------	----------	10,240	198,578	5,102	----------	203,680
Elkhart	5,497	7,443	1,726	331,734	----------	1,483	----------	27,675	360,892	87,478	55,000	503,370
Elwood	867	6,181	1,527	138,392	----------	----------	----------	3,150	141,542	9,407	5,000	155,949
Frankfort	3,175	5,104	9,166	164,776	----------	----------	----------	13,197	177,973	84,855	----------	262,828
Huntington	450	6,460	14,733	249,112	----------	1,349	----------	12,428	262,889	1,800	----------	264,689
Jeffersonville	----------	3,300	----------	88,059	----------	----------	----------	[5] 2,285	88,059	----------	----------	88,059
La Fayette	765	6,371	12,544	303,702	----------	----------	----------	----------	303,702	205,981	----------	509,683
Laporte	2,651	6,126	1,106	193,926	----------	881	----------	[31] 17,038	195,520	266,944	41,957	504,421
Logansport	3,898	7,465	27,368	300,206	----------	1,021	----------	19,002	320,229	170,330	39,500	530,059
Marion	1,162	8,449	1,646	288,641	----------	1,554	----------	20,100	310,295	231,821	37,968	580,084

Michigan City	3,150	7,629	7,880	254,509				7,915	262,424	40,665	21,197	324,286
Mishawaka	4,149	6,091		232,527		3,046		17,844	253,417	385,357	2,500	641,274
New Albany	2,984	4,616	6,174	200,679		270		8,767	209,716	11,354	7,000	228,074
Newcastle	300	5,111	1,891	151,633				16,614	168.247	126,897	20,000	315,140
Peru	2,260	4,452	7,005	176,301				15,251	191,552		16,500	208,052
Richmond	6,221	7,000	3,637	397,931	450	1,494		39,895	439,770	165,365	50,000	655,135
Vincennes	1,812	6,900	6,554	202,019	3,333			6,453	211,805	33,267		245,072
Whiting	3,964	7,380	4,359	222,652		3,752	2,580	27,892	256.876	158,999		415,875
Iowa:												
Boone	644	5,330	905	156,041				16,125	172,166			172,166
Burlington	3,435	9,059	5,550	381,018	2,200	588		5.886	389,692	17,617	10,000	417,309
Clinton	5,594	7,052	1,023	287,425				16,785	304,210	32,564	20,012	356,786
Fort Dodge	3,791	4,655	8,835	313,629		3,165		41,265	358,059	18,087	15,000	391,146
Fort Madison	600	6,751	1,039	114,700				17,265	131,965	69,010		200,975
Iowa City	3,324	5,947	1,299	173,468				10,823	184,291	3,457	5,000	192,748
Keokuk	2,833	6,103	1,206	179,785				17,611	197,396	443,714		641,110
Marshalltown	4,328	5,486	1,985	238,398		350	400	9,886	249,034	11,200	21,100	281,334
Mason City	5,960	7,827	8,579	343,163				39,045	382,208	70,159	27,093	479,460
Muscatine		7,726	114	199,941	1,800			5,425	207,166	1,267	1,000	209,433
Ottumwa	3,942	7,152	1,574	359,447	3,845			51,492	414,784	105,464	11,000	531,248
Kansas:												
Arkansas City	1,860	7,825	385	197,580				17,684	215,264	10,403	8,000	233,667
Atchison	1,262	7,447	3,475	152,775				20,020	172,795	7,220		180,015
Chanute	2,038	5,745	2,587	151,156		518		6,275	157,949	1,622	11,785	171,356
Coffeyville	2,543	7,644	1,778	198,768		284	6,493	26,937	232,482	103,421	44,183	380,086
Eldorado	589	5,902	2,802	194,977				13,861	208,838	7,312	61,239	277,389
Emporia	2,031	6,318	2,621	196,646				9,923	206,569	129,341		335,910
Fort Scott	2,664	4,190		157,034				16,934	173,968	42,989		216,957
Hutchinson	3,750	7,110	6,406	424,956			1,695	40,608	467,259	205,062		672,321
Independence	1,886	[8] 8,000	1,192	242,352			2,569	26,139	271,060	127,281	9,000	407,341
Lawrence	1,935	6,262	11,093	228,571				27,268	255,839	545,858		801,697
Leavenworth	2,570	6,000	211	181,697					181,697		39,173	220.870
Parsons	1,089	6,390	3,566	211,521		284	1,418		213,223	33,662	10,642	257,527
Pittsburg	1,913	8,887	4,022	228,568		315	1,364	23,063	253,310	13,829	34,000	301,139
Salina	1,663	8,549	3,643	290,087		2,421	2,336	24,151	318,995	70,782		389,777
Kentucky:												
Ashland	1,100	8,435	56	217,793					217,793	27,836	11,272	256,901
Henderson	1,119	4,354	978	108,898					108,898	2,500		111,398
Newport	2,415	4,710	2,313	170,323				3,007	173,330	556	16,325	190,211
Owensboro	1,224	6,292	1,445	146,636				15,000	161,636	148,820		310,456
Paducah	618	6,768	3,372	167,083					167,083	6,358	56,200	229,641
Louisiana:												
Alexandria	1,855	3,948	6,030	165,070		728	3,659	21,681	191,138	45,220	28,169	264,527
Baton Rouge	280	8,758	900	181,481				31,750	213,231	47,681	23,000	283,912
Lake Charles	1,625	3,600		154,917				337	155,254	7,392		162,646
Monroe		4,072		103,187					103,187			103,187
Maine:												
Auburn	1,723	3,893	6,554	195,413		626			196,039	93,747		289,786
Augusta		4,829	4,502	146,717		705		1,190	148,612		5,600	154,212
Bangor	5,338	4,150	13,621	358,658		4,923		11,350	374,931		5,000	379,931

[8] Paid from sinking funds.

[8] Estimated.

[31] Includes $16,325 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Maine—Continued												
Bath	$1,255	$2,257		$80,544		$1,530			$82,074	$1,348		$83,422
Biddeford	1,400	4,000	$6,078	104,079		2,347			106,426			106,426
Sanford		3,531	1,335	109,281		2,183			111,464			111,464
Waterville	885	4,267		126,352					126,352			126,352
Maryland:												
Annapolis			7,981	81,172		110	$1,400	$4,560	87,242	1,221	$1,617	90,080
Cumberland	1,410	2,067	1,510	229,394					229,394	107,996		337,390
Frederick [32]	350	2,000	610	120,187					120,187	50,796		170,983
Hagerstown	2,422	3,309	3,500	244,482					244,482	8,230	4,207	256,919
Massachusetts:												
Adams	1,117	4,470	3,829	128,844				14,040	142,884	1,173	18,000	162,057
Amesbury	26	5,373	4,418	118,126					118,126	771		118,897
Arlington	167	6,839	10,300	373,674		1,081	481	19,450	394,686	83,372	39,500	517,558
Attleboro	3,317	6,360	10,738	277,422	$8,228	2,082	612	7,585	295,929	9,220	22,500	327,649
Belmont	2,633	5,090	4,529	191,687				25,806	217,493	6,932	43,000	267,425
Beverly	4,638	6,480	9,664	378,035	12,013	6,688		22,362	419,098	349,849	37,525	806,472
Braintree	2,411	4,100	7,274	179,768	4,490			5,155	189,413	41,673	13,500	244,586
Clinton	222	6,370	4,187	142,124	6,224	1,471		280	150,099	1,345	4,000	155,444
Danvers		5,582	4,981	146,046					146,046	521		146,567
Dedham	1,123	6,283	5,656	199,092	65	835		19	200,011	3,667		203,678
Easthampton	245	1,824	8,928	119,617	2,173	1,532	500		123,822	1,094		124,916
Framingham	4,294	6,078	13,186	269,792	3,509	2,636		28,330	304,267			304,267
Gardner	1,976	6,540	7,319	183,404	6,294	644		8,175	198,517	1,008	14,750	214,275
Gloucester	3,640	7,723	7,104	305,652	2,684	6,963		14,248	329,547	24,920	19,000	373,467
Greenfield	88	6,247	5,537	233,592		312		18,000	251,904	1,988	23,000	276,892
Leominster		8,873	12,059	222,827		2,381	438		225,646	3,394		229,040
Marlboro		6,180	8,070	144,319	5,401	789		960	151,469		12,000	163,469
Melrose		9,166	6,260	256,053		2,183			258,236	335,000		593,236
Methuen	19	8,497	10,666	215,801	4,656	2,145			222,602	1,769		224,371
Milford		5,015	9,528	156,259		580		1,960	158,799	143	7,201	166,143
Natick		6,100	8,669	172,215	437	299			172,951	11,942		184,893
Newburyport		8,336	2,446	137,767				10,503	148,270	367	11,000	159,637
North Adams	457	7,968	5,615	256,548	8,238	2,713		12,145	279,644	5,175	23,392	308,211
Northampton		8,334	7,560	225,041		562	1,320	3,148	230,071	9,071		239,142
Northbridge	961	4,313	8,074	144,765	4,864	1,220	278		151,127	4,551		867,155

Norwood		8,007	11,447	254,536		1,219	562	19,720	276,037	25,283	31,700	333,020
Peabody	883	6,196	15,032	257,662		315		33,645	291,622	2,721	44,000	338,343
Plymouth		6,710	34,504	214,378		948	444		215,770	2,031		217,801
Revere	3,961	8,875	10,221	522,761		6,824	1,200		530,785	219,869		741,654
Saugus		4,430	6,965	165,451				7,049	172,500	19,571	12,000	204,071
Southbridge		5,250	6,236	105,206		3,290			108,496	3,813		112,309
Wakefield	2,370	7,993	2,342	221,658		7,522	270		229,450	4,568		234,018
Watertown	2,436	5,752	15,489	308,891	1,600	2,624			313,115	108,966		422,081
Webster	1,036	4,637	7,803	116,001	9,490	1,512	543		127,546	1,761		129,307
Westfield		5,575	8,217	245,294		540		8,300	254,134	31,497	22,480	308,111
West Springfield	3,417	6,598	9,181	253,300		1,133	200	18,628	273,261	44,721	27,500	345,482
Weymouth	243	6,339	13,838	199,810	3,965			7,581	211,356	234,768	7,000	453,124
Winchester	2,181	5,890	3,746	177,946		790	225		178,961	3,087		182,028
Winthrop		4,449	3,567	202,106		471			202,577			202,577
Woburn	2,855	4,100	2,916	195,806		685	414		196,905	31,749		228,654
Michigan:												
Adrian	1,337	7,801	7,818	192,217					192,217	8,972	201	201,390
Alpena	4,085	4,000	5,156	127,354		156		6,133	133,643	53,728		187,371
Ann Arbor	6,478	9,804	31,881	421,155	1,523	1,231	5,134	58,375	487,418	458,996	46,018	992,432
Benton Harbor	1,000	4,026	846	207,903		1,004		20,312	229,219	12,246	5,000	246,465
Calumet	1,375	8,350	5,057	275,637		2,208	2,371	900	281,116		9,000	290,116
Escanaba	3,900	6,000		195,887		118		4,785	200,790	69,774	37,000	307,564
Holland	2,973	6,600	1,365	185,366				17,845	203,211	282,063	5,000	490,274
Ironwood	5,367	11,333	1,881	297,230		4,308		14,615	316,153	168,510	34,000	518,663
Ishpeming	1,649	6,288	314	162,551				1,163	163,714	79,416		243,130
Marquette	1,500	7,852	1,662	148,041		328			148,369	4,370		152,739
Monroe	732	8,782	5,756	155,265				16,850	172,115	23,497	22,000	217,612
Owosso		7,459	2,499	194,058				16,903	210,961	194,885	110,000	515,846
Port Huron	5,819	9,271	9,348	385,853		2,174	1,716	12,495	402,238	29,302	101,000	532,540
Sault Ste. Marie	714	8,869	1,398	224,951		749	174	9,253	235,127	3,693	17,056	255,876
Traverse City	1,563	4,575	1,286	135,029		127		17,000	152,156	72,406	20,000	244,562
Wyandotte	688	10,275	8,934	277,245		5,319	1,952	70,113	354,629	47,714	87,808	490,151
Minnesota:												
Faribault	500	5,980	4,069	142,301		117		1,400	143,818	4,426	20,300	168,544
Hibbing	47,163	37,193	227,139	1,318,480		14,162	10,946	176,008	1,519,596	970,557		2,490,153
Mankato	2,347	7,630	6,191	193,316		804	3,512	22,049	219,681	1,853		221,534
Rochester	16,070	5,760	2,378	273,311		1,003		(33)	274,314	42,262	40,236	356,812
St. Cloud	1,951	8,119	7,476	193,935		3,045			196,980	8,032		205,012
Virginia	21,140	11,670	49,215	636,438		6,164	2,250		644,852	199,228		844,080
Winona	3,599	7,302	6,723	239,355		1,158		10,163	250,676	56,031	10,000	316,707
Mississippi:												
Biloxi		3,000		91,228				15,250	106,478	230,000		336,478
Columbus	150	3,600	300	68,778				4,400	73,178	250		73,428
Greenville		4,250	1,000	83,732		250	1,616		85,598	15,000		100,598
Jackson	1,862	4,200	739	161,688			2,500		164,188	4,387	18,968	187,543
Laurel		6,093	2,141	128,923				13,700	142,623		2,100	144,723
Meridian		9,769	306	169,521				11,877	181,398	257,163	7,600	446,161
Vicksburg		4,680		84,207				2,250	86,457	87,600	500	174,557

[32] Estimated to be one-third of entire county system.

[33] Included in column 12.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Missouri:												
Cape Girardeau	$2,536	$4,000	$1,095	$140,406				$11,069	$151,475		$25	$151,500
Carthage	2,621	4,225	1,242	122,365				13,745	136,110	$2,466		138,576
Columbia	10,987	4,000		158,391				9,510	167,901	32,975		200,876
Hannibal	1,100	3,825	350	171,052				3,880	174,932	32,615		207,547
Independence	760	4,050	2,983	174,329				8,412	182,741	1,458		184,199
Jefferson City	3,498	4,150	185	107,548				6,155	113,703	4,188		117,891
Joplin	5,468	4,566		371,208				17,673	388,881	24,145		413,026
Moberly	400	3,600	3,730	113,175				5,500	118,675			118,675
Sedalia	633	7,414	2,749	200,374				36,441	236,815	241,924	34,323	513,062
Montana:												
Anaconda	2,568	5,027	5,277	170,841					170,841		1,125	171,966
Billings	4,943	5,596	500	231,306				35,290	266,596	6,371		272,967
Great Falls	8,345	7,944	4,226	388,058				19,980	408,038	2,242		410,280
Helena	4,214	6,702	51,168	245,948				29,922	275,870	2,829		278,699
Missoula	3,209	6,678	1,910	172,813				16,184	188,997	2,341	6	191,344
Nebraska:												
Grand Island	1,691	7,430	2,440	200,016		$3,771		29,924	233,711	151,252	11,120	396,083
Hastings	1,506	4,850	1,984	188,008				558	188,566	5,374		193,940
North Platte	14	7,093	1,301	119,736				460	120,196	70,034		190,230
Nevada:												
Reno	600	7,600		202,134				21,963	224,097	44,275	34,000	302,372
New Hampshire:												
Berlin	200	8,126	16,050	189,010	$3,650	5,512		23,295	221,467	10,273	33,500	265,240
Concord	2,418	4,559	19,315	264,013		330		7,085	271,428	23,886	12,000	307,314
Dover	50	4,069	6,839	102,968		752		963	104,683	2,123	7,998	114,804
Keene	1,040	5,966	32,272	174,185		500		5,094	179,779	5,507	15,000	200,286
Laconia	100	6,681	6,216	111,823		1,400		10,772	123,995	1,308	14,230	139,533
Nashua	100	8,500	9,053	293,809		3,067			296,876	18,275	36,344	351,495
Portsmouth		9,526	285	150,308				3,683	153,991	513	10,500	165,004
New Jersey:												
Asbury Park	6,493	7,846	7,150	262,494		1,340		19,113	282,947	15,286	20,327	318,560
Belleville	4,980	1,618	5,195	255,857				37,369	293,226	179,286	29,026	501,538
Bloomfield	2,473	7,955	8,406	431,519		4,551		30,147	466,217	263,042	30,009	759,268
Bridgeton	847	4,592	3,014	192,966			$665	20,000	213,631	61,522		275,153
Carteret	4,179	5,395	6,341	161,857		558		13,501	175,916	16,000	14,508	206,424

Clifton	6,657	10,158	6,916	431,933		1,762		46,553	480,248	99,106	28,500	607,854
Englewood	2,458	9,049	7,082	292,768			575	24,900	318,243	978	16,130	335,351
Garfield	3,748	8,425	6,794	346,216				29,109	375,325	66,481	16,718	458,524
Gloucester	1,692	4,527	3,860	110,661	1,227			4,200	116,088	3,121		119,209
Hackensack	7,537	8,711	6,254	489,124		2,560	2,599	33,093	527,376	74,220	14,500	616,096
Harrison	2,763	6,839	2,587	170,750	432	1,932		11,423	184,537		10,000	194,537
Irvington	6,731	8,057	6,231	441,050	6,451	3,444	2,050	32,466	485,461	80,852	14,455	580,768
Kearny	7,833	10,530	13,079	549,058	3,700	3,424	3,216	87,462	646,860	192,790	35,193	874,843
Long Branch	3,921	6,354	19,249	285,007	1,100	1,893			288,000	100,596	15,000	403,596
Millville	4,640	4,292	18,144	171,510	1,000			8,360	180,870	33,758	12,649	227,277
Montclair	14,275	19,950	22,139	826,592		6,299	11,175	113,719	957,785	477,594	63,066	1,498,445
Morristown	2,123	[6] 6,000		217,636		259		11,160	229,055	2,150	7,202	238,407
North Bergen	8,738	9,088	44,648	546,959	2,219			53,345	602,523	27,466	32,213	662,202
Phillipsburg	2,490	6,480	2,594	204,764	1,250				206,014	68,773		274,787
Plainfield	6,952	14,699	5,525	587,578	4,901			43,063	635,542	101,380	19,000	755,922
Rahway	3,891	6,384	6,583	199,045		2,291		15,410	216,746	4,313	8,763	229,822
South Orange	6,911	7,000	11,334	373,901				47,278	421,179	722,401	48,364	1,191,944
Summit	2,926	9,568	5,751	266,582			478	36,489	303,549	180,734	28,351	512,634
Weehawken	5,196	3,440	33,669	226,718		244	258	6,854	234,074		8,751	242,825
West New York	12,726	8,236	9,830	575,688	3,000	5,710		71,295	656,293	185,081	40,000	881,374
West Orange	1,746	9,621	15,059	346,706		1,040	906	44,219	392,871	385,339	13,463	791,673
New Mexico:												
Albuquerque	4,625	9,937	1,440	250,216		1,618	2,405	32,194	286,433	56,361		342,794
New York:												
Batavia	5,327	6,755	10,796	243,406	4,567	1,092		29,803	278,868	221,470	100,930	601,268
Beacon		6,177	1,882	117,379	1,649	350		2,775	122,153	41,755	4,945	168,853
Cohoes	2,280	4,529	1,405	158,906	11,427	520			170,853	2,418		173,271
Corning—												
District No. 9	1,151	7,496	2,493	114,101		452			114,553	111,287	26,236	252,076
District No. 13	475	3,300	686	71,751				2,618	74,369	240	3,000	77,609
Cortland	1,903	5,994	5,367	162,630		2,016			164,646	434,150		598,796
Dunkirk	1,663	10,654	14,472	301,983		4,394		16,304	322,681	7,600	20,000	350,281
Fulton	1,675	706	2,746	149,496		403		22,921	172,820	43,631	19,000	235,451
Geneva	735	6,241	4,347	164,841	3,408	805		23,834	192,888	213,416	5,530	411,834
Glens Falls	1,574	6,496	5,635	168,467	2,268	1,595		20,917	193,247	221,177	12,955	427,379
Gloversville	1,847	8,012	8,456	335,134		1,830		7,576	344,540	27,930	10,749	383,219
Herkimer	657	5,725	2,097	122,866	8,939	281		26,336	158,422	90,822	16,466	265,710
Hornell	5,970	8,142	4,949	241,217	11,539	1,259		19,498	273,513	330,402	17,000	620,915
Hudson	1,416	5,505	4,194	133,142		1,806		10,069	145,017	128,558	2,008	275,583
Ilion	799	5,248	2,340	136,749				100	136,849	557	22,848	160,254
Ithaca	3,389	9,911	30,495	283,080	3,152	5,336	2,375	2,579	296,522	71,226	50,236	417,984
Johnstown	1,186	6,838	5,067	148,039	4,370	260		1,553	154,222	484	10,936	165,642
Kingston	167	8,241	4,796	285,412	6,636	1,312		9,200	302,560	4,082	29,478	336,120
Lackawanna	1,496	11,916	4,496	222,776				1,235	224,011	51,072	5,000	280,083
Little Falls	270	6,585	1,867	152,976	2,205	1,295		13,032	169,508	20,264	9,000	198,772
Lockport	6,664	7,325	8,840	294,079		2,793			296,872	63,864		360,736
Middletown	5,696	7,288	15,378	229,839	2,096	1,200		14,693	247,828	185,583	19,805	453,216
North Tonawanda	2,301	7,713	17,777	231,920		2,706			234,626	49,948	22,486	307,060
Ogdensburg	184	6,581	4,050	132,069	2,970			227	135,266	1,041	23,750	160,057
Olean	4,522	8,491	8,794	336,120		2,900		29,401	368,421	183,089	32,491	584,001
Oneida	813	5,027	5,131	137,008		768		1,996	139,772	2,892	6,000	148,664

[6] Estimated.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
Oneonta	$1,400	$5,524	$3,416	$150,080		$400		$3,050	$153,530	$6,787	$10,510	$170,827
Ossining	1,574	6,530	6,968	157,653	$5,504	192		14,300	177,649		140,299	317,948
Oswego		7,616	14,770	260,705	4,675	5,118		779	271,277	12,336		283,613
Peekskill	1,020	8,174	4,315	187,636	2,538	376		10,047	200,597	31,704	8,288	240,589
Plattsburg		7,685	4,312	114,781		699		3,488	118,968	5,430	7,000	131,398
Port Chester	2,918	6,900	3,649	323,307	1,902	3,337		29,515	358,061	179,764	34,000	571,825
Port Jervis	979	6,068	9,805	151,437		1,511		25,263	178,211	180,419	4,000	362,630
Rensselaer	1,000	5,290	4,021	147,203	3,000			5,000	155,203	886		156,089
Rome		8,720	20,311	310,076	3,215	3,455		19,990	336,736	95,253	23,200	455,189
Saratoga Springs	97	6,443	5,177	174,538		1,091		18,522	194,151	240,598	17,000	451,749
Tonawanda	854	5,943	3,876	127,931	1,912	462		9,785	140,090	54,504	4,000	198,594
Watervliet	1,275	5,910	3,679	144,100					144,100	17		144,117
White Plains	10,588	15,203	16,047	584,004	5,203	5,463	$6,983	26,979	628,632	64,626		693,258
North Carolina:												
Asheville [21]	6,352	9,798	6,406	290,163				64,920	355,083	230,406	23,607	609,096
Durham	3,600	10,573	5,394	293,199		4,023	1,090	3,241	301,553	17,526	2,000	321,079
Gastonia	1,000	6,000	2,000	175,645					175,645		40,000	215,645
Goldsboro	428	4,210		126,726				6,000	132,726	9,093	12,000	153,819
Greensboro		8,518	19,391	362,155		1,265		58,050	421,470	11,087	26,114	458,671
High Point		8,167		193,733		2,059		16,653	212,445	130,172	157,000	499,617
New Bern	578	4,598	237	87,773				1,362	89,135	4,762	1,120	95,017
Raleigh	5,581	5,875	1,792	305,137				4,352	309,489	311,781	210,640	831,910
Rocky Mount	1,500	3,575		124,782				13,031	137,813		25,817	163,630
Salisbury	760	6,272	450	143,189				1,177	144,366	1,689	58,175	204,230
Wilson			1,211	104,199				400	104,599	4,384	20,000	128,983
North Dakota:												
Fargo	3,760	7,668	3,900	432,660		3,290		28,482	464,432			464,432
Grand Forks	2,820	4,200	20,400	230,826		983	2,938	530	235,277	4,390	800	240,467
Minot	4,098	6,045	5,805	171,697				30,034	201,731	2,268		203,999
Ohio:												
Alliance	3,000	6,635	2,183	376,374				68,501	444,875	12,322		457,197
Ashtabula	5,000	6,700	2,500	256,912				1,536	258,448	16,396	299	275,143
Barberton	2,460	6,800	2,255	225,893				40,131	266,024	194,768	81,420	542,212
Bellaire	1,080	6,714	3,221	166,160				40,247	206,407	153,268	44,000	403,675
Bucyrus	4,680	4,512	2,000	124,610				59,226	183,836	855	43,758	228,449

Chillicothe	2,000	5,696	5,750	186,113		1,246	480	2,300	190,139	2,000	85,450	277,589
Cleveland Heights	10,225	19,928	10,360	776,711			5,590	333,735	1,116,036	361,288	48,216	1,525,540
Coshocton	[21] 1,135	[21] 6,072		149,537					149,537	170,000		319,537
East Youngstown	6,007	7,375	2,185	232,269		1,686		47,355	281,310	107,138	51,393	439,841
Elyria	3,069	5,992	2,300	310,728				72,071	382,799	179,679		562,478
Findlay	3,620	5,086	727	221,918		294	300	58,269	280,781	224,581	127,269	632,631
Fremont	[21] 4,780	[21] 3,960	5,000	150,241		696		30,000	180,940	5,000		185,940
Kenmore	18	5,400	354	170,382				47,328	217,710	20,925	7,000	245,635
Lancaster	600	4,353		176,050				9,931	185,981	221,508		407,489
Mansfield	6,872	5,040	1,288	414,531				44,981	459,512	80,673		540,185
Marietta	6,417	6,052	977	189,397				787	190,184	58,738	2,000	250,922
Marion	1,000	7,900		328,810		240	552		329,602	3,758	151,837	485,197
Martins Ferry	744	9,810		161,438		320		25,855	187,613	42,031	16,500	246,144
Massillon	2,524	8,741	10,771	293,146				86,947	380,093	493,113		873,206
Middletown	1,897	9,046	3,408	334,404				77,984	412,388	208,064	61,000	681,452
Newark	4,493	4,420	2,759	337,621					337,621		141,050	478,671
New Philadelphia											20,648	
Niles	4,998	5,784	9,192	201,468					201,468	71,171	89,187	361,826
Norwood	3,750	4,900	795	281,836			940	44,492	327,268	109,206	25,000	461,474
Piqua	1,050	6,090	7,515	162,681		573	350		163,604			163,604
Salem	1,000	4,970	1,920	144,623					144,623	28,673	26,150	199,446
Sandusky	2,700	7,400	1,800	245,767		1,141	1,844	21,863	270,615	24,000		294,615
Tiffin	637	4,500	331	105,574				11,760	117,334	202,264	552	320,150
Warren	10,507	10,766	16,730	599,907		3,466		121,878	725,251	104,513	149,200	978,964
Zanesville	3,468	6,429	7,442	304,775			800	59,976	365,551	442,071	73,168	880,790
Oklahoma:												
Ardmore	2,218	6,350	765	214,727					214,727	1,590		216,317
Bartlesville	3,675	4,900	5,287	208,988				4,059	213,047	4,618		217,665
Chickasha	1,540	6,253	4,740	188,534				22,861	211,395	168,105	176,235	555,735
Enid	6,123	7,625	30,688	282,000				36,095	318,095	7,537		325,632
Guthrie	2,000	3,700	600	161,300					161,300	323,500		484,800
McAlester	1,518	3,486	152	132,183				20,233	152,416			152,416
Okmulgee	8,107	9,398	11,993	334,374				45,002	379,376	91,493	17,349	488,218
Sapulpa	8,967	7,342	937	232,816				29,075	261,891	8,690		270,581
Shawnee	1,840	5,280		157,888				34,026	191,914	14,334		206,248
Oregon:												
Astoria	3,537	6,431	2,063	174,582		1,419		14,072	190,073	8,307	26,900	225,280
Eugene	41	7,460	5,078	180,773				14,214	194,987	256,558	196,138	647,683
Salem	1,849	6,019	4,280	230,793				8,526	239,319	107,527	167,000	513,846
Pennsylvania:												
Ambridge	[21] 4,285	[21] 8,696	5,100	165,131					165,131			165,131
Beaver Falls	5,511	5,582	17,821	189,086				9,466	198,552	125,044	19,692	343,288
Berwick	4,625	5,304	1,489	161,963				9,032	170,995	2,028	30,000	203,023
Braddock	8,182	7,488	1,487	240,776		792		13,814	255,382	3,618	49,635	308,635
Bradford	7,403	6,385	8,977	200,840		919		12,470	214,229	54,610	2,000	270,839
Bristol	3,089	4,577	681	105,817				3,969	109,786	3,096	39,200	152,082
Butler	4,752	10,823	4,166	329,091				33,126	362,217	51,535	70	413,822
Canonsburg	3,251	5,030	827	136,436				7,840	144,276	60,081	6,802	211,159
Carbondale	9,729	6,739	1,659	198,974				2,580	201,554	163,734	86,000	451,288
Carlisle	4,435	4,419	400	120,444				3,366	123,810	1,655	17,000	142,465

[21] Data of 1921–22.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Carnegie	$5,276	$6,852	$3,172	$158,570	----------	----------	----------	$2,223	$160,793	----------	$30,680	$191,473
Carrick	6,211	3,961	22,633	131,604	----------	----------	----------	22,476	154,080	$922	59,698	214,700
Chambersburg	4,597	4,920	2,256	151,029	----------	----------	----------	7,229	158,258	44,107	37,000	239,365
Charleroi	4,904	5,474	1,055	157,517	----------	----------	----------	15,484	173,001	97,703	31,010	301,714
Clairton	7,678	9,385	3,299	226,672	----------	$669	----------	41,382	268,723	169,155	26,500	464,378
Coatesville	3,536	8,292	3,764	219,439	----------	4,561	----------	2,147	226,147	5,569	118,100	349,816
Columbia	8,285	4,568	250	106,918	----------	----------	----------	416	107,334	367	33,527	141,228
Connellsville	6,893	4,927	1,654	212,700	----------	----------	----------	3,393	216,093	2,076	60,000	278,169
Dickson City	13,767	6,154	1,427	129,374	----------	----------	----------	----------	129,374	43,875	27,895	201,144
Donora	6,112	6,635	3,204	186,890	----------	----------	----------	23,612	210,502	3,086	73,758	287,346
Dubois	49,507	6,218	2,602	212,566	----------	----------	----------	11,926	224,492	828	71,349	296,669
Dunmore	18,332	10,138	5,408	311,757	----------	----------	----------	[34] 17,007	326,524	112	98,000	424,636
Duquesne	7,878	7,567	3,316	247,453	----------	----------	----------	30,630	278,083	216,513	10,000	504,596
Farrell	9,084	6,201	3,042	204,995	----------	----------	----------	37,466	242,461	16,526	30,000	288,987
Greensburg	5,835	7,403	2,847	227,658	----------	529	----------	6,160	234,347	157,779	----------	392,126
Homestead	[8] 1,970	[21] 7,300	2,658	254,719	----------	----------	----------	23,475	278,194	1,451	27,282	306,927
Jeannette	5,116	7,661	2,112	170,610	----------	----------	----------	8,880	179,490	9,555	55,567	244,612
Kingston	10,387	4,230	3,403	203,599	----------	----------	----------	13,521	217,120	212,878	42,619	472,617
Lebanon	6,595	6,303	6,182	255,603	$2,700	----------	----------	15,452	273,755	142,157	491	416,403
McKees Rocks	6,287	7,164	1,796	156,951	----------	----------	----------	24,299	181,250	88,381	37,002	306,633
Mahanoy City	5,703	6,394	1,091	150,605	3,626	----------	----------	2,032	156,263	2,967	3,200	162,430
Meadville	5,192	5,495	3,500	180,292	----------	----------	----------	15,310	195,602	124,025	12,879	332,506
Monessen	4,462	9,575	3,115	311,836	----------	2,204	$1,480	1,907	317,427	136,920	132,000	586,347
Mount Carmel	780	5,260	500	122,593	----------	----------	----------	2,830	125,428	2,694	11,052	139,174
Nanticoke	10,677	8,300	4,919	355,402	----------	----------	----------	22,761	378,163	23,425	7,000	408,588
New Kensington	4,337	12,985	5,010	162,562	----------	----------	----------	13,953	176,515	6,670	239	183,424
North Braddock	7,577	5,952	1,265	256,948	----------	----------	----------	12,413	269,361	103,874	10,000	383,235
Oil City	10,015	8,409	5,178	327,252	----------	----------	----------	13,595	340,847	259,252	9,000	609,099
Old Forge	9,064	5,705	1,443	160,696	----------	360	----------	429	161,485	----------	39,250	200,735
Olyphant	11,192	5,128	4,851	183,228	----------	----------	----------	5,625	188,853	19,432	4,375	212,660
Phoenixville	2,898	5,666	7,120	112,279	----------	----------	----------	3,575	115,854	5,265	20,324	141,443
Pittston	7,945	5,560	1,135	268,020	----------	300	----------	18,204	286,524	145,213	54,925	486,662
Plymouth	737	4,950	1,000	178,313	----------	----------	----------	10,015	188,328	170,000	13,000	371,328
Pottstown	18,617	6,410	3,409	200,282	----------	----------	----------	----------	200,282	289,299	44,700	534,281
Pottsville	7,210	[8] 4,408	9,883	199,669	----------	----------	----------	10,210	209,879	16,251	99,862	355,992

Punxsutawney	2,479	6,530	2,018	119,563				3,437	123,000	8,945	40,000	171,945
Shamokin	9,935	7,853	3,138	221,095		804			221,899	992	39,786	262,677
Sharon	6,903	8,813	3,138	250,813				41,360	292,173	305,271	30,950	628,394
Shenandoah	9,847	6,253	2,830	206,632	1,250			13,615	221,497	1,046	85,800	308,343
Steelton	6,004	7,432	3,159	174,548		1,730		4,929	181,207	1,441	19,198	201,846
Sunbury	3,924	7,371	4,297	209,461				18,877	228,338	74,486	35,000	337,824
Swissvale	6,217	13,100	5,735	176,301				32,073	208,374	18,002	84,196	310,572
Tamaqua		6,198	505	99,679					99,679		11,919	111,598
Uniontown	6,264	5,970	3,798	237,879				22,085	259,964	6,000	85,712	351,676
Warren	3,960	9,643	14,232	278,876			600	8,477	287,953	1,869	82,050	371,872
Washington	7,877	10,539	6,440	278,855				3,791	282,646	33,790	34,291	350,727
West Chester	5,832	7,474	17,250	215,383		1,317		7,056	223,756	3,234	35,021	262,011
Wilkinsburg	10,738	9,163	8,311	444,120				36,316	480,436		96,400	576,836
Woodlawn	7,157	10,342	4,247	204,999				34,076	239,075	196,161	58,824	494,060
Rhode Island:												
Bristol	1,000	3,500	2,318	117,833		2,618			120,451	2,319		122,770
Central Falls	2,387	4,146	1,719	149,124		8,520	1,312		158,956			158,956
Cranston	2,749	5,647	4,418	346,524		2,109		20,610	369,243	7,568	11,009	387,820
Cumberland	382	3,388	3,858	97,151		1,505			98,656	27,606		126,262
East Providence	550	3,900	6,539	244,857		2,029			246,886	30,310		277,196
Warwick	1,000	4,900	3,036	179,920		1,181		14,000	195,101	1,666		196,767
West Warwick	450	3,650	790	132,025		3,023			135,048	18,557		153,605
South Carolina:												
Anderson		8,318		128,485				20,100	148,585	452	53,669	202,706
Florence	1,300	7,509	2,284	145,439					145,439	38,082		183,521
Greenville	2,280	5,768		235,300				[35] 32,299	238,349	148,176	74,336	460,861
Spartanburg	500	4,000	1,500	163,132				23,257	186,389	4,241	37,932	228,562
South Dakota:												
Aberdeen	3,695	8,053	3,757	213,013		3,078	400	30,670	247,161	9,123		256,284
Sioux Falls	10,983	9,200	4,485	499,763		3,696	4,049	75,188	582,696	389,453		972,149
Tennessee:												
Jackson		6,590		100,142					100,142	1,139		101,281
Johnson City		4,410	4,795	143,280					143,280	2,500		145,780
Texas:												
Abilene	334	5,875		113,260				18,033	131,293	27,417		158,710
Amarillo	2,400	7,470	1,440	218,846				27,875	246,721	79,931	45,132	371,784
Brownsville		3,300		91,490					91,490			91,490
Cleburne	537	7,542		194,378			700	14,690	209,768		23,234	233,002
Corpus Christi	4,727	3,400	1,255	82,765				9,055	91,820		17,248	109,068
Corsicana	2,400	4,500	400	118,258			1,750		120,008	624,000		744,008
Del Rio	1,903	3,500		44,567				6,800	51,367		12,755	64,122
Denison	2,000	3,600	1,049	152,281					152,281	7,000		159,281
Greenville		3,600		97,668				12,441	110,109			110,109
Laredo	1,085	4,050	350	95,613				8,750	104,363	47,226		151,589
Marshall	378	4,000		120,579				5,360	125,939			125,939
Palestine	668	5,025		89,536				181	89,717	4,151		93,868
Paris	181	5,967	452	140,686				21,243	161,929		78,987	240,916
Port Arthur	9,901	9,318	33,160	333,544		585	780	67,252	402,161	366,220		768,381

[8] Estimated.

[21] Data of 1921–22

[34] Includes $2,240 paid from sinking funds.

[35] Includes $29,250 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Texas—Continued.												
Ranger		$3,500		$78,650				$19,954	$98,604			$98,604
San Angelo	$1,225	4,350		105,862				8,450	114,312		$28,892	143,204
Sherman	1,609	4,500	$1,549	152,770					152,770	$5,565		158,335
Temple		4,335		126,886					126,886			126,886
Texarkana		4,200	414	96,923				9	96,932	15,957	55	112,944
Tyler	150	6,802	630	122,435				24,727	147,162	805		147,967
Utah:												
Provo	5,738	3,083	2,619	143,699				1,145	144,844	15,649	8,000	168,493
Vermont:												
Barre		3,422	3,008	127,144		$2,532			129,676			129,676
Burlington	2,278	6,115	3,251	195,396					195,396	4,485		199,881
Rutland		5,790	2,981	132,900		299		6,480	139,679	10,197	2,000	151,876
Virginia:												
Alexandria	347	4,587	1,611	115,168			$550		115,718	1,806		117,524
Charlottesville		3,834	3,523	98,126			2,134	5,166	105,426	992	8,000	114,418
Danville		5,527	2,543	161,205					161,205	9,018		170,223
Staunton	467	4,687	1,803	69,393					69,393	15,397		84,790
Washington:												
Aberdeen	3,643	6,440	7,421	218,222		694		21,314	240,230	112,622	27,000	379,852
Bellingham	10,905	7,426	10,873	405,276		3,438		18,613	427,327	8,994	35,000	471,321
Everett	2,309	9,242	11,124	429,932		3,707		24,290	457,929			457,929
Hoquiam	2,698	4,566	1,996	128,687					128,687	7,159	28,950	164,796
Vancouver	1,104	4,611	3,353	172,163				14,773	186,936	3,532		190,468
Walla Walla	2,855	6,408	2,027	255,727				17,682	273,409	2,379	50,000	325,788
Yakima	5,024	8,299	8,392	306,462		150			306,612	11,956	29,000	347,568
West Virginia:												
Bluefield	600	11,000	6,600	271,020		1,400		7,140	279,560	93,000		372,560
Clarksburg (city district)	5,045	9,625	2,630	308,764				9,200	317,964	69,000	5,026	391,990
Fairmont	4,177	7,653	5,456	227,684				9,325	237,009	46,428	20,125	303,562
Martinsburg	684	5,700	1,859	121,304				4,360	125,604	1,537		127,141
Morgantown	1,091	7,650	5,652	256,988		2,261			259,249	34,214	12,291	305,754
Moundsville	600	5,650	2,054	124,140				8,200	132,340	25,013	2,000	159,353
Parkersburg	4,400	7,040	25,595	442,748				15,750	458,498	50,676	8,500	517,674

Wisconsin:												
Appleton	400	3,000	4,124	302,035				11,462	313,497	147,187	40,345	501,029
Ashland	2,823	4,000	2,189	170,851					170,851	40,899		211,750
Beloit	206	10,353	4,357	331,999	$18,664	2,595		29,481	382,739	34,207	43,100	460,046
Eau Claire	3,393	5,385	13,796	270,104	11,793	2,715		678	285,290	969	8,684	294,943
Fond du Lac	5,510	9,022	2,234	389,162	21,687	2,935	2,485		416,269	4,521	32,500	453,290
Janesville		6,000		218,000					218,000			218,000
Manitowoc	4,134	5,865	7,976	268,845	34,730	2,822			306,397	405,355	177,867	889,619
Marinette	450	7,056	3,688	178,767	14,285			16,500	209,552	888		210,440
Stevens Point	740	3,582		141,556	13,044	160		162	154,922	50,924	17,000	222,846
Waukesha	1,850	7,224	5,009	181,585					181,585	91,500		273,085
Wausau	200	6,389	6,302	286,608	21,326	2,601		175	310,710	41,275	40,000	391,985
West Allis	1,557	7,954	41,720	401,187	23,412	4,024	423	46,855	475,901	107,727		583,628
Wyoming:												
Casper	570	10,159	8,014	416,472				[b] 21,917	416,472	167,773	25,000	609,245
Cheyenne	1,263	10,502	11,695	254,251		637	960		255,848	163,448		419,296

[b] Paid from sinking funds

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total [1]	Kindergartens	Elementary schools	Junior high schools	High schools	Total [1]	Elementary schools [2]	Junior high schools	High schools	Total [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama:														
Birmingham	-------	$103,417	----------	$28,475	$131,892	----------	$860,623	----------	$388,091	$1,251,193	$27,106	----------	$9,015	$36,121
California:														
Los Angeles	$5,486	861,807	$131,634	246,036	1,285,507	$495,343	6,053,154	$1,286,908	2,626,509	10,635,429	254,595	$128,719	268,552	661,597
Oakland	2,864	135,648	53,487	77,218	281,641	92,647	1,363,310	556,307	638,842	2,781,162	53,561	19,456	63,097	140,786
San Francisco	2,704	286,435	10,549	42,445	347,723	80,262	2,564,932	154,336	885,319	3,736,083	77,107	3,068	34,229	116,111
Colorado:														
Denver	-------	241,536	34,719	41,290	326,965	----------	1,569,235	477,113	585,988	2,748,281	64,938	27,115	22,415	123,790
Connecticut:														
Bridgeport	-------	115,119	----------	22,952	138,071	42,647	844,712	15,150	264,723	1,191,722	66,548	----------	5,515	72,063
Hartford	-------	76,553	----------	23,715	104,508	87,635	1,097,842	----------	388,576	1,610,227	106,013	----------	22,582	153,718
New Haven	2,200	159,135	----------	14,450	185,155	90,500	962,176	----------	369,241	1,483,517	75,837	----------	284	79,688
Delaware:														
Wilmington	-------	65,309	----------	13,571	78,880	2,772	540,555	----------	181,106	724,433	30,001	----------	22,154	52,155
District of Columbia:														
Washington	4,980	188,167	19,530	90,025	325,909	281,623	2,480,021	224,164	1,076,524	4,230,612	158,759	9,330	18,492	200,482
Georgia:														
Atlanta	-------	[3] 131,340	11,688	11,568	157,518	46,350	814,155	316,368	325,542	1,514,097	[3] 64,461	[3] 11,185	[3] 10,294	86,040
Illinois:														
Chicago	-------	1,574,554	----------	243,709	1,840,892	1,182,496	17,398,290	----------	6,704,293	26,238,387	909,815	----------	420,759	1,380,409
Indiana:														
Indianapolis	-------	296,634	----------	55,813	352,447	----------	2,005,977	----------	1,067,293	3,073,270	86,490	----------	25,156	111,646
Iowa:														
Des Moines	3,300	119,645	[3] 9,150	[3] 19,600	156,595	96,876	982,533	215,090	317,941	1,628,640	[4] 121,024	[4] 22,000	[4] 35,620	179,944
Kansas:														
Kansas City	-------	[3] 94,704	9,746	12,317	116,767	18,864	576,419	155,010	185,301	945,117	4,266	6,620	10,332	21,418
Kentucky:														
Louisville	1,950	127,038	----------	35,357	172,190	52,821	1,008,753	----------	378,931	1,529,961	36,837	----------	14,552	57,445
Louisiana:														
New Orleans	2,500	[3] 168,734	[3] 5,000	[3] 10,315	186,549	69,350	1,892,812	[3] 42,146	[3] 360,035	2,418,118	[3] 146,018	5,000	20,439	174,957
Maryland:														
Baltimore	-------	343,321	48,673	22,574	428,860	148,700	3,045,208	562,555	805,394	4,759,280	179,708	35,021	55,415	275,774

Massachusetts:														
Boston	6,789	416,521	----------	135,448	582,779	469,857	4,943,397	----------	1,887,349	7,575,361	277,472	----------	139,273	446,537
Cambridge	2,652	90,436	----------	23,792	125,956	52,800	528,511	----------	390,180	1,024,342	25,775	----------	43,658	69,433
Fall River	2,440	56,093	3,600	5,991	68,124	27,811	804,311	43,696	233,995	1,149,213	51,117	6,694	30,115	88,627
Lowell	----------	37,200	12,120	4,800	58,668	37,058	443,134	156,000	186,621	873,529	24,694	14,662	34,200	78,271
New Bedford	1,733	121,478	----------	7,018	132,597	24,452	735,694	----------	149,397	935,997	49,105	----------	11,535	61,871
Springfield	----------	100,609	23,063	20,550	148,727	82,375	741,060	319,204	433,652	1,619,478	57,597	24,119	37,513	125,928
Worcester	2,250	184,450	----------	34,225	220,925	98,600	1,105,155	----------	596,347	1,856,002	53,886	----------	30,063	89,324
Michigan:														
Detroit	[3] 4,309	750,478	52,695	85,730	961,539	401,935	5,703,800	768,990	2,006,027	9,787,639	252,424	18,976	73,969	382,878
Grand Rapids	15,434	112,717	10,000	15,903	178,748	91,100	808,085	284,557	263,152	1,615,443	51,229	4,000	5,653	66,300
Minnesota:														
Minneapolis	----------	257,517	57,171	67,316	400,718	187,667	2,118,311	.525,468	931,336	3,989,208	137,514	28,821	63,323	269,125
St. Paul	1,850	146,809	----------	33,312	189,071	135,845	1,166,454	----------	486,378	1,909,524	50,839	----------	19,963	91,321
Missouri:														
Kansas City	3,519	269,436	15,949	33,999	356,641	163,452	1,975,307	259,287	736,581	3,403,721	95,249	4,956	22,877	140,372
St. Louis	4,000	464,537	9,678	73,959	576,675	356,562	3,235,912	113,369	1,243,104	5,152,627	216,347	5,555	72,009	319,955
Nebraska:														
Omaha	2,707	162,615	----------	38,639	203,961	161,261	1,319,504	----------	716,899	2,199,764	53,279	----------	57,134	110,431
New Jersey:														
Camden	----------	133,585	4,300	8,379	149,564	23,548	757,023	51,450	166,453	1,042,083	84,891	7,675	13,306	107,556
Jersey City	----------	187,050	----------	14,000	206,550	12,032	1,714,169	----------	624,342	2,472,539	98,603	----------	51,451	159,800
Newark	3,800	365,618	27,970	63,057	476,748	263,180	3,304,431	185,037	1,027,160	5,082,591	182,838	10,280	60,269	288,422
Paterson	----------	138,675	----------	22,354	170,379	60,600	944,367	----------	318,950	1,394,157	46,515	----------	18,225	77,830
Trenton	2,500	112,635	17,357	13,029	145,521	70,850	569,358	253,070	146,524	1,081,653	51,063	11,528	8,205	70,796
New York:														
Albany	2,500	95,744	----------	5,497	109,704	52,175	509,309	----------	178,925	791,219	21,893	----------	10,788	45,030
Buffalo	3,200	321,566	----------	22,975	367,941	241,500	3,535,081	----------	1,214,921	5,300,271	197,721	----------	47,878	352,264
New York	12,200	5,471,359	[3] 183,640	956,220	6,763,151	2,429,431	45,442,298	[3] 6,060,000	12,174,369	69,187,201	2,116,196	[3] 375,000	643,026	3,397,796
Rochester	----------	348,918	81,413	79,887	520,544	221,292	1,691,523	569,209	526,545	3,180,190	39,737	46,981	13,388	141,775
Syracuse	2,450	93,901	10,000	18,780	128,690	53,852	875,333	67,000	355,606	1,357,791	69,574	1,000	11,302	81,876
Yonkers	2,625	151,480	----------	25,076	179,181	80,322	1,114,526	----------	282,702	1,586,078	30,256	----------	8,678	40,472
Ohio:														
Akron	----------	111,436	----------	25,559	144,395	63,900	1,199,418	----------	478,425	1,802,566	78,131	----------	24,204	102,433
Cincinnati	3,435	206,293	10,544	41,800	272,582	154,806	2,085,019	130,973	688,129	3,186,061	77,445	4,599	33,591	130,527
Cleveland	5,353	629,591	153,267	160,206	1,005,212	350,570	4,357,581	2,101,116	1,578,987	8,902,542	118,840	51,151	56,648	272,418
Columbus	2,500	116,612	83,560	36,109	243,489	18,609	1,009,658	622,179	447,201	2,128,060	21,902	15,168	7,089	45,135
Dayton	2,654	85,458	----------	17,217	107,729	29,350	933,505	----------	319,559	1,314,164	71,935	----------	64,242	140,370
Toledo	2,887	160,838	----------	48,629	217,942	190,291	1,620,734	----------	527,328	2,433,324	95,230	----------	75,562	173,172
Youngstown	3,000	84,493	11,592	8,529	109,746	46,438	899,155	150,273	310,205	1,449,881	44,932	4,329	5,871	59,349
Oregon:														
Portland	----------	173,744	----------	40,414	230,904	12,262	1,705,523	----------	635,996	2,553,916	28,831	----------	14,242	60,337
Pennsylvania:														
Philadelphia	7,650	1,011,029	46,280	138,179	1,257,590	365,465	8,698,948	670,854	3,354,731	13,861,245	373,166	56,615	138,914	605,563
Pittsburgh	7,553	567,031	19,358	93,186	697,102	304,566	3,349,004	286,304	1,325,644	5,373,091	159,713	30,352	111,590	311,102
Reading	----------	38,126	15,092	19,354	72,572	[3] 8,000	393,520	154,206	142,282	706,796	52,803	19,596	12,711	85,309
Scranton	2,400	96,952	3,600	10,680	113,632	46,180	876,513	----------	186,760	1,112,133	69,615	12,301	24,870	106,915

[1] Includes colleges and normal schools under control of city board of education, full-time vocational schools, and special city schools for the blind, the deaf, etc.
[2] Includes kindergartens
[3] Estimated.
[4] Distribution estimated.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rhode Island:														
Providence	$2,659	$140,291	----------	$39,546	$192,175	$86,151	$1,243,458	----------	$508,311	$1,932,673	$88,520	----------	$72,997	$177,824
Tennessee:														
Memphis	----------	21,465	----------	----------	21,465	----------	[4] 822,457	----------	[4] 266,020	1,103,620	[4] 53,352	----------	[4] 10,000	63,352
Nashville	----------	50,048	----------	4,250	54,298	----------	340,749	----------	109,358	455,279	16,898	----------	5,200	22,098
Texas:														
Dallas	----------	128,782	----------	27,000	155,782	32,000	920,705	----------	405,252	1,369,837	12,517	----------	----------	12,517
Fort Worth	----------	100,246	----------	25,900	126,146	31,264	641,717	----------	358,019	1,031,000	5,416	----------	1,584	7,000
Houston	1,800	110,795	$11,100	23,500	147,195	18,600	897,904	$194,100	271,500	1,385,804	14,951	$17,226	18,241	50,523
San Antonio	----------	96,876	55,603	24,103	176,582	----------	581,303	300,954	272,081	1,154,338	17,050	26,853	10,883	54,786
Utah:														
Salt Lake City	2,850	88,939	27,214	19,383	138,386	44,675	773,981	246,573	195,427	1,262,181	60,580	21,465	28,090	110,483
Virginia:														
Norfolk	----------	75,895	15,559	7,725	99,179	13,925	572,026	169,010	175,541	947,607	50,764	11,327	8,605	70,696
Richmond	1,200	81,772	13,675	16,956	114,803	28,261	627,820	197,892	234,659	1,157,953	25,473	6,388	37,510	75,994
Washington:														
Seattle	----------	256,069	----------	59,519	323,388	37,827	1,781,529	----------	878,865	2,774,900	107,035	----------	66,859	174,974
Spokane	----------	108,484	----------	23,022	133,606	----------	739,343	----------	365,757	1,119,714	43,162	----------	25,927	69,609
Wisconsin:														
Milwaukee	----------	311,447	----------	29,764	363,554	318,756	2,371,024	----------	964,161	3,898,433	222,163	----------	28,519	314,642
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION														
Alabama:														
Mobile	----------	$23,417	----------	$4,200	$27,617	$12,378	$156,041	----------	$90,280	$258,699	$14,853	----------	$2,634	$17,487
Montgomery	----------	21,609	----------	3,944	25,553	----------	130,546	----------	59,023	189,569	1,905	----------	2,000	3,905
Arkansas:														
Little Rock	----------	[3] 27,376	$9,851	9,592	46,819	----------	231,697	$113,068	90,147	434,912	659	$1,057	2,222	3,938

California:														
Berkeley	$15,667	39,480	23,019	29,545	107,711	32,335	343,360	267,785	173,942	817,422	21,667	19,214	18,430	59,311
Fresno		42,490	9,900	5,000	57,390	19,450	418,395	333,395	158,899	930,139	19,049	17,367	44,006	80,422
Long Beach		77,093	28,042	26,385	131,520	39,429	540,206	300,899	360,837	1,241,371	35,504	29,212	29,688	94,404
Pasadena		54,182	17,984	31,422	103,588	57,523	497,621	138,780	341,702	1,037,876	52,078	18,498	27,736	98,312
Sacramento	3,316	61,140		18,802	91,458	29,990	596,696		334,274	1,006,167	25,897		22,687	55,928
San Diego	1,600	82,752	25,918	19,349	129,619	40,116	509,650	236,936	243,575	1,048,277	36,135	23,153	26,879	86,167
San Jose	1,977	31,579		4,300	37,856	11,878	347,727		222,820	582,425	11,267		36,899	48,166
Stockton		13,667		7,280	20,947	7,078	383,114		173,596	563,788	17,357		17,708	35,065
Colorado:														
Colorado Springs	2,977	56,429	3,136	12,776	75,318	12,795	293,953	19,961	136,723	466,920	18,192	1,411	11,207	31,036
Pueblo—														
District No. 1		31,303		5,003	36,306	7,875	136,023		56,035	199,933	11,190		5,828	17,018
District No. 20		27,698		9,150	36,848	14,518	166,196	32,049	62,285	275,048	17,357	[3] 975	5,934	24,266
Connecticut:														
Meriden		54,254		6,194	60,448	20,658	184,458		95,452	300,568	15,696		6,979	22,675
New Britain		18,373	13,338	10,152	41,863	23,509	239,322	152,036	110,331	533,721	21,613	11,545	6,547	43,722
Stamford		49,338		5,253	54,591	19,130	347,443		124,232	490,805	19,542		8,269	27,811
Waterbury		72,885		24,690	97,575	60,905	759,937		332,424	1,153,266	59,378		17,495	76,873
Florida:														
Jacksonville		42,081	7,695	7,200	56,976		270,869	86,214	83,623	440,706	[4] 3,217	[4] 1,000	[4] 1,000	5,217
Pensacola		16,195		4,980	21,175		68,239		31,216	99,455	532			532
Tampa		13,100	5,000	3,600	21,700		182,870	79,780	42,710	305,360	8,716	1,932	2,536	13,184
Georgia:														
Augusta		25,863		14,700	42,554	25,773	247,904		121,332	403,211	10,839		4,132	14,971
Columbus		4,700		6,150	10,850	7,750	151,598		35,500	194,848	[4] 36,100		[4] 8,387	44,487
Macon		24,051		4,900	28,951		249,916		97,122	347,038	7,620		3,221	10,841
Savannah		25,351	6,298	3,163	34,812		137,196	60,818	46,582	244,596	17,382	8,506	4,666	30,554
Illinois:														
Aurora—														
East side		11,700	2,100	5,000	18,800	5,732	92,134	9,600	72,200	182,866	[3] 1,600	[3] 500	[3] 1,260	3,360
West side		7,650		3,925	11,575	4,100	48,819		42,791	97,710	4,723		2,072	6,801
Cicero		28,735			28,735		261,631			261,631	11,073			11,073
Danville		3,915		7,198	11,113		165,174		66,761	231,935	3,473		2,848	6,321
Decatur		31,576	8,340	10,842	50,758		192,583	115,490	93,111	401,184	5,140	4,647	6,976	16,763
East St. Louis		54,104	3,856	7,166	65,126		351,171	41,335	95,339	487,845	6,267	1,395	3,756	11,418
Evanston—														
Dist. No. 75		14,322			14,322	14,400	198,170			212,570	9,797			9,797
Dist. No. 76		9,350			9,350	4,000	90,212			94,212	9,417			9,417
Joliet		49,772			49,772		305,851			305,851	17,799			17,799
Moline	1,620	28,883		8,422	38,925	11,203	146,537		87,418	245,158	15,762		20,352	36,114
Oak Park		35,040			35,040	12,430	271,996			284,426	27,917			27,917
Peoria	2,200	73,490		16,041	91,731	34,797	365,782		182,545	593,574	14,503		11,493	25,996
Quincy		24,800	7,000	3,400	35,200	5,025	136,980	31,167	66,877	243,439	11,005	1,571	3,142	15,718
Rockford		57,618		13,005	70,623	4,727	441,564		201,165	657,096	15,409		13,586	29,096
Rock Island		29,818		4,076	33,894		158,503		85,471	243,974	5,736		3,869	9,605
Springfield		47,964		12,724	60,688	9,563	386,383		173,800	569,746	6,771		6,543	13,314

[3] Estimated.

[4] Distribution estimated.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Indiana:														
East Chicago	.....	$34,308	$4,100	$4,575	$42,983	$11,095	$186,417	$55,560	$55,167	$308,239	$8,429	$2,725	$2,322	$13,476
Evansville	$1,800	49,071	.....	16,320	67,191	25,120	363,473	.....	229,919	652,387	20,926	.....	12,327	33,253
Fort Wayne	.....	78,521	.....	11,246	89,767	43,219	513,252	.....	235,507	801,905	21,551	.....	6,652	29,300
Gary	.....	62,393	.....	21,766	84,159	38,480	505,317	.....	131,487	697,564	22,202	.....	4,917	27,284
Hammond	.....	32,989	.....	4,563	41,895	29,309	273,117	.....	92,712	442,057	9,337	.....	9,326	24,182
Kokomo	.....	28,318	.....	13,401	41,719	.....	124,989	.....	60,473	185,462	7,657	.....	2,220	9,877
Muncie	.....	34,413	2,800	15,419	52,632	.....	206,781	39,059	97,749	345,589	24,555	2,000	7,403	33,958
South Bend	.....	41,994	8,278	10,719	60,991	45,100	461,245	131,697	135,016	773,058	24,447	2,356	7,234	34,037
Terre Haute	1,800	61,450	4,800	5,998	77,048	23,568	315,914	93,352	168,341	644,618	9,018	1,122	1,519	19,562
Iowa:														
Cedar Rapids	.....	23,146	13,062	11,771	47,979	27,992	135,660	153,454	117,682	489,192	13,736	10,891	10,567	35,561
Council Bluffs	.....	39,448	.....	11,317	50,765	23,000	199,226	.....	108,715	330,941	22,352	.....	17,004	39,356
Davenport	.....	43,783	13,072	6,032	64,856	20,300	221,565	162,675	106,771	522,086	[3] 26,310	[3] 15,780	[3] 10,533	52,623
Dubuque	.....	11,075	11,072	9,220	33,357	12,585	134,845	42,466	51,662	250,658	[3] 2,600	[3] 7,807	[3] 2,600	13,007
Sioux City	.....	90,320	12,150	18,250	122,970	39,000	427,540	197,500	133,300	815,375	25,050	18,825	16,200	61,325
Waterloo—														
East side	1,750	25,000	8,150	11,500	46,400	10,000	98,498	31,050	33,250	172,798	10,000	1,200	1,524	12,724
West side	.....	24,400	.....	17,100	41,500	7,700	86,050	.....	51,900	145,650	.....	.....	.....	.....
Kansas:														
Topeka	.....	65,747	6,980	7,877	80,604	15,108	299,249	42,883	96,933	461,994	19,732	.....	4,486	24,218
Wichita	.....	71,563	17,860	9,000	98,423	[3] 22,950	418,192	200,215	164,632	805,989	21,738	5,074	28,571	55,383
Kentucky:														
Covington	.....	25,601	3,965	3,586	33,152	9,392	140,038	26,350	47,266	223,046	3,355	224	1,155	4,734
Lexington	.....	16,950	5,000	5,300	27,250	17,659	141,870	44,451	35,979	239,959	8,614	4,085	4,339	17,038
Louisiana:														
Shreveport	.....	30,735	.....	6,800	37,535	2,790	171,530	.....	113,130	287,450	3,405	.....	.....	3,405
Maine:														
Lewiston	.....	17,050	.....	3,100	20,150	.....	81,190	.....	35,342	116,532	5,489	.....	3,630	9,119
Portland	.....	35,750	.....	12,400	49,750	18,525	352,010	.....	205,476	578,411	22,604	.....	15,936	39,454
Massachusetts:														
Brockton	.....	24,700	.....	4,500	29,200	.....	414,641	.....	174,458	589,099	26,706	.....	21,388	48,094
Brookline	.....	26,743	.....	9,545	36,288	31,035	215,587	.....	135,506	382,128	14,680	.....	12,462	27,142
Chelsea	.....	12,580	14,790	4,660	32,030	.....	201,683	103,970	80,560	397,533	11,637	3,879	9,500	25,016

Chicopee		23,310	4,000	4,225	31,535		152,143	46,400	47,632	258,125	9,695	2,060	6,231	18,333
Everett		26,521	4,172	5,430	36,123		267,658	20,985	93,227	388,270	14,113	4,285	15,978	34,376
Fitchburg		36,687		15,535	52,222		205,628		96,000	301,628	15,499		12,071	27,570
Haverhill		37,490		7,300	44,790	6,850	257,665		118,013	382,528	15,798		10,244	26,042
Holyoke		32,539	9,467	5,861	52,653	19,873	243,515	104,067	95,261	497,213	11,459	6,650	8,858	30,387
Lawrence		72,640		4,900	77,540	1,350	702,308		124,388	834,446	21,133		6,601	27,734
Lynn		20,165	10,940	11,729	42,834		366,043	128,236	217,845	718,332	23,356	13,534	19,035	56,191
Malden		42,406		6,326	48,732		239,978		119,261	360,839	16,054		7,255	23,309
Medford		22,530	6,500	6,010	35,040		170,917	105,850	112,221	397,432	12,695	10,000	10,639	33,528
Newton		41,675	5,033	19,642	75,667	39,482	343,153	45,287	170,081	671,399	21,891	2,277	10,639	41,217
Pittsfield	1,613	58,659		6,850	67,122	14,580	182,208	102,510	78,464	377,762	19,554	1,507	8,960	30,021
Quincy		46,050		4,000	50,050		336,209		128,259	509,843	27,002		9,742	36,744
Salem		[5] 20,437		[5] 4,685	[5] 25,122		173,030		86,886	259,916	[3] 7,418		[3] 4,611	[3] 12,029
Somerville		34,253	11,175	8,196	59,960	17,127	305,363	187,606	135,901	675,672	10,135	10,581	11,958	37,364
Taunton		12,850		7,550	20,400		210,160		63,512	273,672	10,507		6,570	17,077
Waltham		3,382	9,068	3,900	16,350	19,300	118,140	40,400	33,500	212,940	8,320	[3] 2,079	4,979	15,378
Michigan:														
Battle Creek		30,408	3,243	8,605	42,256	15,814	197,220	54,973	87,120	370,765	10,723	5,822	8,467	25,284
Bay City		[4] 31,000	[4] 6,000	4,950	44,150	[4] 22,237	[4] 210,700	[4] 69,400	[4] 92,600	422,387	[4] 26,029	[4] 6,500	[4] 5,000	38,261
Flint [5]	2,500	39,950		4,100	46,550	45,300	562,150		102,257	709,707	29,511		7,000	36,511
Hamtramck		29,055		5,986	35,041	19,984	282,194		89,056	391,234	22,901		10,021	32,922
Highland Park		47,999		8,736	56,735	14,036	291,873		374,007	709,916	23,292		24,828	48,120
Jackson		17,151	7,307	6,063	33,350	18,100	168,899	104,751	76,293	404,401	3,192	1,310	1,147	5,703
Kalamazoo	3,421	29,112	12,338	10,965	55,836	25,956	229,755	151,749	95,651	529,823	10,718	8,414	11,385	31,405
Lansing	1,708	47,632	14,537	11,346	75,223	26,711	263,130	145,143	106,366	554,590	11,464	8,880	5,910	26,254
Muskegon	1,867	29,357		13,256	44,480	21,141	232,888		118,449	372,478	15,194		18,034	33,228
Pontiac [6]		24,835		4,945	29,780	11,000	286,667		100,000	397,667	9,000		7,846	16,846
Saginaw—														
East side		28,563	8,883	4,420	41,866	2,500	146,390	99,949	71,963	329,602	20,359	12,380	16,100	48,964
West side		16,588	6,276	4,492	31,254	8,096	107,104	87,260	48,675	270,013	4,712	7,308	3,251	19,188
Minnesota:														
Duluth		78,258	18,384	9,152	107,694	53,819	575,201	197,574	195,862	1,074,673	34,516	12,089	18,490	68,517
Missouri:														
St. Joseph		50,864		13,116	63,980	2,370	504,240		173,502	687,052	17,185		11,662	28,964
Springfield		9,960	12,071	5,420	27,451		179,689	60,275	84,818	324,782	17,906	1,652	11,748	31,306
Nebraska:														
Lincoln		54,812	10,132	15,072	81,116	51,213	334,911	88,554	154,753	639,028	21,561	5,055	8,026	34,742
New Hampshire:														
Manchester		56,520		9,358	65,878	39,450	251,578		149,601	444,229	27,315		17,330	44,645
New Jersey:														
Atlantic City		84,014		10,450	94,464	36,751	424,011		224,253	739,994	60,592			73,975
Bayonne		74,091		20,997	103,841	32,001	755,230		159,523	993,648	32,644		8,448	49,170
East Orange		50,290		13,988	64,278	32,122	385,330		213,190	639,117	21,356		12,419	34,070
Elizabeth		100,265	3,078	10,033	121,487	31,760	537,671	37,538	184,114	843,494	25,273	8,365	14,258	59,975
Hoboken		79,251		4,225	83,476	45,581	604,948		132,665	853,990	[4] 45,782		[4] 5,300	51,082

[3] Estimated.

[4] Distribution estimated

[5] Data of 1922–23.

[6] Data of 1921–22

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New Jersey—Continued														
New Brunswick	.....	$21,899	$5,725	$8,200	$35,824	$21,160	$166,977	$81,075	$90,785	$367,022	$21,006	.....	.....	$21,006
Orange	.....	48,277	.....	3,200	51,477	24,403	228,831	.....	57,515	346,325	[4] 17,152	.....	[4] $5,500	25,321
Passaic	.....	71,034	.....	6,900	77,934	31,621	514,830	.....	125,954	685,155	33,803	.....	8,152	41,955
Perth Amboy	.....	36,400	.....	5,500	41,900	18,400	271,316	.....	70,110	361,326	19,378	.....	2,106	21,484
West Hoboken	.....	33,929	.....	9,210	43,139	11,093	244,337	.....	79,702	335,132	17,989	.....	2,700	20,689
New York:														
Amsterdam	$1,250	35,053	.....	6,709	43,012	16,111	195,775	.....	49,593	261,479	19,863	.....	3,915	23,778
Auburn	.....	20,302	2,600	5,502	28,404	[3] 16,800	180,036	28,292	46,515	271,643	8,064	$444	637	9,145
Binghamton	.....	58,518	.....	20,737	79,255	33,480	502,968	.....	139,649	676,097	14,348	.....	3,446	17,794
Elmira	.....	32,744	.....	10,965	45,709	12,568	228,704	.....	108,878	368,366	15,382	.....	3,273	19,262
Jamestown	.....	33,552	.....	14,247	47,799	20,518	255,768	.....	92,957	380,258	15,667	.....	5,845	21,512
Mount Vernon	.....	49,733	4,136	11,394	70,509	37,356	391,489	39,262	166,452	664,829	30,859	4,735	13,748	54,051
Newburgh	.....	25,068	.....	3,300	28,368	.....	178,460	.....	58,999	237,459	9,874	.....	4,937	14,811
New Rochelle	.....	56,542	.....	7,490	64,032	35,871	391,910	.....	156,375	588,681	24,193	.....	10,368	34,561
Niagara Falls	.....	61,606	.....	7,515	69,121	42,091	406,078	.....	138,869	593,141	17,377	.....	7,759	25,136
Poughkeepsie	.....	37,025	.....	7,588	44,613	11,454	156,899	.....	86,694	259,987	10,194	.....	5,487	15,681
Schenectady	.....	90,403	22,181	5,708	119,359	47,241	527,475	138,589	169,425	914,799	29,136	7,186	4,794	41,221
Troy—														
Lansingburgh district	.....	11,740	.....	4,920	16,660	5,750	62,342	.....	22,808	90,900	3,857	.....	1,656	5,513
Union district	2,300	41,027	.....	5,050	54,207	26,900	284,592	.....	66,603	401,967	8,026	.....	1,603	12,441
Utica	2,400	66,121	.....	6,060	78,181	45,379	591,145	.....	148,392	829,837	15,571	.....	3,583	23,885
Watertown	.....	31,379	.....	10,305	41,684	17,083	189,094	.....	76,477	288,404	11,840	.....	4,090	19,914
North Carolina:														
Charlotte	.....	28,292	3,025	5,125	36,442	.....	220,493	35,763	62,268	318,524	631	.....	.....	631
Wilmington	.....	16,200	.....	.....	16,200	.....	186,880	.....	.....	186,880	920	.....	.....	920
Winston-Salem	.....	48,000	.....	5,000	53,000	.....	255,000	.....	85,000	340,000	14,000	.....	6,124	20,124
Ohio:														
Canton	.....	60,759	.....	20,641	81,400	8,111	545,978	.....	242,858	800,699	22,193	.....	26,429	48,629
Hamilton	.....	9,600	.....	5,040	14,640	5,300	204,153	.....	74,900	284,353	4,800	.....	1,600	6,400
Lakewood	.....	56,353	8,928	18,127	83,408	22,800	297,419	87,890	225,450	650,059	9,930	9,248	16,873	36,051
Lima	.....	5,221	6,760	13,444	27,275	.....	103,221	36,232	133,837	292,259	[4] 7,576	[4] 1,800	[4] 2,400	11,776

Lorain		19,028	9,500	3,192	31,720		193,532	64,671	76,918	335,121	6,946	2,816	9,762
Portsmouth		16,650		5,800	22,450	4,200	210,592		79,666	294,458	8,130	1,010	9,140
Springfield		50,219	9,600	4,600	64,419		240,648	90,970	88,624	421,742	64,431	8,958	7,342	80,731
Oklahoma:													
Muskogee		26,650		11,260	37,910		167,061		155,061	322,122	5,642	8,178	13,820
Oklahoma City	3,433	76,629	20,927	17,510	123,069	43,800	636,006	222,544	273,422	1,190,817	31,918	16,266	17,314	66,490
Tulsa		103,001		9,000	113,965	41,192	721,763		344,437	1,115,266	33,169		22,712	56,824
Pennsylvania:													
Allentown		18,520		3,800	22,320	1,000	448,886		130,634	585,320	[4] 47,467	[4] 6,600	54,067
Altoona		28,146		11,838	39,984		297,508		152,290	449,798	13,653	13,342	26,995
Bethlehem		26,810	7,700	4,250	42,760	4,600	231,846	73,550	81,760	407,256	[4] 23,778	[4] 9,000	[4] 5,000	37,778
Chester		20,330	3,870	3,870	28,070		253,748	40,500	125,550	419,798	34,040	4,000	5,974	44,014
Easton		14,799		7,336	22,135		200,015		73,550	279,365	19,619		12,083	31,702
Erie		57,353	11,438	39,354	113,447	31,734	387,143	108,114	331,763	881,392	25,661	8,250	43,288	78,949
Harrisburg		39,528	18,327	19,438	77,293		308,293	194,211	179,334	697,739	19,716	22,746	23,341	66,406
Hazleton		16,989	5,950	3,875	26,814		141,764	84,441	54,961	284,166	7,557	7,155	8,333	23,045
Johnstown		45,118	7,000	7,402	62,920	27,400	351,138	138,799	110,893	660,300	33,318	[3] 6,700	[3] 6,408	48,703
Lancaster		5,590		8,950	14,540		204,179		98,412	305,691	30,527			30,527
McKeesport		41,078		6,873	52,058		255,984		121,612	388,555	28,178		15,108	43,862
New Castle		23,940	8,526	6,279	38,745	2,750	238,268	109,063	80,236	435,817	10,950	17,740	8,747	37,537
Norristown		18,100		6,000	24,100		123,580		57,396	190,101	16,392		6,710	23,102
Wilkes-Barre		63,591		7,702	71,293	12,400	395,636		170,755	578,791	27,143		14,605	41,748
Williamsport		13,055		8,707	21,762		208,260		100,334	308,594	15,539		10,546	26,085
York		14,280		4,750	19,030		255,124		87,829	348,633	21,989		10,407	32,670
Rhode Island:													
Newport		17,470		6,549	24,019	13,738	152,164		61,173	229,489	7,875		10,046	17,921
Pawtucket		33,101		3,669	36,770	[3] 20,000	400,072		105,977	526,049	10,056		8,175	18,231
Woonsocket		3,450		4,040	7,490		181,038		34,605	215,643	7,605		5,976	13,581
South Carolina:														
Columbia		20,950		4,600	25,550	1,000	146,831		75,712	223,543	1,180		2,220	3,400
Tennessee:														
Chattanooga		37,360	5,600	5,850	48,810		180,336	58,038	75,239	313,613	3,174	566	937	4,677
Knoxville	1,350	47,168		12,805	61,323	15,580	392,323		143,087	550,990			4,650	4,650
Texas:														
Austin		24,709	5,850	9,552	40,111	2,925	138,951	49,334	72,473	263,683	[4] 6,544	[4] 1,300	[4] 2,600	10,444
Beaumont		29,856		8,500	38,356		145,980		76,632	222,612	6,125		4,530	10,655
El Paso		54,953	5,000	10,935	73,638	16,853	496,076	64,033	106,720	718,555	7,408	711	4,083	13,599
Galveston		28,283		5,256	33,539	2,655	170,327		64,890	237,872				
Waco		31,725	4,770	5,200	41,695		197,195	72,129	88,605	357,929	1,900	765	1,795	4,460
Wichita Falls		27,131	2,600	4,000	33,731		[4] 122,952	[4] 36,848	[4] 72,450	232,250	[4] 2,899	[4] 800	[4] 400	4,099
Utah:														
Ogden		31,790	10,150	4,850	46,790		193,491	101,000	70,481	364,972	14,900	9,093	7,318	31,311
Virginia:														
Lynchburg		27,593		4,900	32,493	8,010	131,143		75,922	215,075	2,193			2,193
Newport News		26,390		8,831	35,221		124,973		68,189	193,162	[4] 8,935		[4] 4,500	13,435
Petersburg		12,885		4,595	17,480		116,338		61,383	180,071	3,009		3,876	6,885
Portsmouth		27,140		4,470	31,610		197,974		78,320	277,819	4,333		3,012	7,345
Roanoke		30,623	5,100	6,365	42,088		238,353	72,220	64,563	375,938	6,711		1,026	7,737
Washington:														
Tacoma		83,592		13,372	96,964	5,015	646,641		301,797	965,229	33,526		21,829	55,813

[3] Estimated.

[4] Distribution estimated.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
West Virginia:														
Charleston	-------	$21,109	$7,169	$6,871	$35,149	$2,365	$235,080	$87,700	$87,424	$412,569	$9,064	$1,962	$5,363	$16,389
Huntington	-------	33,889	16,062	4,200	54,151	----------	317,230	192,538	104,377	614,145	10,472	5,272	3,595	19,339
Wheeling [6]	-------	30,880	----------	11,580	42,460	----------	241,918	----------	85,700	327,618	9,211	----------	8,043	17,254
Wisconsin:														
Green Bay	-------	28,478	1,961	13,628	44,067	13,007	124,360	12,085	98,588	260,440	6,627	159	6,019	15,518
Kenosha	-------	41,063	9,680	7,720	58,463	21,966	165,028	141,894	97,738	440,158	9,137	953	2,919	13,133
La Crosse	-------	19,391	2,755	5,260	27,406	12,522	119,948	22,976	85,644	249,079	14,737	----------	8,282	24,196
Madison	-------	35,409	----------	24,658	67,970	22,675	229,471	24,900	178,317	498,249	11,189	----------	9,821	23,414
Oshkosh	$1,900	25,870	1,225	5,613	36,758	22,600	120,682	2,250	112,046	269,187	9,078	----------	8,876	18,078
Racine	-------	31,378	19,143	11,584	62,105	31,258	232,877	130,563	85,644	550,244	9,682	5,925	5,440	30,302
Sheboygan	-------	23,523	----------	7,251	35,657	22,274	187,917	----------	77,405	335,674	15,169	----------	11,337	40,862
Superior [4]	-------	32,429	----------	8,200	40,629	20,300	202,440	69,148	92,046	383,934	14,039	5,000	5,500	24,539

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:														
Anniston	-------	$3,600	----------	----------	$3,600	----------	$48,239	[3] $10,741	[3] $18,200	$77,180	[4] $4,384	[4] $475	[4] $224	$5,083
Bessemer	-------	11,475	----------	$3,840	15,315	----------	56,700	----------	27,300	84,000	1,080	----------	492	1,572
Dothan	-------	1,500	----------	2,499	3,999	----------	33,859	----------	14,724	48,583	335	----------	834	1,169
Florence	-------	6,443	----------	1,662	8,105	----------	35,041	----------	15,334	50,375	----------	----------	----------	----------
Gadsden	-------	6,616	----------	3,989	10,605	----------	47,393	----------	16,935	64,328	172	----------	201	373
Selma [6]	-------	2,500	----------	3,200	5,700	----------	39,835	----------	23,093	62,928	750	----------	825	1,575
Arizona:														
Phoenix	-------	40,052	----------	----------	40,052	$13,113	239,523	----------	----------	252,636	12,388	----------	----------	12,388
Tucson	-------	19,573	----------	5,134	24,707	5,715	200,235	----------	76,395	282,345	8,835	----------	4,067	12,902
Arkansas:														
Fort Smith	-------	19,314	----------	4,900	24,214	----------	149,559	----------	86,538	236,097	7,975	----------	7,873	15,848
Hot Springs	-------	6,525	----------	2,400	8,925	----------	46,353	12,535	26,190	85,078	----------	----------	----------	----------
North Little Rock	-------	----------	----------	1,650	1,650	----------	[3] 50,753	[3] 9,000	[3] 9,600	69,353	----------	----------	----------	----------
Pine Bluff	-------	15,624	$2,025	3,960	21,609	----------	64,262	21,060	24,086	109,408	300	100	300	700

California:														
Alameda		31,146		3,660	34,806	9,015	263,962		135,211	408,188	5,296		13,665	18,961
Alhambra		31,314		8,955	40,269	8,899	118,865		142,711	270,475	16,402		14,291	30,693
Bakersfield		28,360			28,360	26,796	239,159			265,955	17,497			17,497
Eureka		3,650		4,000	7,650	4,092	90,163		70,901	165,156	6,613		8,054	14,667
Glendale		24,953	3,672		28,625	20,281	149,752	73,397		243,930	13,222	[3] 3,400		16,622
Pomona		10,259	5,800	3,900	19,959	9,633	77,471	61,260	97,250	245,664	3,880	3,000	3,266	10,146
Richmond						8,864	159,065	98,624	88,462	355,015	13,737	49,674	3,347	66,758
Riverside		24,800		14,161	38,961	17,858	143,335		155,542	354,885	7,512		5,592	13,888
San Bernardino	$1,700	17,022	4,766	9,534	33,022	10,754	119,533	48,934	103,256	282,477	6,221	3,516	8,570	18,307
Santa Ana		23,975	6,300	6,900	37,175	12,676	114,909	93,800	95,496	352,976	4,376	3,010	9,736	18,434
Santa Barbara		20,760	5,450	8,470	34,680	14,399	103,765	52,525	65,944	236,633	13,866	[4] 8,000	[4] 8,896	30,762
Santa Cruz		16,553		4,000	20,553	3,292	72,566		87,405	163,263	5,066		10,871	15,937
Santa Monica		26,466	9,100	6,300	41,866	17,222	117,065	88,238	123,419	345,944	9,811	11,434	11,434	32,679
Vallejo		11,000	2,580	3,000	16,580	6,006	59,783	45,966	26,404	138,159	2,681	2,513	2,179	7,373
Venice		19,924			19,924	5,567	86,939			92,506	4,002			4,002
Colorado:														
Boulder		12,150		4,300	16,450		81,622		65,426	147,048	5,976		11,049	17,025
Greeley		8,711	4,000	3,000	15,711		46,953	24,240	64,804	135,997	5,002	1,000	1,400	7,402
Trinidad		22,249		3,200	25,449	1,223	91,578		35,729	128,530	1,774		643	2,417
Connecticut:														
Ansonia		19,860		5,600	25,460		108,384		47,100	155,484	11,028		3,000	14,028
Bristol		39,500		3,800	43,300		159,825		30,350	190,175	7,683		3,721	11,404
Danbury		18,504		4,206	22,710		115,119		50,162	165,281	10,384		3,540	13,924
Derby		9,145		2,600	11,745		52,321		21,032	73,353	4,123		2,583	6,706
East Hartford		9,391		3,499	12,890		78,237		27,928	106,165	7,280		2,587	9,867
Enfield		1,739	2,000	2,720	6,459		64,474	14,025	25,550	104,049	4,379	483	749	5,611
Fairfield		15,781		4,000	19,781	[3] 11,700	96,917		20,450	129,067	4,836		1,480	6,316
Greenwich		52,265		8,215	60,480	14,800	222,604		64,284	301,688	18,497		5,572	24,069
Manchester—														
Districts 1–8		9,675			9,675		65,850			65,850	6,879			6,879
District 9	1,900	24,175		8,513	34,588	8,500	80,351		41,350	130,204	8,957		2,847	11,804
Middletown		3,226		4,212	7,438	4,150	74,777		65,495	144,422	2,578		2,159	4,737
Milford		13,379		4,296	17,675	5,400	57,757		21,558	84,715	3,229		225	3,454
Naugatuck				3,300	3,300	7,578	93,544		39,894	141,016	5,531		3,933	9,464
New London		30,133			30,133	17,297	148,279			165,576	18,665			18,665
Norwalk		14,930	5,000	3,340	23,270		126,240	45,020	31,157	202,417	7,509	2,000	3,039	12,548
Norwich		18,665			18,665	15,075	141,156			156,231	5,368			5,368
Stonington		2,750		2,200	4,950	3,425	51,036		12,950	67,411	3,214		1,440	4,654
Stratford		5,592		2,814	8,406		119,928		30,384	150,312	7,971		2,564	10,535
Torrington		20,269		4,856	25,125		168,222		47,562	215,784	8,806		4,288	13,094
Wallingford		10,877		4,416	15,293	5,775	67,871		22,415	96,061	7,766		1,366	9,132
Windham		5,612			5,612	[7] 2,200	79,240		29,416	110,356	2,229		1,509	3,738
Florida:														
Key West				2,250	2,250	1,620	[3] 48,000	[3] 8,030	[3] 7,000	[3] 64,650				
Miami		21,378	7,380	6,970	35,728	7,533	107,233	36,351	78,899	230,016	94			94
St. Petersburg		6,400	1,755	2,700	10,855	3,008	56,207	31,587	29,671	120,473	612	214	132	958

[3] Estimated. [4] Distribution estimated. [6] Data of 1921–22. [7] Salaries of three teachers were paid by the State.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Georgia:														
Albany							$45,330		$23,400	$68,730	[3] $500		[3] $167	[3] $667
Athens		$3,600		$4,550	$8,150		69,894		38,300	108,194	[4] 1,384		[4] 315	1,699
Brunswick		5,200			5,200		32,880	$4,668	15,500	53,048	2,363	$76	204	2,643
Lagrange		[3] 3,000		2,700	5,700		[3] 72,560	2,040	[3] 21,413	96,013	[4] 3,353	[4] 100	[4] 800	4,253
Rome		945		3,060	4,005		34,879		12,955	47,834	759		324	1,083
Valdosta			$1,300	2,400	3,700		29,185	6,780	13,075	49,040	[3] 459	[3] 64	[3] 77	[3] 600
Waycross				2,000	2,000		39,918	7,095	7,500	54,513	963	427	367	1,757
Idaho:														
Boise		27,922		5,600	33,522		120,268		93,737	214,005	8,922		6,699	15,621
Pocatello		22,520		5,705	28,225		86,005		50,413	136,418	12,967		3,241	16,208
Illinois:														
Alton		17,131			17,131	$2,300	93,168	18,000	57,000	170,468	2,174			2,174
Belleville	$2,550	2,000	2,018		6,568	9,000	69,570	28,000		106,570	[4] 3,500	[4] 2,485		5,985
Berwyn—														
District No. 98							31,658			31,658	1,110			1,110
District No. 100		3,250			3,250		65,200			65,200	3,495			3,495
Bloomington		6,233		4,200	10,433	9,350	135,306		90,095	234,751	32,862		16,315	49,177
Blue Island							55,350		29,550	84,900	1,790		1,734	3,524
Cairo		6,750		7,160	13,910		68,729		53,440	122,169	5,237		913	6,150
Canton		1,750		7,180	8,930		37,780	10,718	35,550	84,048	1,042	700	1,400	3,142
Centralia		18,185			18,185		79,073			79,073	2,006			2,006
Champaign				4,343	4,343		85,210		69,839	155,049	3,231		2,810	6,041
Chicago Heights		10,450			10,450		94,147			94,147	1,630			1,630
Elgin		26,900		4,500	31,400		142,408		92,509	234,917	7,868		8,645	16,513
Forest Park							42,640			42,640	4,749			4,749
Freeport				4,500	4,500		93,170		54,336	147,506	6,066		5,981	12,047
Galesburg		9,587	2,200	5,968	17,755		97,863	16,200	76,975	191,038	1,894	263	1,584	3,741
Granite City		7,800	2,700	3,600	14,100		93,051	27,200	52,398	172,649	4,634	1,545	2,278	8,457
Herrin							61,400			61,400				
Jacksonville		9,500	1,800	2,800	14,100		42,845	15,025	47,730	105,600	1,298	993	2,426	4,717
Kankakee		9,600		3,000	12,600		80,210		48,995	129,205	3,000		950	3,950
Kewanee		3,415		3,040	6,455	2,370	71,094		30,743	104,207	3,649		2,347	5,996
La Salle							53,721			53,721	1,607			1,607

Lincoln		4,725		3,250	7,975		70,944		41,473	112,417	4,483		4,493	8,976
Mattoon				2,400	2,400		61,435		23,424	84,859				
Maywood		10,940			10,940		93,372			93,372	5,859			5,859
Melrose Park														
Ottawa						3,397	47,346			50,743	1,500			1,500
Pekin		4,350		3,400	7,750		52,226	19,000	41,610	112,836	3,000	2,000		5,000
Streator		11,858			11,858	1,400	79,520			80,920	6,320			6,320
Urbana		8,600	1,850	3,405	13,855		30,150	13,005	39,255	82,410	984	390	1,200	2,574
Waukegan						7,400	150,259			157,659	6,130			6,130
Indiana:														
Anderson		9,312	5,277	6,398	24,003		124,034	42,681	62,282	245,103	2,916	1,022	894	9,038
Bloomington		7,550		14,394	21,944		45,625	28,282	50,134	124,041	2,158	1,500		3,658
Clinton		10,167		3,840	14,007		50,058		22,455	72,513	672		226	898
Crawfordsville		8,200	2,200	3,500	13,900	3,130	51,312	18,759	45,311	118,522	1,126	281	1,458	2,865
Elkhart		7,888	4,900	7,100	19,888		111,858	53,652	74,400	239,910	2,907	1,727	3,738	8,372
Elwood		4,725	2,000	2,200	8,925		46,911	19,471	32,385	97,867	261	198	929	1,388
Frankfort		13,867		9,729	23,596		58,708		32,548	91,256	3,374		1,382	4,756
Huntington		18,630		2,790	21,420	6,971	91,877		48,390	150,638	2,329		3,343	6,322
Jeffersonville		7,917		5,578	13,495		30,168		18,407	48,575	712		514	1,226
La Fayette		21,966		7,882	29,848	2,568	110,881		60,482	173,931	24			24
Laporte		16,937		2,595	19,532	5,558	68,384		43,348	117,290	2,716		3,673	6,389
Logansport		[4] 18,217	[4] 9,550	[4] 8,643	36,410	2,308	74,982	49,638	46,583	173,511	1,875	2,162	2,718	6,755
Marion		27,946		8,815	36,761		116,249		60,269	176,518	8,595		8,442	17,037
Michigan City		13,180		8,683	21,863	5,603	107,332		36,368	158,741	4,790		1,600	6,968
Mishawaka		23,030		8,644	31,674	7,075	94,302		43,030	144,407	7,309		5,854	13,163
New Albany		4,500		4,374	8,874		94,076		41,355	135,431	8,632		1,924	10,556
Newcastle		1,800	1,395	2,700	5,895		46,717	12,281	35,282	94,280	509	103	405	1,017
Peru		3,227		2,939	6,166	900	61,524		34,871	97,295	1,258		1,079	2,337
Richmond		10,464	5,663	3,482	19,609	13,266	107,382	84,041	80,162	284,851	2,000	2,175	3,187	7,362
Vincennes	1,260	6,108	6,675	7,220	21,263	2,989	55,510	31,799	30,773	121,071	3,226	1,874	1,938	7,038
Whiting		6,033	3,903	5,049	15,075	4,100	45,072	24,709	33,074	106,955	3,340	2,491	6,235	12,066
Iowa:														
Boone		5,894		4,850	10,744		67,949		43,507	111,456	2,113		614	2,727
Burlington		27,550		10,300	37,850	10,130	155,084		75,300	240,514	7,546		2,128	9,674
Clinton		17,257	4,218	6,306	27,781	9,736	68,937	24,848	55,351	158,872	7,217	2,616	3,932	13,765
Fort Dodge		36,430	2,458	3,400	42,288	8,070	83,811	16,323	61,696	169,900	7,845	2,488	4,875	15,208
Fort Madison		7,255		2,906	10,861	4,160	37,450		29,263	70,873	1,701		549	2,250
Iowa City		11,324		[6] 4,400	15,924		61,236		[6] 48,950	110,186	[6] 2,000		[6] 1,111	3,111
Keokuk		[4] 31,406		[4] 3,000	[4] 34,406		[4] 61,846		[4] 34,870	[4] 96,716	[4] 1,709		[4] 800	[4] 2,509
Marshalltown		18,000		3,100	21,100	9,720	70,409		55,322	135,451	[4] 7,903		[4] 3,387	11,290
Mason City		[4] 20,909		[4] 3,711	26,440	11,205	[4] 90,000	[4] 26,061	[4] 73,791	207,921	[4] 7,048	[4] 1,350	[4] 2,740	11,138
Muscatine		13,800		4,946	18,746		97,098		40,440	137,538	[4] 4,000		[4] 1,992	5,992
Ottumwa		27,586		3,567	31,153		144,672		79,624	224,296	11,420		9,603	21,023
Kansas:														
Arkansas City			3,400	3,506	9,900	2,500	51,700	38,400	34,500	135,100	3,700	3,670	4,800	13,670
Atchison		[4] 4,449		[4] 6,475	10,924	2,897	44,527	19,418	28,522	95,364	[4] 1,719	[4] 276	[4] 576	2,571
Chanute		3,145	6,338	7,105	16,588		41,899	29,518	25,200	96,617	1,330	1,448	1,448	4,226
Coffeyville		7,850	5,050	6,350	19,250		74,452	31,785	29,523	129,379	2,584	2,847	2,996	8,592
Eldorado		4,690	2,664	4,010	11,364		56,853	31,009	29,893	117,755		2,436	2,664	5,100
Emporia		15,828		3,200	19,028	5,040	40,000	27,078	57,555	129,673	5,715	1,229	2,755	9,699

[3] Estimated.

[4] Distribution estimated.

[6] Data of 1921–22.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kansas—Continued.														
Fort Scott	-------	$1,305	$2,500	$3,000	$6,805	-------	$52,030	$17,660	$33,680	$103,370	$6,894	$1,250	$5,411	$13,555
Hutchinson	-------	27,400	5,500	3,300	36,200	$14,203	112,568	66,390	61,892	255,053	43,832	8,766	4,383	56,981
Independence	-------	-------	-------	4,000	4,000	-------	69,783	34,370	51,456	155,609	2,002	7,339	7,339	16,680
Lawrence	-------	8,091	3,552	4,306	15,949	5,055	52,372	41,535	46,975	145,937	[4] 3,705	[4] 1,850	[4] 1,850	7,405
Leavenworth	-------	12,067	1,640	3,500	17,207	2,570	55,498	13,355	41,382	112,805	4,326	838	2,385	7,549
Parsons	-------	14,255	4,750	3,250	22,255	-------	48,195	28,305	54,711	131,211	[4] 5,203	[4] 1,124	[4] 1,932	8,259
Pittsburg	-------	2,286	2,292	3,250	7,828	-------	80,630	26,663	53,649	160,942	3,250	1,543	1,822	6,615
Salina	-------	2,100	3,000	3,250	8,350	12,547	100,181	49,738	45,578	208,044	6,746	2,400	2,200	11,346
Kentucky:														
Ashland	-------	18,743	2,300	3,400	24,443	-------	85,007	18,285	40,399	143,691	[4] 7,194	[4] 873	[4] 1,051	9,118
Henderson	-------	3,750	1,600	3,100	8,450	-------	42,216	8,000	15,400	65,616	1,639	99	808	2,546
Newport	-------	13,800	-------	2,200	16,000	-------	95,775	-------	21,057	116,832	1,629	-------	787	2,416
Owensboro	-------	5,625	-------	2,725	8,350	-------	73,893	-------	32,658	106,551	381	-------	967	1,348
Paducah	-------	16,127	2,750	2,750	21,627	-------	59,325	14,925	[4] 31,000	105,250	[4] 2,807	[4] 586	[4] 583	3,976
Louisiana:														
Alexandria	-------	13,940	-------	5,600	19,540	3,690	61,051	-------	45,840	110,581	[4] 4,039	-------	[4] 823	4,862
Baton Rouge	-------	9,050	2,700	4,140	15,890	-------	76,185	22,430	31,040	129,655	[4] 3,305	[4] 433	[4] 474	4,212
Lake Charles	-------	9,750	-------	3,000	12,750	-------	70,745	-------	30,465	101,210	-------	-------	-------	-------
Monroe	-------	3,540	-------	2,000	5,540	1,950	64,704	-------	15,180	81,834	1,948	-------	1,235	3,183
Maine:														
Auburn	-------	5,500	4,800	3,500	13,800	-------	81,539	23,650	27,797	132,986	5,417	-------	3,355	8,772
Augusta	-------	6,683	-------	7,418	14,101	5,500	44,573	-------	20,811	70,884	3,794	-------	2,900	6,694
Bangor	-------	10,700	-------	6,350	17,050	20,800	112,283	-------	88,814	221,897	13,890	-------	6,828	20,718
Bath	-------	1,250	-------	-------	1,250	-------	32,080	-------	20,431	52,511	1,797	-------	2,129	3,926
Biddeford	-------	6,700	-------	4,600	11,300	-------	35,922	-------	11,289	47,211	9,821	-------	3,519	13,340
Sanford	-------	-------	-------	-------	-------	-------	52,435	-------	26,011	78,446	[4] 4,178	-------	[4] 1,500	5,678
Maryland:														
Annapolis	-------	1,800	-------	3,600	5,400	-------	28,322	-------	27,960	56,420	1,065	-------	3,231	4,296
Cumberland	-------	19,074	4,370	5,480	28,924	-------	93,560	16,581	43,336	153,477	4,964	1,308	5,160	11,432
Frederick	-------	3,640	-------	3,000	6,640	-------	51,827	-------	44,186	96,013	2,257	-------	2,015	4,272
Hagerstown	-------	[3] 5,400	-------	[3] 4,300	9,700	-------	135,000	-------	[3] 36,000	171,000	13,000	-------	4,600	17,600

Massachusetts:													
Adams	10,650		3,050	13,700		62,319		19,107	81,426	2,411		1,488	3,899
Amesbury		[4] 2,500	2,900	5,400		28,587	[4] 14,000	30,600	73,187	2,905	[4] 1,000	3,948	7,853
Arlington	19,450	5,600	3,500	28,550	8,025	136,749	52,500	53,200	250,474	14,226	3,639	3,182	21,047
Attleboro	18,256		5,760	24,016	4,350	125,898		45,368	175,616	5,057		4,133	9,190
Belmont	12,930	3,050	3,400	19,380	7,815	60,170	18,850	43,121	129,956	[4] 4,842	[4] 1,210	3,972	10,024
Beverly	36,717		6,920	43,637		166,341		77,100	243,441	8,383		7,704	16,087
Braintree	9,300		3,200	12,500	9,150	73,914		27,100	110,164	6,504		3,901	10,405
Clinton			3,493	3,493		69,787		24,570	94,357	3,209		1,897	5,106
Danvers	15,105		3,451	18,556		54,927		31,394	86,321	5,226		3,147	8,373
Dedham	8,600		3,100	11,700		70,025	23,464	41,205	134,694	5,943	1,541	1,753	9,237
Easthampton			2,515	2,515		57,746		18,715	76,461	4,050		2,620	6,670
Framingham	7,140	10,041	3,500	20,681	1,150	85,961	40,500	39,900	167,511	6,972	3,214	1,746	11,932
Gardner	1,230		3,600	4,830		82,362		42,337	124,699	6,806		5,146	11,952
Gloucester	10,538		5,471	16,009		130,802		49,053	179,855	7,351		4,495	11,846
Greenfield	7,138		3,700	10,838	2,770	106,540		45,744	152,284	6,108		3,764	9,872
Leominster	6,700		3,200	9,900	1,200	70,672	[3] 21,750	42,095	145,616	5,454	[3] 2,600	4,301	12,355
Marlboro	4,100		2,800	6,900		67,074		28,986	96,060	3,598		2,941	6,539
Melrose	23,113		7,596	30,709		96,615		55,867	152,482	6,989		4,836	11,825
Methuen	7,123		3,000	10,123		119,120		23,026	142,146	7,489		1,892	9,381
Milford						83,256		27,040	110,296	3,110		4,755	7,865
Natick	[3] 2,200		[3] 3,600	[3] 5,800		75,811		35,665	111,476	6,441		3,641	10,082
Newburyport	6,150		2,300	8,450		59,021		29,421	88,442	3,830		2,817	6,647
North Adams	15,902		12,120	28,022	12,550	102,590		44,791	159,931	6,855		5,350	12,205
Northampton	13,350		3,300	16,650	1,250	129,342		38,412	169,004	6,981		2,122	9,103
Northbridge	3,567		3,110	6,677		70,184		13,685	83,869	5,782		2,669	8,451
Norwood	13,476	2,613	7,693	23,782		86,914	32,989	28,489	148,392	7,237		4,007	11,244
Peabody	20,950		3,300	24,250		102,179		51,210	153,389	6,374		5,926	12,300
Plymouth	11,875	3,725	3,100	18,700		70,994	19,500	22,240	112,734	4,974	[3] 2,000	2,394	9,368
Revere	48,155		6,605	54,760	1,490	224,145	44,199	58,082	327,916	16,765	5,168	5,167	27,590
Saugus	6,650		2,700	9,350		54,155	[3] 24,000	30,450	108,605	5,944	1,304	2,607	9,855
Southbridge	3,800		2,500	6,300		50,420		11,897	62,317	3,855		1,319	5,174
Wakefield	12,944		3,680	16,624		93,699		53,761	147,460				
Watertown	17,220		4,203	21,423		119,589	[3] 46,500	30,600	196,689	8,663	[3] 4,500	3,196	16,359
Webster	7,724		5,686	13,410		43,516		20,148	63,664	2,364		2,823	5,187
Westfield	19,600		3,500	23,100	13,000	110,208		42,577	165,785	6,621		3,153	9,774
West Springfield	12,200	2,800	3,300	18,300	5,600	106,771	16,075	30,780	159,226	12,377	2,091	2,579	17,047
Weymouth	12,764		2,772	15,536		83,074		33,132	116,206	5,441		2,735	8,176
Winchester	5,688		4,100	9,788	2,900	79,062		39,805	121,767	5,185		3,852	9,037
Winthrop	6,600		3,900	10,500		83,081		58,924	142,005	5,276		7,291	12,567
Woburn	[3] 2,200		[3] 3,500	[3] 5,700		[4] 104,746		[4] 34,926	139,672	[4] 6,231		[4] 2,581	8,912
Michigan:													
Adrian	6,375	2,600	2,850	11,825	[4] 5,200	[4] 40,911	[4] 28,979	[4] 42,902	117,992	4,143	2,271	2,447	8,861
Alpena	6,750		5,900	12,650		51,350		22,700	74,050	[4] 2,379		[4] 1,200	3,579
Ann Arbor	9,172		11,150	20,322	12,600	191,298		87,950	291,848	862		362	1,224
Benton Harbor	5,013	2,200	8,013	15,226	7,100	53,829	16,527	50,234	127,790	1,858	390	775	3,023
Calumet	18,650		3,800	22,450	5,034	87,487		77,715	170,236				
Escanaba	18,700		3,350	22,050	6,510	77,956		48,519	132,985	159			159
Holland	7,900	2,000	3,500	13,400	5,900	43,881	19,100	53,458	122,339	4,915	1,550	3,100	9,565
Ironwood	13,100		3,800	16,900	11,475	105,419		48,475	171,769	15,228		9,455	24,804

[3] Estimated, [4] Distribution estimated.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Michigan—Continued.														
Ishpeming	.....	$5,737	.....	$4,750	$10,487	$7,500	$57,893	.....	$36,653	$102,046	$5,785	.....	$4,216	$10,001
Marquette	.....	6,840	$1,650	2,800	11,290	5,450	45,036	[3] $13,500	25,600	89,586	4,434	$688	1,974	7,096
Monroe	.....	.....	.....	2,890	2,890	4,100	63,782	.....	31,913	99,795	4,720	.....	4,351	9,071
Owosso	.....	6,400	.....	3,000	9,400	4,700	77,136	.....	39,100	120,936	9,170	.....	2,385	11,555
Port Huron	.....	21,684	2,300	3,200	27,184	4,533	157,034	31,733	38,092	242,992	5,432	4,250	3,435	13,917
Sault Ste. Marie	.....	9,074	2,550	7,116	18,740	8,896	51,639	23,303	52,077	135,915	5,180	2,476	5,070	12,726
Traverse City	.....	21,370	3,370	4,370	29,110	3,300	40,032	11,245	15,341	69,918	2,549	800	800	4,149
Wyandotte	.....	9,230	.....	3,000	12,230	8,400	79,017	.....	89,962	177,379	6,300	.....	5,889	12,189
Minnesota:														
Faribault	.....	6,433	.....	5,510	11,943	.....	32,728	14,033	35,988	82,749	2,851	1,426	2,366	6,643
Hibbing	.....	18,537	.....	7,612	31,557	43,750	267,724	.....	131,976	528,873	15,398	.....	28,078	43,476
Mankato	.....	.....	2,000	5,000	7,000	5,130	47,682	29,106	38,408	120,326	[4] 7,166	[4] 3,600	[4] 3,600	14,366
Rochester	.....	10,200	2,000	4,750	20,450	7,257	53,525	33,000	42,550	149,232	[3] 12,474	[3] 5,500	[3] 5,500	23,474
St. Cloud	.....	7,798	.....	2,800	10,597	2,425	61,028	.....	54,220	117,673	2,943	.....	3,650	6,593
Virginia	.....	8,345	3,000	10,912	22,257	16,832	139,295	84,766	62,310	318,533	35,483	14,100	9,200	60,783
Winona	.....	16,689	2,653	3,442	22,784	9,167	74,499	31,367	36,849	151,882	4,544	733	1,322	6,599
Mississippi:														
Biloxi	.....	8,526	.....	1,350	9,876	.....	39,625	.....	16,225	55,850	[4] 1,100	.....	[4] 200	1,300
Columbus	.....	1,350	1,800	2,500	5,650	.....	22,077	6,966	23,135	52,578	.....	.....	.....	.....
Greenville	.....	9,450	.....	3,500	12,950	2,425	37,325	.....	17,580	57,330	532	.....	375	907
Jackson	.....	[4] 8,400	[4] 1,850	[4] 3,000	13,250	.....	[4] 79,800	[4] 11,000	[4] 32,744	123,544	[4] 3,201	[4] 573	[4] 494	4,268
Laurel	.....	7,080	1,560	4,560	13,200	3,000	50,572	14,400	23,400	91,372	[4] 2,191	[4] 500	[4] 800	3,491
Meridian	.....	7,850	1,750	3,800	13,400	.....	77,897	17,000	36,000	130,897	[4] 509	[4] 89	[4] 117	715
Vicksburg	.....	.....	.....	2,400	2,400	.....	[4] 47,907	.....	[4] 15,400	63,307	.....	.....	.....	.....
Missouri:														
Cape Girardeau	.....	3,460	.....	3,000	6,460	.....	53,124	.....	41,916	95,040	6,455	.....	898	7,353
Carthage	.....	13,140	.....	4,020	17,160	.....	44,934	.....	30,060	74,994	1,596	.....	847	2,443
Columbia	.....	3,724	.....	2,400	6,124	.....	46,139	.....	38,399	84,538	4,493	.....	2,903	7,396
Hannibal	.....	4,140	5,400	2,400	11,940	.....	62,107	24,660	27,685	114,452	6,500	2,542	2,073	11,115
Independence	.....	2,950	2,000	4,910	9,860	.....	61,385	17,096	36,923	115,404	3,705	310	630	4,645
Jefferson City	.....	2,940	.....	2,500	5,440	2,439	35,300	.....	28,749	66,488	[4] 3,745	.....	[4] 950	4,695
Joplin	.....	23,077	.....	5,581	28,658	.....	131,368	.....	70,081	201,449	5,781	.....	3,924	9,705
Moberly	.....	1,170	.....	3,000	4,170	.....	45,201	.....	25,100	70,301	2,041	.....	.....	2,041
Sedalia	.....	13,910	.....	4,242	18,152	.....	88,159	.....	46,402	134,561	2,427	.....	809	3,236

Montana:													
Anaconda	5,550		4,250	9,800		63,750		44,470	108,220	5,641		2,388	8,029
Billings	14,375		4,150	18,525		96,839		52,640	149,479	8,137		2,261	10,398
Great Falls	26,883	2,050	8,314	37,247	[3] 11,400	139,073	35,142	78,309	263,924	4,096	3,809	3,432	11,337
Helena	15,180		13,836	29,016		[4] 64,691		[4] 42,816	107,507	7,002		4,425	11,427
Missoula	8,312			8,312		111,115			111,115	6,860			6,860
Nebraska:													
Grand Island	8,260	[5] 1,100	3,000	12,360	6,970	68,839	15,400	32,500	123,709	6,667	1,943	3,886	12,496
Hastings	11,700	1,800	5,300	18,800	5,300	50,934	30,325	34,835	121,394	[4] 4,814	[4] 3,000	[4] 3,000	10,814
North Platte	4,036	2,054	2,554	8,644	5,000	31,754	19,703	21,311	77,768	2,682	870	870	4,422
Nevada:													
Reno			3,400	3,400	4,769	87,284		46,890	138,943	14,219		2,275	16,494
New Hampshire:													
Berlin	10,625	2,600	7,000	20,225		26,272	13,800	57,093	97,165	916	692	4,783	6,391
Concord	15,178	7,490	3,508	26,176	11,991	56,078	30,460	54,431	152,960	6,934	2,281	2,556	11,771
Dover			3,500	3,500		41,112		22,950	64,062	4,593		3,749	8,342
Keene	4,381	2,400	3,300	10,081	2,000	37,138	18,000	30,308	87,446	2,985		4,078	7,063
Laconia	4,500		2,800	7,300		24,701	[3] 7,700	29,416	61,817	4,430	[3] 1,900	3,356	9,686
Nashua	10,700	2,500	3,000	16,200	11,000	99,832	24,500	37,842	173,174	11,452		10,393	21,845
Portsmouth	6,900	2,500	3,200	12,600	5,350	43,870	[3] 18,629	34,603	93,052	2,994	[3] 1,400	3,611	8,005
New Jersey:													
Asbury Park	17,232		3,400	20,632	9,539	109,133		56,054	174,726	[4] 7,609		[4] 3,500	11,109
Belleville	22,401			22,401		139,507		30,423	169,930	4,559		1,200	5,759
Bloomfield	36,073		3,300	39,373	22,100	180,705		68,907	271,712	19,876		10,100	29,976
Bridgeton	3,975		4,325	8,300		78,858		41,200	120,058	[4] 8,314		[4] 3,500	11,814
Carteret						[4] 87,694		[4] 8,400	96,094	[4] 7,425		[4] 525	7,950
Clifton	28,575		4,182	32,757	19,125	212,522		57,845	289,492	19,545		2,224	21,769
Englewood	20,125		4,000	24,125	14,400	72,995	28,600	56,700	172,695	5,308	2,461	1,754	9,523
Garfield	14,660		3,200	17,860	9,975	210,249		23,750	243,974	11,401		1,500	12,901
Gloucester			1,800	1,800		44,678		24,000	68,678	7,311		997	8,308
Hackensack	29,145		7,430	36,575	21,550	182,333		93,395	297,278	12,822		7,027	19,849
Harrison	8,481		2,693	11,174		82,783		20,108	102,891	11,224		1,304	12,528
Irvington	34,755		4,550	39,305		226,472		61,498	287,970	19,233		6,247	25,480
Kearny	41,178		6,806	47,984	22,025	240,842		78,670	341,537	22,802		4,912	27,714
Long Branch	16,350		3,100	19,450	6,600	116,835		51,900	175,335	10,822		2,916	13,738
Millville	10,821		2,300	13,121		67,764		33,869	101,633	7,541		3,531	11,072
Montclair	23,080	17,525	8,700	49,305	22,200	213,525	166,500	135,075	537,300	12,773	17,425	12,380	42,578
Morristown	[3] 6,261		[3] 4,000	[3] 10,261	3,178	57,808	13,250	60,561	134,797	4,890	1,200	4,791	10,881
North Bergen	48,995			48,995	7,510	263,055			270,565	29,368			29,368
Phillipsburg	19,450		2,550	22,000	1,000	89,586		32,450	123,036	7,779		3,545	11,324
Plainfield	28,970		7,630	36,600	25,945	252,835		125,889	404,669	18,544		8,282	26,826
Rahway	15,858		3,200	19,058		94,616		27,501	122,117	6,102		4,469	10,571
South Orange	31,546		7,900	39,446	17,200	127,509		69,875	214,584	13,053		3,138	16,191
Summit	25,100	2,850	10,650	38,600	8,925	55,725	14,350	37,300	116,300	6,001	[3] 1,400	4,274	11,675
Weehawken	10,204			10,204	11,000	106,831			117,831	7,964			7,964
West New York	35,247		9,084	44,331	18,885	247,046		85,908	351,839	27,284		6,736	34,020
West Orange	22,231		4,160	26,391	11,040	160,755		44,720	216,515	14,595		2,151	16,746
New Mexico:													
Albuquerque	16,630	9,186	5,344	31,160		83,857	36,262	43,240	163,359	2,695	598	2,659	5,952

[3] Estimated.

[4] Distribution estimated.

[5] For 90 days only.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 to 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New York:														
Batavia		$20,761		$3,680	$24,441		$106,559		$37,059	$143,618	$4,386		$3,539	$7,925
Beacon		8,166		5,574	13,740	$2,040	44,781		16,488	63,309	2,982		2,396	5,378
Cohoes		16,656		4,075	20,731	5,740	63,226		16,800	85,766	1,592		528	2,120
Corning—														
Dist. No. 9							31,947	[3]$19,500	25,500	76,947	1,064		1,493	2,557
Dist. No. 13							24,835		27,734	52,569	1,550		1,981	3,531
Cortland		13,218			13,218	6,825	58,563		43,710	109,098	2,026		1,751	3,777
Dunkirk		17,829		4,517	22,346	8,990	109,887		45,703	187,595	8,868		799	9,667
Fulton		13,382		3,000	16,382		64,465		33,498	97,963	1,443		700	2,143
Geneva		10,606			10,606	9,110	63,708		38,477	111,295	1,614		580	2,194
Glens Falls		6,318		4,012	10,330	4,325	60,016		39,355	103,696	4,900		3,559	8,459
Gloversville		11,981		3,100	15,081	8,650	146,020		54,553	209,223	10,118		6,343	16,461
Herkimer		4,576		2,414	6,990	1,400	57,084		22,604	81,088	987		459	1,446
Hornell		15,473		5,545	21,018	6,664	77,216		45,800	129,680	7,694		5,451	13,145
Hudson		1,875		2,800	4,675	2,447	56,716		23,495	86,291	3,588		3,254	7,216
Ilion		8,575		6,210	14,785	6,842	54,865		28,708	90,415	1,232		937	2,169
Ithaca		11,661		9,079	20,740	[3]8,400	82,852		68,435	159,687	7,465		4,941	12,406
Johnstown						6,397	65,724		28,501	100,622	5,699		1,946	7,645
Kingston		19,794		6,737	26,531		104,555		61,789	166,344	8,677		3,700	12,377
Lackawanna		17,097		5,183	22,280	8,700	111,383		21,029	141,112	3,762		2,507	6,269
Little Falls		4,897		4,871	9,768	5,815	66,278		21,866	93,959	2,636		1,098	3,734
Lockport		19,634		3,500	23,134	10,571	124,305		41,174	176,050	8,472		10,006	18,478
Middletown		24,399		4,056	28,455		73,278		36,550	109,828	9,469			9,469
North Tonawanda		19,423		3,503	22,926	6,553	87,889		29,290	123,731	7,043		2,346	9,389
Ogdensburg		8,484		2,760	11,244		50,040		26,175	76,215	3,731		557	4,288
Olean		18,514		9,991	28,505	14,506	130,258		58,988	203,752	6,243		2,648	8,891
Oneida		6,424		2,092	8,516	1,896	51,386		33,227	86,509	3,225		1,138	4,363
Oneonta		12,140		9,555	21,695	2,425	41,550		26,713	70,688	10,038		816	10,854
Ossining		8,101		4,606	12,707	1,395	64,006		28,512	93,913	2,920		2,362	5,282
Oswego		26,376		4,465	30,841	2,900	81,615		60,160	144,675	5,728		3,876	9,604
Peekskill		14,875		3,500	18,375	2,625	78,929		33,960	115,514	3,993		1,771	5,764
Plattsburg		4,450		2,250	6,700	3,800	40,847		21,600	66,247	2,140		909	3,049
Port Chester		20,689		3,905	24,594	10,300	156,609		48,905	215,814	5,497		2,749	8,246

Port Jervis	14,865		3,041	17,906	6,054	50,639		21,276	77,969	2,538		1,056	3,594
Rensselaer	12,496			12,496	2,630	63,882		20,076	86,588	6,891		2,221	9,112
Rome	22,325		4,575	26,900	13,446	145,782		45,716	204,944	5,327		1,102	6,429
Saratoga Springs	6,177		4,243	10,420	8,689	66,526		31,566	106,781	1,910		3,642	5,552
Tonawanda	12,350		7,650	20,000	2,563	39,653		24,488	66,704	2,440		1,837	4,277
Watervliet	11,579		1,778	13,357	3,825	63,376		21,459	88,660	2,222		1,473	3,695
White Plains	49,721		10,973	60,694	17,015	233,913		103,292	354,220	12,397		5,875	18,272
North Carolina:													
Asheville [6]	18,535		2,450	20,985	9,635	114,904	15,275	63,133	202,947	2,398	1,000	3,248	6,646
Durham	23,150		6,350	29,500		117,162		85,902	203,064	8,550		3,067	11,617
Gastonia	16,445		2,500	18,945		97,020		31,680	128,700	4,000		2,000	6,000
Goldsboro	3,800		3,400	7,200		65,380		33,420	98,800	657			657
Greensboro	[4] 23,312	[4] 3,500	[4] 5,000	31,812		151,392	20,000	46,000	217,392	11,948	3,000	4,000	18,948
High Point	19,935		4,800	24,735		100,315		35,218	135,533				
New Bern	1,500		3,900	5,400		43,079		23,642	66,721	1,000			1,000
Raleigh	23,513	2,750	3,000	29,263		140,291	32,137	38,543	210,971				
Rocky Mount	[3] 7,000		[6] 2,400	9,400		[3] 51,900		[3] 24,531	76,431				
Salisbury	12,450		4,200	16,650		[3] 71,069		[3] 29,900	100,969	[3] 1,431		[3] 800	2,231
Wilson	6,040		4,800	10,840		55,234		21,936	77,170	1,051		451	1,502
North Dakota:													
Fargo	30,920	4,945	4,000	39,865	8,200	110,300	61,270	74,590	254,360	8,271	1,065	1,065	10,401
Grand Forks	5,575	4,185	4,790	14,550		68,333	26,400	51,405	146,138	1,154	588	619	2,361
Minot			3,500	3,500		59,731	15,434	39,890	115,055	5,213	260	780	6,253
Ohio:													
Alliance	19,514		3,115	22,629		168,058		79,900	247,958	15,815		4,050	19,865
Ashtabula	10,400		5,210	15,610		112,783		41,051	153,834	[4] 10,015		[4] 3,500	13,515
Barberton	19,000		2,600	21,600		98,379		41,750	140,129	[4] 11,462		[4] 2,860	14,322
Bellaire	4,871		2,620	7,491		63,078		34,450	97,528	2,371		1,580	3,951
Bucyrus	1,800		3,200	5,000		36,100	21,742	27,672	85,514				
Chillicothe	8,700		5,000	13,700		70,505		39,460	109,965	[4] 12,990		[4] 2,866	15,856
Cleveland Heights	36,526	12,850	5,250	54,626	23,926	233,099	126,944	117,513	501,482	23,815	10,000	10,000	43,815
Coshocton	2,800	1,505	2,400	6,705		[4] 66,150	[4] 14,575	[4] 34,000	114,725	[4] 5,900	[4] 1,500	[4] 3,000	10,400
East Youngstown	13,004		[3] 2,950	15,954		96,652	25,159	[3] 8,000	129,811	5,555	2,885	[3] 1,050	9,490
Elyria	7,000		3,350	10,350	1,710	148,558		76,850	227,118	8,587		2,147	10,733
Findlay	15,960		2,200	18,160		85,249		52,298	137,547	3,242		1,093	4,335
Fremont	9,115	2,448	2,880	14,443	4,748	30,071	22,848	33,194	90,861	200			200
Kenmore	[3] 10,620		2,800	13,420		52,871	17,705	23,515	104,711	[4] 6,412	[4] 1,600	[4] 2,130	10,142
Lancaster	14,850		2,600	17,450		61,000		45,500	106,500	[4] 500		[4] 250	750
Mansfield	12,890		4,260	17,150		192,662		85,255	277,917	10,554		8,379	18,933
Marietta	3,750	3,250	5,500	12,500		62,300	35,450	27,050	124,800	1,989	1,220	720	3,929
Marion	2,450	5,800	2,770	11,020		136,414	32,175	44,145	212,734	[4] 22,148	[4] 5,070	[4] 5,040	32,258
Martins Ferry	11,750	[3] 2,000	2,920	16,670		43,507	[3] 13,000	38,025	94,532	[4] 1,483	[4] 400	[4] 600	2,483
Massillon	25,802		5,040	30,842		103,138		62,785	165,923	[4] 4,456		[4] 1,500	5,956
Middletown	23,200		4,392	27,592		143,802		65,632	209,434	[4] 7,702		[4] 2,000	9,702
Newark	15,153		2,931	18,084		162,195		56,863	219,058	[4] 9,457		[4] 2,000	11,457
Niles	3,000		3,328	6,328		[4] 86,691		[4] 43,040	129,731	[4] 2,902		[4] 750	3,652
Norwood	11,200		3,000	14,200	[6] 8,400	139,100		52,766	200,266	[4] 5,053		[4] 2,000	7,053
Piqua	6,550		2,800	9,350		62,365		32,750	95,115	4,750		2,000	6,750
Salem			2,950	2,950		36,324	12,811	35,060	84,195				
Sandusky	12,185		3,900	16,085		106,160		73,400	179,560	200			206
Tiffin						[4] 41,002		[4] 33,880	74,882	[4] 1,962		[4] 1,500	3,402

[3] Estimated.

[4] Distribution estimated.

[6] Data of 1921–22.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 to 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ohio—Continued.														
Warren	-------	$33,811	$8,538	$7,955	$50,304	$7,300	$184,180	$106,525	$68,087	$366,092	$12,952	$7,939	$11,999	$32,890
Zanesville	-------	1,650	-------	3,000	4,650	-------	130,537	-------	59,018	191,591	6,533	-------	1,200	7,733
Oklahoma:														
Ardmore	-------	4,380	7,400	8,000	19,780	-------	68,817	36,507	40,705	146,029	5,072	5,072	5,072	15,216
Bartlesville	-------	[3] 10,000	[3] 2,400	[3] 3,500	[3] 15,900	-------	[4] 68,380	[4] 32,500	[4] 39,100	139,980	[4] 2,330	[4] 1,000	[4] 1,000	4,330
Chickasha	-------	10,945	2,500	4,625	18,070	-------	[4] 49,153	[4] 32,000	[4] 38,500	119,653	[4] 1,362	[4] 918	[4] 1,361	3,641
Enid	-------	4,809	8,158	7,540	20,507	-------	75,138	43,876	49,724	168,738	653	375	3,045	4,073
Guthrie	-------	1,500	-------	4,800	6,300	2,160	62,840	15,800	40,000	120,800	200	200	800	1,200
McAlester	-------	[3] 4,000	-------	[3] 3,500	[3] 7,500	-------	[4] 64,323	-------	[4] 40,000	104,323	-------	-------	-------	-------
Okmulgee	-------	14,771	4,462	6,076	25,309	-------	[4] 109,419	[4] 64,500	[4] 49,300	223,219	6,172	1,863	1,864	9,899
Sapulpa	-------	13,200	-------	5,800	19,000	-------	104,720	-------	62,540	167,260	1,728	-------	1,234	2,962
Shawnee	-------	[6] 3,100	-------	[6] 6,930	10,030	-------	[4] 57,196	[4] 21,700	[4] 30,000	108,896	3,500	-------	3,283	6,783
Oregon:														
Astoria	-------	7,815	-------	4,955	12,770	-------	81,181	-------	36,608	117,789	1,038	-------	3,054	4,092
Eugene	-------	10,850	-------	2,500	13,350	-------	67,261	-------	56,750	124,011	829	-------	544	1,373
Salem	-------	[4] 11,869	[4] 5,400	[4] 2,750	20,019	-------	[4] 57,513	[4] 45,000	[4] 57,500	160,013	[4] 2,990	[4] 1,500	[4] 1,500	5,990
Pennsylvania:														
Ambridge	-------	[4] 11,250	-------	[4] 3,000	14,250	-------	[4] 78,350	-------	[4] 21,650	100,000	[4] 7,000	-------	[4] 1,800	8,800
Beaver Falls	-------	-------	-------	3,200	3,200	-------	78,160	-------	37,979	116,139	4,330	-------	5,458	9,788
Berwick	-------	7,092	-------	4,400	11,492	-------	[4] 72,179	-------	[4] 24,150	96,329	[4] 8,574	-------	[4] 2,100	10,674
Braddock	-------	19,325	-------	8,114	27,439	-------	109,379	-------	32,262	141,641	[4] 9,344	-------	[4] 4,520	13,864
Bradford	-------	12,980	-------	3,351	16,331	-------	72,449	-------	42,803	115,252	5,096	-------	4,051	9,147
Bristol	-------	-------	-------	-------	-------	-------	57,526	-------	17,800	75,326	2,051	-------	2,250	4,301
Butler	-------	7,296	2,520	5,747	15,563	-------	80,805	35,327	72,047	188,179	9,381	-------	13,253	22,634
Canonsburg	-------	7,375	-------	7,825	15,200	-------	66,326	-------	13,249	79,575	[3] 6,825	-------	[3] 2,000	8,825
Carbondale	-------	8,275	-------	2,800	11,075	-------	91,289	-------	32,602	123,891	4,360	-------	3,542	7,902
Carlisle	-------	2,918	-------	-------	2,918	-------	51,321	-------	26,009	77,330	4,849	-------	4,278	9,127
Carnegie	-------	-------	-------	3,000	3,000	-------	72,276	-------	21,078	93,354	[4] 7,514	-------	[4] 3,500	11,014
Carrick	-------	3,611	-------	-------	3,611	-------	52,382	13,300	-------	65,682	9,021	2,000	-------	11,021
Chambersburg	-------	-------	-------	2,700	2,700	-------	67,777	-------	34,310	102,087	5,485	-------	4,329	9,814
Charleroi	-------	2,179	-------	4,090	6,269	-------	68,777	-------	33,322	102,099	6,482	-------	4,393	10,875
Clairton	-------	9,745	[3] 2,200	2,500	14,445	-------	74,702	27,000	31,470	133,172	7,433	[3] 3,000	4,305	14,738
Coatesville	-------	-------	-------	3,206	3,206	-------	76,692	42,000	41,500	160,192	[4] 8,307	[4] 3,500	[4] 2,250	14,057

Columbia	2,800		2,250	5,050		40,918	6,700	16,800	64,418	[4] 3,425		[4] 1,200	4,625
Connellsville	5,206		2,721	7,927		[4] 75,528	[4] 31,500	[4] 32,600	139,628	[4] 9,068	[4] 2,200	[4] 2,800	14,068
Dickson City	1,100			1,100		62,141		8,329	70,470	7,483		3,519	11,002
Donora	9,800		3,452	13,252		[4] 85,674		[4] 27,200	112,874	[4] 14,149		[4] 4,100	18,249
Dubois	[4] 9,342		[4] 3,000	12,342		[4] 63,429		[4] 30,000	93,429	[4] 7,712		[4] 1,891	9,603
Dunmore	3,053		4,726	7,779		[4] 167,077		[4] 22,100	189,177	[4] 13,908		[4] 6,400	20,308
Duquesne	18,028		6,475	24,503		110,022		25,114	135,136	[4] 11,135		[4] 4,000	15,135
Farrell	6,583		3,111	9,694		88,423		31,838	120,261	10,771		6,302	17,073
Greensburg	11,627		4,234	15,861		86,046		52,790	138,836	9,042		8,763	17,805
Homestead	[3] 11,240		[3] 7,760	[3] 19,000		[4] 94,012		[4] 66,300	160,312	[4] 10,691		[4] 5,000	15,691
Jeannette	[4] 4,322		[4] 6,500	10,822		64,438		31,267	95,715	7,950		4,172	12,122
Kingston						[4] 127,328		[4] 32,000	127,328	[4] 12,662		[4] 4,000	16,662
Lebanon	8,806		2,600	11,406		69,249	33,750	55,700	159,699	[3] 7,896	[3] 2,600	[3] 3,250	13,746
McKees Rocks			2,650	2,650		75,429		15,680	91,109	10,488		2,658	13,146
Mahanoy City			2,500	2,500		52,774	17,300	28,900	98,974	6,204	1,300	1,570	9,074
Meadville	12,900		5,800	18,700		68,800		34,492	103,292	5,622		4,000	9,622
Monessen	10,860	3,025	3,516	17,401		105,096	41,122	64,357	210,575	7,445	3,400	4,109	14,954
Mount Carmel			3,700	3,700		56,807		22,725	79,532	3,613		2,763	6,376
Nanticoke	5,933		3,700	9,633		162,317		32,900	195,217	[4] 19,829		[4] 3,500	23,329
New Kensington						61,944		30,530	103,641	2,956		8,332	13,561
North Braddock						[4] 136,415		[4] 30,500	166,915	[4] 12,062		[4] 4,200	16,262
Oil City	9,940	10,435	2,900	23,275		114,427	33,395	37,890	185,712	[4] 13,318	[4] 3,800	[4] 3,800	20,918
Old Forge						81,699		12,810	94,509	8,034		850	8,884
Olyphant	1,600		2,800	4,400		88,540		13,750	102,290	7,512		2,180	9,692
Phoenixville	3,701		5,896	9,597		43,473		15,542	59,015	3,072		2,662	5,734
Pittston	7,200			7,200		128,195	15,000	23,500	166,695	19,649			19,649
Plymouth	10,850		3,200	14,050		98,490		14,900	113,390	6,448		1,405	7,853
Pottstown	6,492		3,167	9,659		[4] 87,336		[4] 33,600	120,936	[4] 7,628		[4] 2,587	10,215
Pottsville	5,800			5,800		89,930		27,976	117,906	7,240		4,618	11,858
Punxsutawney	1,610		3,880	5,490		50,051		27,987	78,038	5,824		2,409	8,233
Shamokin	5,808		2,631	8,439		95,306		32,308	127,614	13,204			13,204
Sharon	1,800		4,847	6,647		136,845		36,230	173,075	9,010		5,215	14,225
Shenandoah	[4] 1,400		[4] 6,387	7,787		[4] 102,448		[4] 20,800	123,248	[4] 11,006		[4] 4,500	15,506
Steelton	5,050		5,515	10,565		66,106		27,786	93,892	5,890		3,911	9,801
Sunbury	6,200		3,079	9,279		90,685		41,050	131,735	11,936		6,049	17,985
Swissvale	[3] 4,800		2,365	7,165		[4] 71,947		[4] 30,600	102,547	[4] 8,615		[4] 3,500	12,115
Tamaqua	1,600		2,600	4,200		51,600		12,000	63,600	7,710		1,151	8,861
Uniontown	12,917		12,961	25,878		[4] 100,183		[4] 40,545	140,728	10,356		5,157	15,513
Warren	5,650		3,000	8,650	5,725	100,776		72,625	179,126	7,182		9,706	16,888
Washington	13,281		3,577	16,858		123,697		44,424	168,121	17,480		9,415	26,895
West Chester	1,298		5,963	7,261		64,069		51,748	115,817	4,013		5,570	9,583
Wilkinsburg	10,195	3,200	4,000	17,395	3,650	120,508	70,950	84,950	280,058	[4] 14,800	[4] 6,475	[4] 5,600	26,875
Woodlawn	7,290		3,300	10,590		[4] 103,105		[4] 22,100	125,205	[4] 10,734		[4] 2,500	13,234
Rhode Island:													
Bristol	7,348		2,500	9,848		59,483		11,686	71,169	3,070		1,798	4,868
Central Falls	12,882		3,915	16,797		68,306		16,832	85,138	7,725		3,309	11,034
Cranston	14,969		3,323	18,292	9,031	189,314		43,073	242,841	11,828		1,317	13,206
Cumberland	2,150		2,500	4,650		53,860		10,558	64,418	4,553		609	5,162
East Providence	10,500		3,500	14,000		124,836		34,922	169,758	5,500		2,500	8,000
Warwick	5,400			5,400	1,900	90,409		24,231	116,540	4,377		4,889	9,266
West Warwick	15,200		6,200	21,400	3,500	49,998		20,634	74,132	3,333		1,292	4,625

[3] Estimated.

[4] Distribution estimated.

[6] Data of 1921–22.

TABLE 12.—*Expenses of instruction in day schools, city public school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina:														
Anderson		[4] $10,560		[4] $5,900	$16,460		[4] $65,026		[4] $23,400	$88,426	[4] $2,261		[4] $386	$2,647
Florence		11,390		2,500	13,890		67,278		30,815	98,093	[4] 3,279		[4] 1,000	4,279
Greenville		18,345		4,350	22,695		121,350		44,955	166,305				
Spartanburg		14,900		4,200	19,100		81,972		36,810	118,782	1,327		663	1,990
South Dakota:														
Aberdeen		14,950	$3,600	7,400	25,950	$8,550	55,087	$17,436	47,100	128,173	2,649	$858	3,494	7,001
Sioux Falls		32,843		9,700	42,543	11,527	197,531		94,725	303,783	19,554		10,664	30,218
Tennessee:														
Jackson		11,800	1,250	1,700	14,750		36,516	11,150	18,050	65,716				
Johnson City		2,325			2,325		[4] 70,900	[4] 18,000	[4] 24,835	[4] 113,735				
Texas:														
Abilene		6,060		2,750	8,810		46,170		36,125	82,295	[4] 125		[4] 812	937
Amarillo		1,900	3,915	6,075	11,890		77,968	27,990	44,715	150,673	[4] 2,935	[4] 759	[4] 918	4,613
Brownsville		4,000			4,000		42,425		23,265	65,690				
Cleburne		12,200		3,000	15,200		83,980		54,324	138,304	[4] 1,637		[4] 3,095	4,732
Corpus Christi		[4] 4,860		[4] 1,800	6,660		[4] 28,550		[4] 21,060	49,610	[4] 681		[4] 341	1,022
Corsicana		1,500		4,000	5,500		51,485		33,473	84,958	800		1,200	2,000
Del Rio							18,470		13,940	32,410	[4] 477		[4] 400	877
Denison		4,000		2,500	6,500		65,426		43,515	108,941	4,380		3,820	8,200
Greenville				2,400	2,400		[4] 46,082		[4] 32,200	78,282				
Laredo							[4] 49,996	[4] 8,325	[4] 15,315	73,636	[4] 2,233	[4] 583	[4] 1,750	4,566
Marshall		11,690		8,650	20,340		52,273		33,555	85,828	133			133
Palestine				3,390	3,390		40,848		25,951	66,799	429		300	729
Paris		2,385		900	3,285	4,950	64,530		44,210	113,690	[4] 836		[4] 235	1,071
Port Arthur		14,765		3,600	18,365	4,015	125,625		60,464	190,104	7,360		4,000	11,360
Ranger		2,700		2,200	4,900		35,280		19,820	55,100	[4] 2,795		[4] 692	3,487
San Angelo		3,250			3,250		47,819		26,575	79,989	[4] 513		[4] 127	640
Sherman		6,030		3,400	9,430		68,823		43,598	112,421	[4] 1,458		[4] 1,100	2,558
Temple		10,950		3,000	13,950		50,094		34,970	85,064	[4] 2,695		[4] 1,000	3,695
Texarkana		6,000		3,100	9,100	2,790	35,091		34,128	72,009	379		1,201	1,580
Tyler		12,375		3,520	15,895		47,084		37,958	85,042	[4] 284		[4] 650	934
Utah:														
Provo		1,425		2,900	3,325		48,564	20,604	30,305	99,473	6,336		220	6,556

Vermont:														
Barre							53,513		29,992	83,505	[4] 3,910		[4] 1,500	5,410
Burlington		11,552	4,010	6,100	21,662	4,600	58,023	18,200	39,695	120,518	4,211	500	500	5,211
Rutland		2,112	4,388	4,800	11,300		29,626	17,158	33,651	80,435	7,157	1,490	2,905	11,552
Virginia:														
Alexandria		7,800		3,750	11,550		[3] 55,584		[3] 23,800	79,384				
Charlottesville		1,800		4,400	6,200		46,705		25,503	72,208				
Danville		11,420		3,000	14,420		87,039		35,294	122,333	121			121
Staunton		4,831		2,700	7,531		28,491		16,511	45,002	894		[3] 100	994
Washington:														
Aberdeen		17,045	2,300	3,678	23,023		78,014	16,984	40,235	135,233	6,045	593	3,835	10,473
Bellingham		27,101		10,487	37,588		159,708		104,228	263,936	7,284		7,256	14,540
Everett		26,975		8,526	35,501	2,500	198,257		93,719	294,476	13,654		9,433	23,087
Hoquiam		8,006		2,646	10,652		44,042	17,099	23,497	84,638	2,094	1,766	2,120	5,980
Vancouver		11,520		2,760	14,280		67,888		49,312	117,200	6,856		3,027	9,883
Walla Walla		15,307		4,453	19,760		100,422		70,320	170,742	3,541		6,444	9,985
Yakima		32,490		3,450	35,940		137,637		77,768	215,405				
West Virginia:														
Bluefield		12,000		4,500	16,500		135,484		42,547	178,031	600		200	800
Clarksburg (city district)		11,024		11,175	22,199		116,010		65,080	181,090	1,980		220	2,200
Fairmont		21,453		5,144	26,597	3,642	79,316		51,617	134,575	7,127		2,281	9,408
Martinsburg		2,600		2,250	4,850		64,177		21,632	85,809	1,250		484	1,734
Morgantown		13,615		6,208	19,823		105,430		67,993	173,423	2,566		1,729	4,295
Moundsville		3,950		2,700	6,650		60,783		31,118	91,901	50		50	100
Parkersburg		19,350	3,000	3,500	25,850		157,523	35,994	94,053	287,570	13,850	5,630	11,360	30,840
Wisconsin:														
Appleton		16,879		7,154	24,033	16,621	107,103		79,373	203,097	7,005		2,096	9,101
Ashland		7,150		3,700	10,850	3,900	64,041		46,300	114,241	1,300		500	1,800
Beloit		3,250	5,474	3,300	12,024	10,800	101,687	61,178	40,746	214,411	11,650	5,647	4,897	22,194
Eau Claire		18,644		3,592	22,236	[3] 7,700	85,855		66,271	159,826	12,438		5,813	18,251
Fond du Lac		23,240	6,060	3,428	32,728	16,425	103,392	89,050	62,331	265,502	2,284	3,113	1,519	6,916
Janesville		7,000		4,025	11,025	12,400	[3] 54,000	[3] 40,575	[3] 52,000	158,975				
Manitowoc		12,635		5,200	17,835	12,825	79,607		65,863	158,295	5,240		3,511	8,751
Marinette		4,595	2,250	3,325	10,170	3,000	44,202	27,000	31,102	105,304	2,684	2,978	3,001	8,663
Stevens Point		6,349		2,500	8,849	4,650	33,204		49,244	92,098	1,302		306	1,608
Waukesha		4,132		3,270	7,402	6,917	49,642	28,124	36,000	120,683	5,572	2,225	3,000	10,797
Wausau		8,546		6,574	15,120	8,071	98,320		66,077	172,468	7,839		3,249	11,088
West Allis		21,563	5,643	9,685	36,891	15,433	109,555	44,332	56,430	225,750	[4] 4,460	[4] 1,784	[4] 2,676	8,920
Wyoming:														
Casper		33,883			33,883	11,690	298,848			310,538	16,669			16,669
Cheyenne		[3] 15,050	1,999	5,270	22,319	87,699	87,699	19,894	40,462	148,055	[4] 8,641	[4] 1,800	[4] 3,000	13,441

[3] Estimated.

[4] Distribution estimated.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools[1]	Junior high schools	High schools	Total[2]	Elementary schools[1]	Junior high schools	High schools	Total[2]	Elementary schools[1]	Junior high schools	High schools	Total[2]	Elementary schools[1]	Junior high schools	High schools	Total[2]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama:																
Birmingham	$91,168	-------	$32,498	$124,016	$41,055	-------	$18,814	$59,869	$18,777	-------	$7,925	$26,702	$6,453	-------	$13,357	$19,810
California:																
Los Angeles	683,474	$203,087	253,998	1,152,440	344,444	$126,519	116,564	599,047	52,675	$9,319	15,715	83,847	8,192,761	$2,545,761	2,113,123	13,282,313
Oakland	144,030	28,199	99,154	278,295	56,704	10,922	38,397	108,700	18,563	-------	12,466	31,684	597,738	-------	822,890	1,420,628
San Francisco	262,739	13,193	71,175	350,782	304,222	1,000	6,442	311,784	13,926	1,800	300	21,509	765,110	297,036	636,672	1,700,726
Colorado:																
Denver	160,406	48,457	49,536	267,451	76,435	29,101	27,577	137,327	-------	-------	-------	67,645	1,559,930	178,188	534,332	2,311,131
Connecticut:																
Bridgeport	152,168	-------	35,887	190,344	70,209	-------	9,969	80,178	-------	-------	-------	-------	274,543	-------	899,123	1,173,666
Hartford	214,918	-------	64,018	278,936	124,742	-------	14,341	145,346	19,764	-------	2,341	22,105	138,060	-------	652,898	790,958
New Haven	-------	-------	-------	244,300	74,033	-------	7,668	83,462	16,972	-------	4,142	21,706	38,605	296,422	3,475	343,505
Delaware:																
Wilmington	53,464	-------	23,456	76,920	60,523	-------	10,309	70,832	-------	-------	-------	19,792	-------	-------	-------	239,948
District of Columbia:																
Washington	353,871	43,926	187,874	638,030	226,704	38,773	30,164	307,372	45,276	-------	4,625	54,726	360,154	148,100	229,207	741,004
Georgia:																
Atlanta	-------	-------	-------	132,597	-------	-------	-------	155,781	-------	-------	-------	28,651	-------	-------	-------	2,895,090
Illinois:																
Chicago	3,094,032	-------	873,548	4,048,377	2,146,032	-------	488,369	2,700,274	620,129	-------	160,207	790,847	4,949,558	-------	2,076,806	7,251,961
Indiana:																
Indianapolis	289,018	-------	153,439	442,457	152,778	-------	46,520	199,298	18,348	-------	3,869	22,217	1,198,275	-------	71,369	1,288,748
Iowa:																
Des Moines	-------	-------	-------	299,663	-------	-------	-------	81,005	-------	-------	-------	94,146	-------	-------	-------	906,152
Kansas:																
Kansas City	-------	-------	-------	198,672	-------	-------	-------	106,125	-------	-------	-------	14,401	-------	-------	-------	1,134,307
Kentucky:																
Louisville	128,036	-------	56,405	194,128	35,815	-------	11,077	49,479	4,593	-------	2,996	7,754	38,876	-------	234,452	280,741
Louisiana:																
New Orleans	-------	-------	-------	130,562	-------	-------	-------	259,570	-------	-------	-------	203,433	-------	-------	-------	377,831
Maryland:																
Baltimore	451,161	57,122	83,262	600,706	197,500	69,365	51,157	343,271	-------	-------	-------	79,546	2,452,487	279,408	2,599,209	5,336,889

Massachusetts:															
Boston	862,730		221,207	1,133,683	834,025	106,926	150,421	1,129,812	151,916		35,203	210,170	1,443,113	489,659	898,107	3,313,891
Cambridge	98,056		33,306	132,734	30,241		7,677	37,918					265,801			265,801
Fall River	160,590	3,917	25,965	204,145	54,405	1,096	7,662	64,544				6,129	463,283	93,124		556,407
Lowell				235,075				27,985				845				58,655
New Bedford	135,602		24,371	165,881	69,098		2,505	76,167					7,409		1,514	9,009
Springfield	245,396		101,716	361,412	68,590		21,718	96,150	6,136		865	7,433	216,621	312,277	319,852	920,062
Worcester	208,737		51,702	269,962	72,880		19,327	93,538								875,067
Michigan:																
Detroit	991,930	403,055	243,731	1,798,667	197,840	56,139	55,884	337,473				50,824				5,240,043
Grand Rapids	175,386		73,061	281,966	71,274		16,335	92,454	13,618		1,560	16,825	604,632		946,481	1,686,781
Minnesota:																
Minneapolis	508,992	139,380	179,044	876,076	211,811	58,878	77,051	371,809	23,300	6,477	8,310	40,735	1,644,200	1,198,572	269,457	3,159,517
St. Paul	168,870		221,871	394,032				179,506	13,280			13,280				1,776,658
Missouri:																
Kansas City	328,327	[3]	136,675	510,636	175,161	233	34,432	225,950	37,741	15	20,378	63,700	1,678,333	502,925	169,168	2,387,678
St. Louis	536,402	20,297	205,454	799,443	419,218	11,024	106,152	559,069					808,655	5,177	1,071,060	1,894,380
Nebraska:																
Omaha	217,260		128,102	345,362	70,551		23,474	94,028				108,427	77,160		1,377,099	1,459,517
New Jersey:																
Camden	142,300	12,369	25,732	180,401	72,972	3,105	1,422	77,499	4,001	118	126	4,245	269,507	314,296		583,803
Jersey City				182,896				139,608				27,696				1,539,030
Newark	393,497	8,986	89,361	561,238	225,846	337	27,053	265,292	6,464		356	6,824	1,129,890	631	5,545	1,178,936
Paterson	167,854		21,647	201,525	27,181		3,497	51,423	3,246		4,000	7,625	430,230		83,455	513,685
Trenton	115,657	24,922	9,587	153,223	73,238	11,195	5,204	90,920	16,106	2,473	1,006	19,602	544,591	651,103		1,196,879
New York:																
Albany				129,676				25,196				49,157				17,519
Buffalo				980,341				554,861				562,710				2,392,503
New York				4,784,678				5,167,233				203,012				40,682,606
Rochester				609,512				213,543				414,359				1,135,842
Syracuse				238,721				32,493				90,871				4,460
Yonkers	137,000		13,373	157,629				61,773				98,848	8,761	280,948	717,320	1,007,029
Ohio:																
Akron	200,649		56,899	257,548	36,353		9,952	46,304	75,130		21,046	96,176	636,779	30,408		667,187
Cincinnati	336,327	15,264	93,040	466,124	213,101	14,978	50,224	296,276				318,280	510,189	1,407	456,369	975,065
Cleveland	736,951	158,978	285,567	1,215,980	290,859	41,824	125,543	488,019	155,012	38,747	38,799	253,787	2,305,559	1,155,779	897,348	4,501,820
Columbus	191,513	72,156	48,447	327,512	40,468	15,262	10,289	69,958	66,657	39,508	29,008	138,320	360,525	57,230	1,438,560	1,871,252
Dayton	107,189		62,059	175,180	86,463		30,561	120,726	85,707		42,371	130,561	297,962		640,556	964,950
Toledo	225,604		87,867	321,174	118,826		31,335	151,080	54,248		8,720	63,168	1,291,136		209,539	1,501,622
Youngstown	175,046	23,061	34,908	233,080	21,043	2,356	2,300	25,804				93,305	156,330	2,434	73,140	232,618
Oregon:																
Portland	249,277		85,984	342,205	84,158		31,721	118,567	20,164		8,540	28,898	1,297,498		796,234	2,093,772
Pennsylvania:																
Philadelphia	1,300,706	61,771	328,814	1,725,753	534,233	13,943	83,045	642,469				923,107	4,672,260	3,039,022	113,595	8,391,030
Pittsburgh	746,178	35,373	226,436	1,031,231	461,685	16,765	57,966	545,839	179,029	13,887	64,166	265,746	1,089,830	35,598	1,955,357	3,135,971
Reading	86,203	30,277	15,365	134,132	41,722	6,861	8,469	58,957				54,251	301,306	480,809	15,620	797,961
Scranton	144,519		35,084	179,603				71,099				39,571	20,808	387,459	368,548	776,815
Rhode Island:																
Providence	257,284		68,836	348,855				174,507	915		2,323	3,238				835,549

[1] Includes kindergartens.
[2] Includes vocational schools, city normal schools, city colleges under city board of education, and special city schools for the blind, the deaf, etc.
[3] Not reported separately.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Tennessee:																
Memphis				$124,760				$50,818				$48,803				$382,736
Nashville	$53,698		$14,571	68,269	$28,223		$3,135	31,358	$9,792			9,792	$34,342			34,342
Texas:																
Dallas				145,184				30,637				6,215				527,742
Fort Worth	50,017		22,268	72,285	22,101		7,234	29,335	3,777			3,777	33,441		$7,145	40,586
Houston	124,889	$10,362	10,075	145,326	57,867	$5,135	2,228	65,230	8,875		$3,206	12,181	76,515	$6,500	9,850	92,865
San Antonio	72,957	22,287	28,160	123,404	33,229	10,151	21,975	65,355	4,541	$545	1,080	6,166	467,182	1,125,962	14,673	1,612,626
Utah:																
Salt Lake City	105,628	25,728	44,834	176,190	49,479	16,493	28,645	94,617	13,885	3,500	4,344	26,664	150,433	500	17,080	168,013
Virginia:																
Norfolk	104,081	20,476	19,724	144,411	58,813	2,855	2,900	64,568	12,166	453	2,614	15,232	496,741	4,140		500,881
Richmond	116,630	19,140	35,014	170,784	75,567	11,896	13,760	101,223	14,810	40	428	15,278	160,707	4,146	25,673	190,526
Washington:																
Seattle	329,762		179,866	509,628	154,678		64,773	219,451								471,855
Spokane	112,424		64,189	185,386	61,886		20,832	88,098	14,756		6,255	21,271	92,690		47,566	141,023
Wisconsin:																
Milwaukee	367,526		86,277	610,051	557,471	300	95,166	700,490				1,264	760,252		150,844	1,116,131

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																
Mobile	$13,334		$3,583	$16,917	$10,332		$3,678	$14,010	$3,449		$70	$3,519	$22,171			$22,171
Montgomery	15,304		6,006	21,310	1,384		868	2,252	2,846		438	3,284	199,058		$19,906	218,964
Arkansas:																
Little Rock	26,134	$9,985	12,103	48,258	5,139	$2,784	5,552	13,507	5,184	$275	2,474	7,939	202,093		1,170	203,263
California:																
Berkeley	51,621	24,456	27,572	105,876	20,921	9,427	3,910	34,595	5,950	3,902	2,436	12,632	88,090	$69,845	32,859	191,640
Fresno	45,971	34,315	29,001	109,287	16,016	9,580	2,887	28,483	5,797	2,982	2,394	11,173	103,788	65,595	20,215	189,598
Long Beach	92,207	(1)	91,024	183,231	25,899	(1)	27,677	53,576	57,981	(1)	5,646	63,627	1,311,545	(1)	516,423	1,827,968

Pasadena	88,885		75,343	164,228	190,047		73,706	263,753	9,902		7,647	17,549	955,593		52,605	1,008,198
Sacramento	65,722		21,609	96,871	16,483		7,949	25,282	8,679		4,432	13,184	319,835		434,218	764,141
San Diego	61,418	25,760	38,744	125,922	34,948	5,927	10,647	51,522	62,745		1,284	65,685	29,668	121,522	67,495	218,685
San Jose	27,210		26,989	54,198	10,863		22,614	33,477	1,261		3,814	5,075	32,175		181,239	213,414
Stockton	52,629		22,212	75,488	11,543		3,590	15,153	4,916		162	6,904	146,927		76,737	223,664
Colorado:																
Colorado Springs	32,132	1,842	14,303	48,433	16,648	969	6,569	24,186				6,291	41,291	486,675	111,620	639,643
Pueblo—																
Dist. No. 1	22,847		10,389	33,236	6,110		2,706	8,816	3,313		518	3,831	203,856		6,918	210,774
Dist. No. 20	27,027		13,055	40,082	24,126		10,808	34,934				9,922	6,833	1,116	8,723	16,672
Connecticut:																
Meriden	41,682		8,765	50,672	25,151		2,840	27,991								
New Britain	43,070	19,104	15,480	88,353	19,710	10,395	16,055	46,304	6,030	2,372	1,767	10,600	377,185			545,726
Stamford	53,225		10,907	65,431	18,568		10,174	28,742	8,510			8,510				
Waterbury	132,516		58,271	195,067	50,985		6,000	60,259	12,000			12,000	131,168		100	131,268
Florida:																
Jacksonville				[5] 51,693				42,237				24,377		440,769		440,769
Pensacola				8,656				5,349				341				1,505
Tampa	10,727	2,384	2,976	16,087					416	2,658	1,960	5,034	2,279	34,823	171,253	208,355
Georgia:																
Augusta	26,420		8,210	34,721	21,540		2,905	24,444				6,026	109,589		66,255	175,844
Columbus				12,078				7,264				1,651				7,074
Macon				23,229				19,904				4,961	3,731			3,731
Savannah	20,041	5,566	2,465	28,072	3,414	1,169	1,134	5,717	4,759	853	1,625	7,237	927	9,306	797	11,030
Illinois:																
Aurora—																
East side				22,779				5,984				8,860				309,896
West side	12,714		10,141	22,855	3,065		4,416	7,481	169		200	369			56,272	56,272
Cicero	80,444			80,444	23,057			23,057	4,016			4,016	98,318			98,318
Danville	33,306		6,901	40,207	9,513		1,220	10,733	7,003		3,683	10,686	251,202		314,220	565,422
Decatur	42,336	12,292	20,413	75,305	12,705	2,684	2,345	17,734	1,955	859	936	3,750	25,494	1,296	1,274	35,308
East St. Louis	68,345	11,258	17,783	97,386	16,166	2,002	4,754	22,922	13,570		280	13,850	108,444	2,613	1,699	112,756
Evanston—																
Dist. No. 75	50,491			50,491	22,824			22,824	4,581			4,581	57,125			57,125
Dist. No. 76	24,215			24,215	10,450			10,450	1,431			1,431	8,051			8,051
Joliet	94,713			94,713	35,392			35,392	9,429			9,429	273,562			273,562
Moline	37,343		22,334	59,677	24,688		9,033	33,721	3,983		1,605	5,588	28,950		956	29,906
Oak Park	79,758			79,758	15,341			15,341	7,979			7,979	384,077			384,077
Peoria	80,508		38,780	119,288	33,040		12,480	45,520	27		9,312	9,339	21,492		27,927	49,419
Quincy				43,404				31,499				5,787				98,233
Rockford	67,402		54,444	122,527	56,568		17,817	74,385	1,946		3,057	5,003	39,231	359,655	2,780	401,666
Rock Island	36,384		10,832	47,216	15,940		4,000	19,940	6,358		650	7,008	53,241		4,342	57,583
Springfield	78,586		20,017	98,603	30,374		2,801	33,175	7,602		548	8,150	51,453		1,785	53,238
Indiana:																
East Chicago	48,472	9,248	5,734	69,425	6,366	1,542	1,050	9,460	9,639	2,185	1,543	14,148	201,624	93,307	163,629	459,203
Evansville	70,560		41,737	112,297	17,883		8,609	26,492	3,326		9,973	13,299	15,176		582,639	597,815
Fort Wayne	129,289		57,438	186,727	68,498		18,545	87,043	14,910		21,674	36,587	522,340		42,201	564,541
Gary	77,899		17,087	120,951	48,129		10,522	69,657	9,404		2,056	13,611	268,582		50,101	318,683
Hammond	69,103		24,223	100,294	33,907		14,928	54,022	7,436		1,239	9,011	84,269		6,311	136,368
Hokomo	27,050		8,417	35,467	11,274		5,130	16,404	2,122		186	2,308	73,862			73,862

[4] Included in following column.

[5] Includes expenditures for some instruction supplies.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Indiana—Continued.																
Muncie	$36,893	$5,114	$12,663	$55,060				$25,618	$3,708	$900	$900	$14,789	$33,274	$2,563		$35,837
South Bend	97,339	27,333	31,271	160,278	$46,412	$12,252	$8,731	70,146	9,257	1,286	1,352	12,975	395,331	128,858	$1,590	614,149
Terre Haute	96,051	14,547	27,686	166,986	27,442	2,988	16,667	55,334	9,826	731	2,704	16,074	117,882	859	31,462	161,547
Iowa:																
Cedar Rapids	51,945	27,846	15,140	94,931	18,802	7,331	6,243	32,376	1,806	3,546	4,000	9,352	18,478	349,537	10,084	378,099
Council Bluffs	42,334		18,181	60,515	17,991		5,876	23,867	9,121			9,121	190,397		6,834	197,231
Davenport				113,932				51,909				13,987				312,995
Dubuque				73,068				9,456				7,127	52,591	167,626	53,241	273,458
Sioux City	88,044	26,844	14,701	132,400				46,300				1,000	58,500	91,000		149,500
Waterloo—																
East side	21,623	6,443	10,022	38,088				15,009				6,691				
West side	13,950		7,170	21,120				5,188								
Kansas:																
Topeka	66,101		15,583	84,684	39,332		3,896	43,228				65,903	210,862		1,322	212,183
Wichita	48,946	30,005	25,734	104,685	49,089	20,230	8,429	77,748	23,958	4,923	6,372	35,253	49,075	10,457	569,570	629,102
Kentucky:																
Covington	26,643	6,399	11,619	44,661	8,970	2,524	7,235	18,729	2,687		41	2,728	25,529	139	1,012	26,680
Lexington				38,606				35,551				11,551	52	39,183	3,996	43,231
Louisiana:																
Shreveport				35,000				15,000				4,914	514,000		270,000	784,000
Maine:																
Lewiston	14,064		3,468	17,532	9,287		2,300	11,587	30			30	1,059		450	1,509
Portland	85,250		34,664	119,914	26,126		3,912	30,038	2,381			2,381	17,721		255,354	273,075
Massachusetts:																
Brockton	94,102		28,821	122,923	25,199		8,489	33,688					9,700			9,700
Brookline	59,208		24,292	84,474	25,143		1,535	26,678	2,412		1,000	3,412	3,584		192,048	195,632
Chelsea	48,446		12,808	61,671	37,356		7,844	45,410				25,005				25,012
Chicopee	54,126	(6)	9,868	69,661	21,960	(6)	1,192	23,189	4,250	(6)	1,882	6,132	40,211	(6)	7,829	48,040
Everett	49,921	2,940	14,540	69,250	19,583	1,553	2,154	23,333					109,585		259,946	369,531
Fitchburg	49,753		12,782	62,883	8,748		1,884	10,632					228,367			228,367
Haverhill	72,953		16,606	90,267	24,177		9,485	33,662								
Holyoke	53,365	16,483	25,153	111,622	26,751	8,234	6,706	51,478	550	72		622	66,527	2,391	2,058	80,325

Lawrence	117,869		20,056	137,925	53,373		12,118	65,491							415,089
Lynn	84,929	18,284	39,649	142,932	25,606	33,222	8,031	66,859	1,876	1,126	1,501	4,503			
Malden	51,897		18,128	70,124	27,022		13,342	40,364					79,893		79,893
Medford	52,394		16,311	68,705	22,154		2,831	24,985					362	338	700
Newton	60,133	6,859	18,688	95,149	4,659	93	2,433	9,681	1,924			1,924	13,740	3,078	1,462	20,303
Pittsfield	71,482		12,946	84,655	24,312			24,312	11,023			11,023	158,543			158,543
Quincy	54,326		6,858	61,184	15,204		5,398	20,602					538,189			538,189
Salem				58,117				20,645								53,317
Somerville	64,324	22,685	18,384	111,924				57,457	194			194		289,939		289,939
Taunton	43,293		11,231	56,126	9,195		2,583	11,778					305,000			305,000
Waltham	5,845		1,349	7,194	11,290		11,527	22,817								152,831
Michigan:																
Battle Creek				92,142				28,293				3,314				82,360
Bay City				100,208				11,307				425				80,255
Flint [7]				167,249				125,233								1,166,027
Hamtramck	66,863		17,434	84,297	15,237		2,013	17,250	2,192		199	2,391	321,692	198,369	1,927	521,988
Highland Park				144,726				53,803				46,359				490,094
Jackson	50,666	28,792	9,848	92,365				31,539				2,832				13,697
Kalamazoo	68,541	28,124	22,178	121,229	13,126	2,546	3,947	29,821	5,709	2,147	2,217	10,327	116,153	7,471	344,867	518,491
Lansing	53,551	27,266	18,731	99,548	14,406	5,538	5,855	25,799				10,610				
Muskegon	56,806		24,779	84,023	20,403		11,750	32,738				8,581	54,226		2,914	58,262
Pontiac [8]				49,272				15,984				2,886				61,559
Saginaw—																
East side	38,348	23,920	24,173	86,441	25,465	628	7,801	33,894	3,860	1,028	1,045	5,933	95,852	236,542	175	332,569
West side	27,579	32,857	8,447	74,756	3,069	135	5,958	9,935	6,117	11,549	1,983	21,435	7,369	26,750	7,622	45,555
Minnesota:																
Duluth	145,045	23,538	36,384	206,736	40,687	13,836	8,193	62,716				20,678				339,643
Missouri:																
St. Joseph	94,537		28,579	123,116	28,872		6,868	35,740	5,192		1,105	6,297				
Springfield	32,732	12,074	14,480	59,286	4,712	105	1,990	6,807	2,977	2,073	751	5,804		105,782		105,782
Nebraska:																
Lincoln				116,978				59,005				40,154	91,925	157,125	7,734	256,784
New Hampshire:																
Manchester	74,383	9,377	19,459	104,631	20,247	407	2,919	24,786	3,806	1,458		5,284	43,011		50,211	97,687
New Jersey:																
Atlantic City				167,112				160,314				6,458				510,988
Bayonne	136,193	835	16,392	165,221	42,774		7,072	59,058	13,017	1,108	971	17,400	120,707	474,533		595,240
East Orange	55,772		27,266	84,656	15,840		5,309	22,250				123	47,676		6,198	55,183
Elizabeth	83,714	13,912	24,771	130,203	60,639	193	12,801	77,764	2,210	352	297	4,478	45,004	355,262		400,266
Hoboken				180,011				35,700	2,680			2,680				4,301
New Brunswick				50,296				17,629				420				126,415
Orange				40,488				24,424				4,845	31,140			31,712
Passaic	83,535		15,851	101,488	42,485		7,147	50,294	2,182			2,182	529,199			529,199
Perth Amboy	50,229		7,729	57,958	55,802			55,802	863			863	218,887			218,887
West Hoboken				46,726				35,129				1,692				56,907
New York:																
Amsterdam				39,747				49,939				23,798				406,742
Auburn	36,413		11,583	50,675	4,678		1,828	7,059	24,188		2,004	26,749	2,023		1,428	3,594
Binghamton				110,857				10,958				48,249				110,209
Elmira				42,881				12,228				28,901				369,520
Jamestown				101,423				26,206				29,633				457,133

[6] Included in preceding column.

[7] Data of 1922–23.

[8] Data of 1921–22.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary scheols	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
New York—Continued.																
Mount Vernon	$59,602	$6,488	$21,177	$93,045	$13,893	$2,052	$3,566	$20,382				$12,502				$641,121
Newburgh				19,499				14,755				18,329				6,568
New Rochelle	93,325		18,732	113,219	45,377		11,344	56,721	$26,494		$5,505	38,786	$149,126		$1,679	170,805
Niagara Falls				106,686				36,401				55,371				885,568
Poughkeepsie	34,815		23,084	57,899	7,745		2,837	10,582				18,344	6,362		1,374	7,736
Schenectady	145,240	62,546	28,166	235,952	39,893	19,306	6,950	66,149	54,333		880	55,213	22,300			34,300
Troy—																
Lansingburgh dist				17,922				3,468				8,677				1,516
Union dist	63,066		14,830	82,994	42,804		11,889	56,317	21,503		3,184	25,744	32,504			32,504
Utica				127,159				46,568				102,989				419,079
Watertown	56,457			60,716	34,592			44,274	16,915			17,175	24,297		55	30,316
North Carolina:																
Charlotte	41,508	4,208	7,793	53,509	30,344	8,321		38,665	164			164	26,096		8,294	34,390
Wilmington	19,227			19,227	9,637			9,637				4,127				53,600
Winston-Salem	27,800		16,000	43,800	10,000		5,000	15,000	5,900		2,300	8,200	390,000		237,000	627,000
Ohio:																
Canton	90,753		65,578	156,380	41,049		11,371	52,478	28,890		10,077	39,917	262,910		39,515	302,425
Hamilton				57,497				18,402				44,314				97,750
Lakewood	57,343	17,588	42,961	117,892	9,052	1,556	5,213	15,821	19,193	$4,306	13,109	36,608	134,799	$238,976	45,364	419,139
Lima				73,072				15,581				40,926				527,232
Lorain	45,959		13,490	59,624	10,996		25,010	36,093	531		213	744		87,559		87,559
Portsmouth				39,140				5,680				24,018				62,257
Springfield	45,945	15,962	13,142	75,049	17,254	4,316	2,806	24,376	2,120	1,113	149	3,382	77,166	87,782		164,948
Oklahoma:																
Muskogee	24,118		23,475	47,593	10,738		2,382	13,120				6,278	23,059		2,121	25,180
Oklahoma City	106,231	38,481	36,327	182,144	56,609	14,591	15,371	86,892	20,531	9,812	2,742	33,164	613,418	662,316	187,402	1,463,136
Tulsa	108,172		52,757	160,929	97,602		22,172	119,774	26,872		3,579	30,451	235,891		26,224	262,115
Pennsylvania:																
Allentown				106,682				23,395				25,468				278,492
Altoona	44,317		41,271	85,588	14,471		10,600	25,071	17,275		8,881	26,156				334,952
Bethlehem				108,993				22,632				18,708				403,242
Chester				87,353				32,938				21,253				346,746
Easton	38,532		8,838	47,370	25,789		2,769	28,558				17,610				313,475

Erie	79,019	(4)	74,290	153,309				62,276				60,361				573,328
Harrisburg	51,992	19,824	27,548	101,350	37,676	12,118	11,414	61,620				30,838	15,410	3,985	190,226	209,621
Hazleton				52,511				19,985				17,055	2,145	4,636	2,503	9,854
Johnstown	67,451		34,264	105,678	18,516		8,002	26,518	26,854		2,128	29,072	69,982	203,837		273,819
Lancaster				55,673				50,746				25,717	117,961	74,204		192,165
McKeesport	46,919		24,515	71,434	20,091		3,031	23,122	4,789		11,526	16,315	1,839		150,274	152,113
New Castle	40,256	24,063	13,571	77,890	8,058	2,497	3,802	14,357				23,246	137,703	17,518	148	155,369
Norristown	20,088		5,282	25,370	19,033			19,033	12,019			12,019	18,122	155,258		173,380
Wilkes-Barre				92,194				30,559				61,133				451,190
Williamsport	43,505		14,118	57,623	39,517		6,000	45,517				19,516	23,497		2,950	26,447
York	44,751		13,474	58,225	11,222		3,071	14,293	12,257		4,626	16,883			40,667	40,916
Rhode Island:																
Newport				47,805				27,290								
Pawtucket				86,746	54,550		4,432	58,982				250				
Woonsocket	42,253		7,683	50,899	5,010		1,006	6,016	709		216	925	326		987	1,313
South Carolina:																
Columbia				18,892				6,807				2,204	117,152		34,806	151,957
Tennessee:																
Chattanooga	22,623	6,613	8,141	37,377	10,362	1,901	2,350	14,613	2,840	1,054		3,894	340,397			340,397
Knoxville				75,036												
Texas:																
Austin				30,923				5,848				1,171				5,265
Beaumont				25,058				15,311				10,543				8,447
El Paso	43,109	4,805	14,621	64,228	14,671	1,658	3,466	20,334	2,856	209	162	5,113	12,878		2,322	16,862
Galveston [9]				20,000				30,000								410,902
Waco	20,126	4,745	7,068	31,939	13,300	2,166	6,350	21,816	3,090	1,100	810	5,000	10,861	1,490	880	13,231
Wichita Falls				34,063				8,693				5,366				340,559
Utah:																
Ogden	20,873	11,972	7,039	40,934	7,616	3,417	2,850	14,157	875	500	425	1,903	4,198	78,917	2,148	85,263
Virginia:																
Lynchburg				24,509				15,131				926				790
Newport News				23,163				4,128				2,771	42,681		282,927	325,608
Petersburg				25,986				1,389				335	49,641			49,641
Portsmouth	23,311		7,315	30,626	5,863		1,026	6,889	3,734		497	4,231	2,605		994	3,599
Roanoke				37,664				15,034				110				596,447
Washington:																
Tacoma	85,563		36,654	125,908	31,660		38,289	77,022	3,293		2,160	5,643	62,544	351,538	23,311	438,055
West Virginia:																
Charleston	32,332	9,853	9,626	51,811	7,324	6,159	(6)	13,483	4,581	895	1,640	7,116				213,587
Huntington	48,992	27,104	16,477	92,573	7,003	4,768	3,531	15,302	5,974	2,781	2,448	11,203	12,886	18,124	3,663	34,673
Wheeling				57,115				33,756				12,547				
Wisconsin:																
Green Bay	30,827		13,119	43,946	6,074		2,773	8,847	1,255		42	1,297	25,131		440,195	465,326
Kenosha	67,025		11,566	83,369	10,477		1,175	12,149	13,332		1,473	15,612	375,297		30,908	423,902
La Crosse	35,906		16,378	55,062				5,994	8,280		5,290	14,301	3,022		1,817	6,761
Madison	50,599		31,660	116,319	21,279		5,543	26,822	3,003		1,512	4,515	127,338		6,448	146,291
Oshkosh	45,015		25,474	74,283	2,360		1,349	3,921				2,705	201,700		3,319	224,106
Racine	47,844	24,201	14,176	94,511	26,836	4,630	5,073	40,497	52	20	3,519	8,591	6,780	14,785	7,333	34,504
Sheboygan	32,493		23,237	64,187	19,320		5,710	25,633	5,993		2,145	9,234	15,374		86,868	105,961
Superior				77,501				21,107				1,178				212,280

[4] Included in following column.

[6] Included in preceding column.

[9] Distribution of expenditures is estimated.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama:																
Anniston				$4,242				$1,812				$915	$31,626		$13,960	$45,586
Bessemer	$5,900		$2,517	8,417	$1,156		$462	1,618	$1,200		$193	1,393				196,302
Dothan	1,671		1,097	2,768	1,334		527	1,861	1,258		450	1,708	1,000		411	1,411
Florence	1,303		1,773	3,076	1,313		813	2,126								6,061
Gadsden	5,712		1,895	7,607	307		103	410	140		520	660	98		8	106
Selma [8]	5,053		2,422	7,475	1,607		787	2,394	587		170	757	11,739		585	12,324
Arizona:																
Phoenix				31,824				15,185				360				6,102
Tucson	23,707		4,447	28,154	5,401		890	6,291	2,385		652	3,037	22,991		409,864	432,855
Arkansas:																
Fort Smith	13,359		8,015	21,374	5,887		3,742	9,629	771		969	1,740	492		626	1,118
Hot Springs				23,418				1,099								7,791
North Little Rock [8]				8,306				3,650				4,937				
Pine Bluff	5,000	$2,500	2,500	10,000	1,500			1,500	2,500	$1,250	1,250	5,000		$6,000	2,500	8,500
California:																
Alameda	20,998		8,949	29,947	14,553		3,498	18,051	495		800	1,295	6,053		110,597	116,650
Alhambra	21,134		16,810	37,944	3,193		2,814	6,007	5,872		2,038	7,910	90,821		385,472	476,293
Bakersfield	33,163			33,163	8,822			8,822	2,850			2,850	24,464			24,464
Eureka	14,828		7,395	20,223	3,287		4,017	7,304	3,170		615	3,785	3,076		20,849	23,925
Glendale				27,133				3,078				4,660				488,462
Pomono	12,865	[6]	15,328	28,193	4,439	[6]	1,131	5,570	9,834	[6]	3,411	13,245	867	[6]	20,317	21,184
Richmond	19,381	12,553	18,855	50,789	1,557	$5,269	2,969	9,795	2,783	612	43,094	46,489	123,761	16,579	8,304	148,644
Riverside	22,988		12,998	36,544	6,100		1,923	8,041	3,628		2,748	7,341	151,122		163,094	404,531
San Bernardino	31,024	7,677	27,614	66,315	3,726	513	2,810	7,049	3,559	123	2,468	6,150	131,148	59,035	6,489	196,672
Santa Ana	18,218	5,079	11,375	39,398	4,347	429	7,310	12,321	1,236	1,500	1,668	4,536	148,329	241,754	7,000	435,395
Santa Barbara	16,025	7,466	7,466	30,957	5,216	1,880	1,880	8,976	4,289		2,547	6,836	297,639		435,745	733,384
Santa Cruz	13,327		13,896	27,223	2,588		2,288	4,876	4,159		2,209	6,368	17,144		20,579	37,723
Santa Monica	21,217	17,696	17,696	56,609	4,481	3,504	3,503	11,488	15,539	1,186	1,186	17,911	237,535	122,380	122,380	482,295
Vallejo	14,690	4,784	4,536	24,010	2,058	2,845	571	5,474	907	454	356	1,717	2,555	1,341	1,494	5,390
Colorado:																
Boulder	16,665		5,971	22,636	4,639		1,792	6,431	915		1,086	2,001	8,573	217,233	6,408	232,214
Greeley	13,389	2,430	4,320	20,139	5,386	1,040	1,939	8,365	1,355	200	200	1,755	7,127	299	15,102	22,528
Trinidad	14,038		9,505	23,543	3,266		478	3,744				2,007	5,218		20,872	26,090

Connecticut:															
Ansonia	12,627		5,738	18,365	6,214		600	6,814	489			489	8,553		8,553
Bristol	35,988		14,066	50,054	10,624		5,098	15,724					45,276		45,276
Danbury	25,885		5,142	31,027	13,243		2,383	15,626					3,441		3,441
Derby	14,433		5,548	19,981	1,582		1,329	2,911	219		85	304	19,084		19,084
East Hartford	17,074		6,096	23,170	5,192		2,653	7,845	1,358		84	1,442	2,319	1,302	3,621
Enfield	14,525	2,075	4,029	20,629	4,051	548	655	5,254	320		100	420	2,214	316	185	2,715
Fairfield	19,410		2,444	21,854	5,735		1,696	7,431							
Greenwich	45,092		6,269	51,361	9,746		926	10,672	4,102			4,102	15,953	2,207	18,160
Manchester—															
Districts 1 to 8	14,991			14,991	16,057			16,057					130,000		130,000
District 9	28,893		8,562	37,455	8,141		908	9,049	1,892		473	2,365		16,125	16,125
Middletown	8,029		6,987	15,016	4,054		5,489	9,543	1,366		1,102	2,468			
Milford	16,132		2,653	18,785	5,020			5,020					1,173	1,089	2,262
Naugatuck	29,174		10,464	39,638	5,761		3,195	8,956	2,744		1,013	3,757	350	1,022	1,372
New London	27,665			27,665	18,455			18,455	2,903			2,903	89,177		89,177
Norwalk	29,845	(6)	3,007	32,852	8,522	(6)	1,227	9,749					1,636	689	2,325
Norwich	45,419			45,419	12,225			12,225	3,013			3,013	3,537		3,537
Stonington				12,080				5,847				1,291	2,300		2,300
Stratford	18,814		2,155	21,031	3,709		262	3,971	468		1,858	2,326	2,673	380	3,053
Torrington	37,724		8,086	45,810	5,239		1,710	6,949					11,570		11,570
Wallingford	16,063		4,669	20,732	7,938		2,410	10,348	1,264		93	1,357	3,813	1,173	4,986
Windham	5,823		7,982	13,805	314		1,653	1,967	1,353		1,088	2,441	251	1,869	2,120
Florida:															
Key West				3,000				100					12,500	50,000	62,500
Miami				40,011				9,934				1,821			285,253
St. Petersburg				7,152				4,800				922			218,839
Georgia:															
Albany	3,228		725	3,953	1,367		1,100	2,467	869		95	964	217	67,731	67,948
Athens				8,807				3,900							8,298
Brunswick	4,580	564	1,466	6,610	2,000			2,000	823	40	442	1,305	623	57,016	57,639
Lagrange				7,901				3,098				3,545			9,094
Rome	3,680		1,450	5,130	2,250		1,300	3,550	876		160	1,036	475		475
Valdosta				3,480				500				1,400			6,000
Waycross	2,361	1,323	598	4,282	823	321	262	1,406			248	248			
Idaho:															
Boise	20,759		18,077	38,836	6,605		3,095	9,700	3,886		2,204	6,090	3,810	3,781	7,591
Pocatello	16,393		8,237	24,630	4,072		1,726	5,798	3,420		855	4,275	5,470	95,299	1,649	102,418
Illinois:															
Alton	22,766	(6)	5,278	28,044	8,107	(6)	1,108	9,215	4,850	(6)	205	5,055	5,164	(6)	10,358	15,522
Belleville				20,508				14,196				1,148				19,309
Berwyn—															
Dist. No. 98	7,146			7,146	2,195			2,195	756			756	433		433
Dist. No. 100	14,413			14,413	8,826			8,826					5,548		5,548
Bloomington	25,009		14,067	39,076	14,613		701	15,314	1,239			1,239	16,707	1,217	117,924
Blue Island	12,290		5,946	18,236	3,827		1,938	5,765	824			824	53	969	1,022
Cairo				21,938				19,583				3,441			1,321
Canton				23,439				4,317				1,111			6,004
Centralia	12,870			12,870								9,762			

(6) Included in preceding column.

(8) Date of 1921–22.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Illinois—Continued.																
Champaign	$17,082		$10,294	$27,376	$18,025		$700	$18,725				$4,015	$104,452		$2,394	$106,846
Chicago Heights	23,537			23,537	4,378			4,378					17,951			17,951
Elgin	29,023		17,402	46,425	14,424		5,800	20,224					3,334		6,162	9,496
Forest Park	9,799			9,799	12,491			12,491	$195			195	13,256			13,256
Freeport	16,461		7,084	23,545	2,579		1,929	4,508	1,126		$2,396	3,522			8,667	8,667
Galesburg	35,599	$1,213	7,844	44,656	13,577	$283	2,496	16,356	1,527	$351	2,098	3,976	34,517	$15	4,590	39,122
Granite City	17,197	4,299	13,027	34,523	13,210	4,403	3,363	20,976	2,664	882		3,546	932	311	63,742	64,985
Herrin	45,000			45,000	3,000			3,000					2,000			2,000
Jacksonville	9,742	4,519	8,878	23,139	1,404	313	420	2,137	1,517	504	1,117	3,138	1,047	477	8,171	9,695
Kankakee	20,650		5,200	25,850	4,750		1,350	6,100	2,850		700	3,550				
Kewanee	16,433		10,325	26,758	4,256		4,184	8,440	1,066		579	1,645	45,969		987	46,956
La Salle	14,847			14,847	5,798			5,798					15,641			15,641
Lincoln	13,232		4,999	18,231	5,181		2,641	7,822	5,181		3,600	8,781	1,535		327	1,862
Mattoon	13,195		2,704	15,899	894		179	1,073	1,268		254	1,521				
Maywood Melrose Park	21,229			21,229	4,543			4,543	470			470	1,962			1,962
Ottawa	12,000			12,000	10,000			10,000	330			330	6,003			6,003
Pekin				12,992				5,446				834				91,007
Streator	21,347			21,347	1,195			1,195	2,738			2,738	7,212			7,212
Urbana	8,037	2,779	12,220	23,036								2,280	1,218	21	740	1,979
Waukegan	30,680			30,680	20,069			20,069	843			843	79,470			79,470
Indiana:																
Anderson	29,636	6,232	8,336	50,502	7,374	2,370	6,224	19,505	3,554	954	2,968	7,476	100,169	8,904	4,362	113,435
Bloomington	8,543	1,845	9,427	19,815	1,955			1,955	1,145			1,145	5,728	82,666		88,394
Clinton	11,249		2,617	13,866	995		37	1,032	3,122		1,891	5,013	182		623	805
Crawfordsville	14,557	4,452	10,387	29,396	5,610	501	2,040	8,151	319	143	267	729	3,640	183	551	5,102
Elkhart	16,825	7,970	13,200	37,995	5,488	1,040	2,079	8,607	985	239	1,072	2,296	41,535	713	45,230	87,478
Elwood	6,458	3,106	3,230	12,794	2,928	564	1,308	4,800	1,643	355	2,045	4,043	9,000		407	9,407
Frankfort	16,640		6,986	23,626	1,853		276	2,129	1,341		627	1,968	81,826		3,029	84,855
Huntington	21,964		8,371	31,363	9,026		4,784	13,810	3,137		779	3,916			1,800	1,800
Jeffersonville	6,736		4,221	10,957	3,934		2,014	5,948	2,641		1,917	4,558				
La Fayette				57,238				10,984				11,997	200,079		5,902	205,981

Laporte	18,446		7,736	26,182	2,847		434	3,331	3,144		8,175	11,319	19,765		247,179	266,944
Logansport	18,797	3,102	9,342	32,983	3,456	624	1,809	5,389	2,597	2,295	582	5,927	71,021	96,561	2,748	170,330
Marion	28,330		8,923	37,253	6,299		699	6,998	2,333		484	2,817	92,613	139,146	62	231,821
Michigan City	23,069		9,632	35,821	4,636		2,395	7,031				5,426	13,126		27,539	40,665
Mishawaka	19,666		5,866	25,532	2,006		1,475	3,481				4,030	4,697		380,660	385,357
New Albany				24,311				6,476				1,257				11,354
Newcastle	9,741	2,876	5,892	18,509	1,710	817	362	2,889	835	231	20,676	21,741	7,101	1,249	118,547	126,897
Peru	14,521		7,626	22,147	10,254		4,085	14,339	14,300		6,000	20,300				
Richmond	18,896	14,720	14,249	47,865	6,634	1,401	6,811	14,846				6,540	24,673	139,147	1,545	165,365
Vincennes	12,450	4,076	4,127	21,333	9,261	2,619	747	12,676	2,387	284	701	3,372	30,717		2,550	33,267
Whiting	18,972	6,899	9,773	35,644	1,813	659	934	3,406	16,865	7,381	9,557	33,803	25,020	123,916	10,063	158,999
Iowa:																
Boone	7,043		3,500	10,543	8,432		5,260	13,692								
Burlington				52,075				19,487				3,394				17,617
Clinton				47,983				16,318				9,037				32,564
Fort Dodge	21,979	7,326	29,305	58,610	3,219	1,609	1,610	6,438	1,952	976	976	3,904	17,087	1,000		18,087
Fort Madison	11,625		6,000	17,625	1,178			1,178	2,305		1,218	3,523	298		68,712	69,010
Iowa City				30,911								2,766				3,457
Keokuk				27,915				7,275				822				443,714
Marshalltown				32,184				14,533				12,041				11,200
Mason City				50,513				18,160				6,625				70,159
Muscatine	14,836		7,500	22,336	4,111		500	4,611	1,578		800	2,878	467		800	1,267
Ottumwa	36,095		25,973	62,068	4,520		133	4,653	805		2,781	3,586	2,221		103,243	105,464
Kansas:																
Arkansas City	9,250	10,000	8,390	28,840												10,403
Atchison				21,702				6,167				3,863				7,220
Chanute	5,133	4,648	4,221	14,002	1,840	2,540	2,640	7,020	230	800	1,303	2,333	472	550	600	1,622
Coffeyville	12,065	8,278	3,130	23,473	1,015	360	1,088	2,463				3,646	103,421			103,421
Eldorado	8,467	6,620	6,410	21,497	4,449	15,178	1,738	21,365	3,684	3,659	1,260	8,603	1,842	1,950	3,520	7,312
Emporia				21,174				5,338				764				129,341
Fort Scott	9,487	1,728	7,414	18,629	4,468	560	2,793	7,821							42,989	42,989
Hutchinson	24,324	10,569	8,545	43,438	6,686	1,260	1,291	9,237	3,651	2,293	837	6,781	116,922	83,302	4,838	205,062
Independence	16,510	(4)	25,669	42,179	1,456	(4)	6,267	7,723	690	(4)	4,393	5,083		127,281		127,281
Lawrence	11,336	9,135	12,959	33,430	2,313	1,064	844	4,221	338	600	1,401	2,339	4,801	1,057	540,000	545,858
Leavenworth	13,976	2,707	7,707	24,390	4,234	820	2,335	7,389	2,049	397	1,130	3,576				
Parsons				24,284				12,860				1,607				33,662
Pittsburg	13,360	3,752	8,467	25,579	7,101	1,523	2,314	10,938	1,428		51	1,844	1,540	54	12,235	13,829
Salina				34,493				11,982				2,017				70,782
Kentucky:																
Ashland				21,662				2,535				6,753				27,836
Henderson	13,853	1,302	3,212	18,367	3,281	346	3,096	6,723	235	40	470	745				2,500
Newport	15,368		1,522	16,890	7,154		1,149	8,303	444			444			556	556
Owensboro	12,155		5,159	17,314	516		879	1,395	892		1,825	2,717	3,046		145,774	148,820
Paducah				14,832				8,031				2,609				6,358
Louisiana:																
Alexandria				8,074				2,507				7,673	3,694		41,526	45,220
Baton Rouge				13,458				4,492				3,836				47,681
Lake Charles				22,621				8,145				4,966				7,392
Monroe				5,724				2,800				34				

[4] Included in following column.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Maine:																
Auburn	$16,310		$2,807	$19,117	$7,532		$515	$8,047	$521			$521	$93,038		$709	$93,747
Augusta	21,097		7,958	29,055	7,529		5,269	12,798	2,653		$1,201	3,854				
Bangor	25,765		19,640	45,405	22,167		5,542	27,709				2,770				
Bath	10,225		3,526	13,751	4,024		1,570	5,594							1,348	1,348
Biddeford	12,197		4,336	16,533	3,612		605	4,217								
Sanford	[8] 9,682		[8] 3,560	[8] 13,242				7,049								
Maryland:																
Annapolis	2,513		2,930	5,443	895		737	1,632					582		639	1,221
Cumberland	14,709	$2,591	5,297	22,597	2,750	$156	1,332	4,238	2,933		806	3,739	46,868	$1,306	59,822	107,996
Frederick	4,896		3,729	8,625	562		1,115	1,677					57		50,739	50,796
Hagerstown				15,000				20,000				1,951				8,230
Massachusetts:																
Adams	13,360		4,009	17,369	1,704		1,330	3,034								1,173
Amesbury	10,110	[10] 2,000	6,902	19,012	784	[10] 200	882	1,866	66		925	991				771
Arlington	26,825		12,607	39,432	12,208		4,657	16,865					83,372			83,372
Attleboro	30,207		4,848	35,470	9,516		1,127	10,707	1,004		1,004	2,008	8,724		496	9,220
Belmont	13,768		6,307	20,075												6,932
Beverly	32,535		10,872	44,608	7,056		2,424	9,480					1,711		346,671	349,849
Braintree	17,209		3,421	20,630	9,188		2,678	11,866	293		125	418	41,673			41,673
Clinton	14,589		5,789	21,420	3,446		2,768	6,969					356		863	1,345
Danvers	13,862		1,972	15,834	6,190		209	6,399					104		417	521
Dedham				22,705				7,694					3,667			3,667
Easthampton	14,354		355	17,709	3,585		1,680	5,265								1,094
Framingham	33,127		7,798	41,166	3,580		1,364	4,944								
Gardner	15,782		5,864	21,956	2,768		1,364	4,132					1,005			1,008
Gloucester	36,230		7,562	45,398	31,765		1,672	33,437	414		226	640	12,460		12,460	24,920
Greenfield	30,961		9,096	40,057	7,908		761	8,669					1,988			1,988
Leominster	22,107		6,967	29,074	3,890		1,060	4,950								3,394
Marlboro	11,412		5,751	17,163	2,398		1,009	3,407								
Melrose	21,565		9,923	31,488	9,411		4,712	14,123					335,000			335,000
Methuen	23,230		4,041	27,271	3,277		2,076	5,353	2,274		71	2,345	1,769			1,769
Milford	14,258		2,617	17,234	4,918		1,403	6,321					143			143

Natick	18,647		5,333	23,980	2,528		3,580	6,108							11,942
Newburyport	14,408		3,016	17,424	2,582		1,928	4,510	1,360		152	1,512	300		67	367
North Adams	18,756		8,232	27,946	6,062		3,610	9,715	2,506		2,039	4,689	1,850		2,753	5,175
Northampton	9,985		1,703	11,688	1,769		933	2,702								9,071
Northbridge	18,514		6,338	25,905	5,083		1,260	6,515								4,551
Norwood	21,428	(4)	13,945	35,373	8,336	(4)	1,118	9,454				6,837	25,283			25,283
Peabody	24,863		14,582	39,445	5,032		1,136	6,167					1,621		1,100	2,721
Plymouth	17,995	3,000	2,989	23,984	5,202	1,000	2,176	8,378					2,031			2,031
Revere	52,627	(4)	20,485	73,112	10,034	(4)	6,292	16,326								210,869
Saugus	13,279	2,260	4,521	20,060	4,640	773	773	6,186					19,571			19,571
Southbridge	11,050		4,414	15,464	2,940		1,525	4,465					3,813			3,813
Wakefield	26,453		15,818	42,271	1,797		801	2,598					2,046		2,521	4,568
Watertown	25,998		10,303	36,453	11,414		2,753	14,290								108,966
Webster	13,132		4,535	18,400	524		1,176	1,733	131			131			1,238	1,761
Westfield	19,419		5,722	25,141	6,502		1,200	7,702								31,497
West Springfield	22,483	3,558	5,174	31,215	6,560	500	1,256	8,316					40,221	1,500	3,000	44,721
Weymouth	16,066		9,970	26,615	10,290		2,421	12,857							234,768	234,768
Winchester	15,116		4,271	19,387	3,217		2,933	6,150					1,267		1,800	3,067
Winthrop	12,153		8,843	20,996	3,624		1,191	4,815	2,141		1,066	3,207				
Woburn				26,351				5,300								31,749
Michigan:																
Adrian	8,103	4,052	4,052	28,207	3,572	1,786	1,786	7,144	616	$308	308	1,232	5,486	2,243	2,243	8,972
Alpena				17,983				3,891				1,960				53,728
Ann Arbor				50,371				6,477				2,750				458,996
Benton Harbor				39,657				16,335								12,246
Calumet				68,169												
Escanaba				29,362				1,431								69,774
Holland				21,783				5,134				2,207				282,063
Ironwood	32,349		9,964	42,313	7,805		3,637	11,442	10,427		994	11,421	2,939		165,571	168,510
Ishpeming	14,208		11,796	26,004	3,375		1,200	4,575	705		482	1,187	200		79,216	79,416
Marquette				17,868				8,478				2,709				4,370
Monroe	13,718		9,086	22,804	1,572		1,572	3,144	1,464		827	2,291	23,367		130	23,497
Owosso	14,449		4,816	19,265	9,010		3,003	12,013	8,198		2,733	10,931				194,885
Port Huron				49,602				19,208				8,512				29,302
Sault Ste. Marie	17,611	3,913	9,784	31,308	5,883	1,307	3,269	10,459	2,712	603	1,507	4,822	1,982	610	1,101	3,693
Traverse City				18,963				3,664				1,801				72,406
Wyandotte				42,708				5,830				7,012				47,714
Minnesota:																
Faribault				21,515				4,179				4,723				4,426
Hibbing				216,737				57,855				128,487				970,557
Mankato				31,381				3,272				803				1,853
Rochester				38,405				17,542								42,262
St. Cloud	13,531		11,743	25,274	6,729		5,998	12,727	3,287		238	3,525	5,429		2,603	8,032
Virginia				105,779				40,174				6,887				199,228
Winona	18,241	2,541	7,619	28,401	3,142	253	2,412	5,807	4,776	1,383	99	6,258	6,530	46,758	2,743	56,031
Mississippi:																
Biloxi				15,684				5,518								230,000
Columbus				[10] 6,000				500								250
Greenville	4,180		2,792	6,972								323				15,000
Jackson	5,870	1,058	900	7,832	4,204	751	650	5,605	291	57	40	388	3,309	550	528	4,387
Laurel				7,479				2,953				2,194				

[4] Included in following column.

[8] Data of 1921–22.

[10] Estimated.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Mississippi—Continued.																
Meridian				$10,952				$2,666				$816				$257,136
Vicksburg				8,063				3,818				1,939				87,600
Missouri:																
Cape Girardeau	$7,607		$3,841	11,448	$9,658		$2,756	12,414	$60			60				
Carthage	9,486		5,020	14,506	3,451		1,723	5,174					$1,631		$835	2,466
Columbia	19,885		6,400	26,285	17,038		2,023	19,061					31,475		1,500	32,975
Hannibal	9,735	$3,000	2,802	15,537	9,500	$333	1,342	11,175	1,191		$367	1,558	31,430		1,185	32,615
Independence	14,335	4,927	7,093	26,355	6,178	143	1,900	8,221	1,248	$803		2,051	1,458			1,458
Jefferson City				16,765				6,327								4,188
Joplin	24,462		13,069	37,531	78,174		4,422	82,596	1,120		115	1,235	22,629		1,516	24,145
Moberly				15,080	4,888		6,380	11,268	1,560		1,025	2,585				
Sedalia	18,403		4,637	23,040	4,297		716	5,013	4,780		796	5,576	120,962		120,962	241,924
Montana:																
Anaconda	20,071		6,370	26,441	2,725		1,381	4,106	1,030		343	1,373				
Billings				33,324				2,588				5,953				6,371
Great Falls	29,617	3,909	15,374	48,900	3,002		1,321	4,323	1,812			1,812	2,058	$80	104	2,242
Helena	17,135		11,348	28,483	3,146		2,119	5,265	1,334		832	2,166	2,034		795	2,829
Missoula	28,970			28,970	2,622			2,622	3,137			3,137	2,341			2,341
Nebraska:																
Grand Island	14,879	4,251	4,251	23,381	8,117	2,319	2,319	12,755	2,150	800	804	3,754	11,213	133,656	6,383	151,252
Hastings				25,739				2,399				522				5,374
North Platte	11,193	3,022	3,021	17,236	1,378	500	500	2,378	220	325	335	880	68,634	700	700	70,034
Nevada:																
Reno	16,767		4,297	21,064	8,784		499	9,283	4,750			4,750	11,939	30,327	2,009	44,275
New Hampshire:																
Berlin	18,733	2,274	15,400	36,407	1,600	1,224	450	3,274				1,172	3,673	1,500	5,100	10,273
Concord	18,855	5,378	6,322	31,055	5,456	1,436	1,609	8,501	4,550	1,222	1,486	7,258	15,850	3,790	4,246	23,886
Dover	10,227		5,130	15,357	33		112	145				604				2,123
Keene	14,778		4,180	18,958	4,503		1,863	6,366				4,993				5,507
Laconia	6,632		6,137	12,769	3,001		1,208	4,209				3,045				1,308
Nashua	40,388		16,109	56,497	7,544		896	8,440								18,275
Portsmouth				22,810				4,030								513

New Jersey:																
Asbury Park				24,118				6,879				3,541				15,286
Belleville	24,476		5,200	29,676	12,386		2,500	14,886	1,212		200	1,412	179,286			179,286
Bloomfield	42,453		12,500	54,953	12.520		1,100	13,620	2,301		750	3,051	85,599		177,443	263,042
Bridgeton				16,508				26,343				1,490				61,522
Carteret				19,227				22,322				349				16,000
Clifton				47,208				13,382				3,594	43,423		55,683	99,106
Englewood	23,662	5,916	13,624	43,202	12,655	3,164	6,328	22,147	1,400		1,087	2,487	978			978
Garfield				44,325				8,189								66,481
Gloucester				13,909				6,961				926				3,121
Hackensaek				58,539				45,484				8,897	74,220			74,220
Harrison				18,591				11,710				1,667				
Irvington	41,093		5,147	47,407	17,878		931	18,809	1,036		24	1,060	70,435		10,417	80,852
Kearny				67,314				30,560				2,507				192,790
Long Branch				31,214				11,385				4,361				100,596
Millville	12,719		3,599	16,318					125		2,165	2,290			33,758	33,758
Montclair	59,345	30,572	17,983	107,900	16,600	10,100	5,300	32,000	730	415		1,145	162,298	313,414	1,882	477,594
Morristown	15,185	10,000	14,985	40,170	5,702	2,000	5,702	13,404					1,000		1,150	2,150
North Bergen				82,645				51,091				1,821				27,466
Phillipsburg	22,980		1,400	24,380	7,859		2,500	10,359	1,251		850	2,101				68,773
Plainfield	42,144		18,337	60,481	17,878		9,990	27,868	2,352		1,606	3,958	101,380			101,380
Rahway				17,131				12,302				1,008				4,313
South Orange				52,595				22,595				3,245				722,401
Summit				34,153				42,237				5,372	50,000		130,734	180,734
Weehawken	21,777			21,777	24,173			24,173	2,464			2,464				
West New York				74,052				33,150				7,504				185,081
West Orange				38,458				16,282				5,888				385,339
New Mexico:																
Albuquerque	10,655	4,268	7,349	22,272	2,129	760	2,842	5,731	1,837	2,009	1,894	5,740				56,361
New York:																
Batavia				29,715				3,681				11,148				221,470
Beacon				13,064				8,896				4,933				41,755
Cohoes				25,887				8,420				7,768				2,418
Corning—																
Dist. No. 9				15,085				3,260				5,112				111,287
Dist. No. 13				5,489				1,822				3,879				240
Cortland				10,764				3,068				9,441				434,150
Dunkirk				32,713				4,568				18,305				7,600
Fulton				15,177				4,417				8,287				43,631
Geneva				17,937				3,004				8,482				213,416
Glens Falls				18,660				6,611				7,006				221,177
Gloversville	30,380		15,190	45,570	3,649		7,298	10,947	13,025		6,512	19,537	18,620		9,310	27,930
Herkimer				15,403				1,567				7,893				90,822
Hornell	25,060		6,003	31,063	5,780		1,209	6,989	16,201		4,060	20,261	3,320		327,082	330,402
Hudson				10,358				8,376				5,111				128,558
Ilion				11,774				2,722				6,497				557
Ithaca				36,329				10,123								71,226
Johnstown				18,127				2,642				5,912				484
Kingston				42,375				11,446				13,135				4,082
Lackawanna	18,863		3,801	22,664	2,615		872	3,487				9,056	51,072			51,072
Little Falls				24,383				5,934				6,476				20,264

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
New York—Continued.																
Lockport				[10] $35,092								$18,496				$63,864
Middletown				32,618				$12,252				8,855				185,583
North Tonawanda				29,785				6,890				11,408				49,948
Ogdensburg	$11,293		$6,538	17,831	$2,000		$2,945	4,945	$4,000		$2,731	6,731	$107		$934	1,041
Olean				39,741				7,888				25,536				183,089
Oneida				11,973				4,414				10,262				2,892
Oneonta				17,052				13,289				6,162				6,787
Ossining				17,650				2,759				10,270				
Oswego				38,344				5,145				9,710				12,336
Peekskill				21,419				5,262				7,793				31,704
Plattsburg				18,620				3,507				4,661				5,430
Port Chester				33,822				11,168				16,196				179,764
Port Jervis				18,214				3,055				13,847				180,419
Rensselaer				12,809				[8] 462				7,425				886
Rome				31,358				11,414								95,253
Saratoga Springs	21,554		4,311	25,865	2,979		596	3,575				10,628				240,598
Tonawanda				15,829				4,866				5,582				54,504
Watervliet	14,445		1,500	15,945	4,197		841	5,038	5,869		672	6,541			17	17
White Plains	46,070		17,045	63,115	10,348		4,432	14,780				31,085	58,746		5,880	64,626
North Carolina:																
Asheville[8]	12,760		10,056	22,816	4,874		699	5,573	4,537		4,103	8,640	230,182		224	230,406
Durham	15,742		4,525	20,267	7,451		950	8,401	553		230	783	7,274		10,252	17,526
Gastonia	3,000		2,500	5,500	2,500		1,000	3,500	3,000		1,000	4,000				
Goldsboro				13,718				1,369				344				9,093
Greensboro	24,061	$3,250	5,500	32,811	30,598			30,598	2,000		685	2,685				11,087
High Point				25,298												130,172
New Bern				6,826				1,363				1,050				4,762
Raleigh				40,615				8,648				2,392				311,781
Rocky Mount				25,023				8,853								
Salisbury				11,622				3,896				339				1,689
Wilson	8,160		3,497	11,657	869		373	1,242	384		193	577	3,069		1,315	4,384

North Dakota:															
Fargo				104,149				3,295				5,262			
Grand Forks	18,749	6,544	10,747	36,040	3,356	$325	150	3,831	324	$81	81	486	3,073	1,317	4,390
Minot				24,980				3,239				2,722			2,268
Ohio:															
Alliance				56,662				4,115				13,327			12,322
Ashtabula				38,504				10,909				10,340			16,396
Barberton	21,273		5,318	26,591	2,719		906	3,625	6,200		1,911	8,111	65,708	129,060	194,768
Bellaire				24,135				11,148				10,892			153,268
Bucyrus				18,006				1,758				3,140			855
Chillicothe				20,646				4,700				7,800			2,000
Cleveland Heights				94,832				34,905				6,538			361,288
Coshocton				10,000				500							170,000
East Youngstown				40,665				13,404				7,378	6,272	$100,866	107,138
Elyria	25,283		10,835	36,118	9,521		4,080	13,601				1,447	74,079	105,600	179,679
Findlay	28,771		3,197	31,968				7,078	8,363		5,034	13,397			224,581
Fremont				25,000				5,000				1,000			5,000
Kenmore				26,406				2,574				7,357			20,925
Lancaster				33,597				12,800							221,508
Mansfield	43,785		19,359	63,144	2,286		733	3,019				21,168	46	80,627	80,673
Marietta	14,204	2,725	2,000	18,929	1,000	500	609	2,109				13,684	2,000	3,148	53,590	58,738
Marion				48,390				5,054				10,454			3,758
Martins Ferry				18,737				5,141				13,321		42,031	42,031
Massillon				36,445				8,417				23,527			493,113
Middletown				49,371				11,785				12,169			208,064
Newark				36,671				27,442				13,237			
Niles				24,103				6,414				11,266			71,171
Norwood				37,064								13,808			109,206
Piqua	14,092		5,130	19,222	3,691		2,379	6,070	7,048		4,471	11,519			
Salem				34,895				9,105				5,588			28,673
Sandusky	14,064		4,688	18,752	8,500		10,000	18,500	560		210	770			24,000
Tiffin				13,009				3,465				5,288			202,264
Warren	44,361	19,847	8,473	72,681	11,107	2,790	2,084	15,981	11,956	6,092	5,908	23,956	7,522	10,352	86,639	104,513
Zanesville				39,543				29,377				14,542			442,071
Oklahoma:															
Ardmore				17,016				4,159				3,164	750	840	1,590
Bartlesville				23,891				11,025							4,618
Chickasha [9]	8,959	4,977	5,972	19,908	4,165	1,000	6,000	11,165	1,222	560	1,782	3,564	33,345	132,760	168,105
Enid	17,267	9,570	11,512	38,349	1,812	1,423	1,513	4,748	232	917		1,149	621	4,888	2,028	7,537
Guthrie	6,000	1,200	3,000	10,200	15,000	500	400	15,900				600	15,000	16,000	292,500	323,500
McAlester				12,172				3,032							
Okmulgee	18,508	4,038	4,038	26,584	11,056	2,066	2,066	15,188	2,929	874	874	4,677	79,405	6,044	6,044	91,493
Sapulpa	11,080		10,699	21,799	1,085		700	1,785	1,567		1,197	2,764	1,355		7,335	8,690
Shawnee	4,584		2,243	6,827	5,805		5,806	11,611	4,484		2,137	6,621	14,334			14,334
Oregon:															
Astoria	14,018		5,981	19,999	3,909		2,134	6,043	1,689		169	1,858	3,100		5,207	8,307
Eugene	14,460		5,038	19,498	3,498		6,464	9,962						256,558		256,558
Salem				24,254				5,875				2,494		107,527		107,527

[8] Data of 1921–22.

[9] Distribution of expenditures is estimated.

[10] Data of 1919–20.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Pennsylvania:																
Ambridge				$18,000				$6,000								
Beaver Falls				20,988				6,534				$3,523	$1,210		$123,834	$125,044
Berwick				21,465				5,549				5,036				2,028
Braddock	$15,390		$7,470	22,860	$9,575		$2,864	12,439				5,376				3,618
Bradford	15,983		6,970	22,953	250			250	$4,835		$9,307	14,142	68		54,542	54,610
Bristol	6,243		5,400	11,643	843		750	1,593	2,807		1,800	4,607	996		2,100	3,096
Butler	18,230	$4,819	19,657	42,706	12,558		6,384	18,942	11,409	$3,487	6,430	21,326	51,535			51,535
Canonsburg				12,416				8,796				2,516				60,081
Carbondale				28,539				3,829				5,611				163,734
Carlisle				12,482				4,241				5,092				1,655
Carnegie				26,586				6,596				2,720				
Carrick				8,682				5,884				3,919				922
Chambersburg	11,169		3,555	14,724	3,113		1,527	4,640	4,135		1,156	5,291	43,788		319	44,107
Charleroi	10,681		6,489	17,170	1,691		4,037	5,728	2,594		1,349	3,943	97,703			97,703
Clairton				27,991				8,619				7,345				169,155
Coatesville				16,509				2,489				7,394				5,569
Columbia				10,532				2,875				6,315				367
Connellsville				29,328				2,612				5,663				2,076
Dickson City				15,730				5,776				3,948				43,875
Donora				18,639				3,385				4,540				3,086
Dubois				15,428				16,047				7,390				828
Dunmore				39,624				3,936				17,055				112
Duquesne	19,427		11,071	30,498	9,823		1,351	11,174	11,019		1,227	12,246	216,445		68	216,513
Farrell	19,778		7,817	27,595	2,136		655	2,791	4,793		4,461	9,254	9,413		7,113	16,526
Greensburg	16,019		7,289	23,308	4,399		5,813	10,212				5,551	871		156,908	157,779
Homestead				31,267				6,791				9,730				1,451
Jeannette	5,905		12,134	18,039	5,508			5,508				13,515			9,555	9,555
Kingston				29,583				6,359				5,647				212,878
Lebanon				31,310				7,747				12,615				142,157
McKees Rocks	17,312		4,100	21,412	5,027		649	5,676	7,711			7,711	88,381			88,381
Mahanoy City	12,927		3,210	16,137	6,912		1,652	8,564	1,733		435	2,168			2,967	2,967
Meadville	12,173		8,947	21,120	3,091		1,150	4,241	5,631		3,499	9,130			124,025	124,025
Monessen	25,638		15,439	41,077	1,615		531	2,146	6,531		2,000	8,531	7,693	$129,227		136,920
Mount Carmel				17,759				5,714				2,977				2,694

Nanticoke	35,562		6,850	42,412				46,933				13,982				23,425
New Kensington	7,784		6,123	13,907	2,877		4,097	6,974	2,147			2,147			6,670	6,670
North Braddock				37,917				10,322				10,738				103,874
Oil City				50,512				12,716				10,517				259,252
Old Forge				15,738				20,236				5,117				
Olyphant				19,430				16,688				9,557				19,432
Phoenixville	9,256		4,510	13,766	5,077		1,212	6,289				2,194				5,265
Pittston				31,923				14,450				13,463				145,213
Plymouth	16,223		2,135	18,358	3,906		180	4,086				13,889			170,000	170,000
Pottstown				20,222				5,971				4,843				289,299
Pottsville	17,120		8,108	25,228	6,531		1,837	8,368	6,200		2,808	9,008	46,251			46,251
Punxsutawney				8,738				5,004				3,033				8,945
Shamokin				24,335				15,571				11,006				992
Sharon	19,305		5,484	24,789	3,405		1,813	5,218				8,005				305,271
Shenandoah				29,764				4,936				6,461				1,046
Steelton				20,068				9,596				14,031				1,441
Sunbury				21,551				7,724				5,595				74,486
Swissvale				26,302								3,120				18,002
Tamaqua				13,930				2,385								
Uniontown				32,428				2,871				4,429				6,000
Warren				30,391				7,993				7,993				1,869
Washington				25,208				7,469				9,448				33,790
West Chester				18,134				24,901				9,131				3,234
Wilkinsburg	25,769	14,722	12,434	52,925	3,841	$2,813	2,786	9,440				29,215				
Woodlawn				25,428				5,231				3,565				196,161
Rhode Island:																
Bristol	11,067		3,240	14,307	8,292		2,531	10,823					2,319			2,319
Central Falls	15,246		1,754	17,000	8,948		994	9,942	558		403	961				
Cranston				50,905				8,238				228				7,568
Cumberland				9,949				4,741				603				27,606
East Providence				32,124	5,324		2,662	7,986	2,000			2,000	1,104		29,206	30,310
Warwick	20,622		3,064	23,686	12,263		3,540	15,803	289			289				1,666
West Warwick	19,965		1,840	21,805				5,173					18,557			18,557
South Carolina:																
Anderson				9,614				1,544				1,476				452
Florence				11,160				4,844				2,080				38,082
Greenville				25,254				10,070				2,928				148,176
Spartanburg	8,408		2,478	10,886	3,655		557	4,212	1,337		825	2,162	4,241			4,241
South Dakota:																
Aberdeen	15,650	5,798	7,371	28,819	4,542	604	2,419	7,565								9,123
Sioux Falls	55,002		18,017	73,019	4,727		1,547	6,274	11,668		2,940	19,258	367,899		21,554	389,453
Tennessee:																
Jackson				6,223				6,270				593				1,139
Johnson City				18,015												2,500
Texas:																
Abilene				7,832				7,010				167				27,417
Amarillo				22,221				12,706				5,433				79,931
Cleburne				18,100				7,060				2,903				
Corpus Christi				7,137				8,760				194				
Corsicana	4,000		6,000	10,000	2,500		3,000	5,500	1,500		1,500	3,000	290,000		334,000	624,000
Del Rio				4,388				1,008				481				

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Texas—Continued.																
Denison	$8,491		$6,000	$14,491	$1,500		$2,500	$4,000	$2,000		$1,500	$3,500	$5,500		$1,500	$7,000
Greenville				8,140				4,246				1,000				
Laredo				7,910				3,923				93	26,026	$21,200		47,226
Marshall	4,000		2,000	6,000	1,750		1,000	2,750	550		600	1,150				
Palestine	7,231		1,800	9,031	2,475		618	3,093	595		206	801	3,263		888	4,151
Paris				10,070				1,186				4,784				
Port Arthur				33,719				19,292				8,325				366,220
Ranger				7,920								3,743				
San Angelo				11,820								4,588				
Sherman				17,263				3,440								5,565
Temple	6,800		3,000	9,800	6,692		2,000	8,692				1,350				
Texarkana	4,690		2,000	6,690	1,451		986	2,437	493			493	5,478		10,479	15,957
Tyler				8,149				1,433				3,400	805			805
Utah:																
Provo	7,219	(1)	10,258	17,477	2,000	(1)	2,410	4,410	224	(1)	794	1,018	350	(1)	15,299	15,649
Vermont:																
Barre				25,115				3,981				2,703				
Burlington				29,493				6,314				554				4,485
Rutland	9,223	$1,918	3,669	14,810	2,635	$268	999	3,902	1,349	$280	501	2,130	10,197			10,197
Virginia:																
Alexandria				14,308				3,081				300				1,806
Charlottesville				7,833				4,528								992
Danville				11,298				4,297				666				9,018
Staunton				6,084				2,437				388				15,397
Washington:																
Aberdeen				23,246				8,693				50				112,622
Bellingham	23,428		13,492	36,920	10,250		5,901	16,151	5,475		1,462	6,937	5,264		3,730	8,994
Everett	30,407		14,602	45,009	5,658		2,733	8,391	476		317	793				
Hoquiam	5,904	1,146	7,581	14,631	1,277	532	1,717	3,526					2,861	253	4,045	7,159
Vancouver				17,283				3,091				1,353				3,532
Walla Walla	19,235		12,725	31,960	5,793		3,201	8,994	1,712		1,284	2,996	1,920		459	2,379
Yakima	14,824		6,441	21,265	6,797		5,340	12,137					9,828		2,128	11,956

West Virginia:																
Bluefield				44,489				10,000				3,000				93,000
Clarksburg (city district)	23,330		9,975	33,305	37,614		13,056	50,670				2,000	69,000			69,000
Fairmont	20,827		10,413	31,240	3,865		1,933	5,798	1,853		927	2,780	30,957		15,471	46,428
Martinsburg	13,872		3,763	17,635	1,354		604	1,958	1,002		73	1,075	1,060		477	1,537
Morgantown	19,278		7,971	27,249	12,224		1,593	13,817	890		3,098	3,988	30,365		3,849	34,214
Moundsville	7,470		4,715	12,185	3,000		2,000	5,000							25,013	25,013
Parkersburg	23,650	[4]	17,303	40,953	4,800	[4]	11,000	15,800	3,200	[4]	1,500	4,700	21,500	23,124	6,052	50,676
Wisconsin:																
Appleton	27,170		11,224	38,394	8,250		5,677	13,927	1,941		4,018	5,959	902	144,290	1,995	147,187
Ashland				22,985				11,963								40,899
Beloit	26,225	11,240	10,742	50,489	7,966	3,414	2,386	14,108	1,265	542	1,125	3,857	16,613	7,120	917	34,207
Eau Claire	28,091		10,028	38,119	6,442		1,800	8,242				856				969
Fond du Lac				46,052				5,373				15,825				4,521
Janesville				35,000				7,000								
Manitowoc	16,288		17,995	38,388	14,684		3,841	18,719	3,234		3,228	8,882	2,166		401,325	405,355
Marinette	10,523	7,260	7,557	25,340	2,086		4,172	11,643	3,129	1,530	1,794	6,453				888
Stevens Point	14,535		9,160	23,695	4,514		6,235	10,958				26	14,786		29,386	50,924
Waukesha	14,215	[4]	10,551	24,866	1,901	[4]	1,853	3,754					88,481		3,019	91,500
Wausau	36,754		11,531	56,347	8,366		4,566	12,932	3,085		2,677	5,762	40,174			41,275
West Allis	31,733		17,749	64,691	4,748		5,129	13,704					94,560		13,167	107,727
Wyoming:																
Casper	29,872			29,872	3,215			3,215	3,552			3,552	167,773			167,773
Cheyenne				36,691				8,278				2,007				163,448

[4] Included in following column.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama:															
Birmingham			12.50	145,813	60	4,051		144							4,405
California:															
Los Angeles	13.60	2.70	16.30	1,089,087	50	32,610		2,132		$948,550		$2,391,940		$5,577	47,332
Oakland	11.35	2.15	13.50	178,175	50	5,113			$155,000					73	10,551
San Francisco	5.35	2.02	7.37	644,181	100	11,475			403,000						21,259
Colorado:															
Denver	10.95	.69	11.64	388,610	100	6,750						2,822			11,682
Connecticut:															
Bridgeport			[1] 9.32	236,638	100	2,813			88,000						4,347
Hartford	5.00	3.30	8.30	280,326	80	6,733	91	493				175,637	$209,993		13,224
New Haven			[1] 10.13	242,557											5,132
Delaware:															
Wilmington			[1] 11.17	116,990	100	265			5,000				500		2,847
Dist. Columbia:															
Washington			[1] 6.50	[2] 1,175,867	80										[2] 15,242
Georgia:															
Atlanta			[1] 8.53	207,975	70										6,090
Illinois:															
Chicago	19.70	8.10	27.80	1,788,665	50								23,100,000		98,135
Indiana:															
Indianapolis	7.34	.89	8.23	621,339	85	10,102			51,410					1,303	14,482
Iowa:															
Des Moines			64.76	43,512	15	4,380			51,000						7,504
Kansas:															
Kansas City			15.76	126,108	100	315		21							3,865
Kentucky:															
Louisville	6.10		6.10	329,000	100									10,061	5,619

Louisiana:															
New Orleans			9.50	453,475	85		1,767								5,588
Maryland:															
Baltimore			6.50	1,404,036	100							569,200		201,126	15,874
Massachusetts:															
Boston			6.68	1,714,100	100	15,662		6,957	250,500			234,570			33,919
Cambridge			8.50	152,262	100	844					$95,000				3,776
Fall River			7.50	188,086	100										3,996
Lowell			7.69	136,517	100	2,285									4,332
New Bedford	7.58	1.17	8.75	210,386	100	3,118		185	212,000	120,000		2,809			5,992
Springfield	10.20	1.10	11.30	249,754	100	4,314		584	200,500	40,000	1,080,000				8,708
Worcester			8.35	270,701	100	1,465		511	235,500						6,420
Michigan:															
Detroit			5.55	[2] 1,954,184	[2] 80	40,155		3,952		1,279,000			9,220,662		54,498
Grand Rapids	8.68	3.11	11.79	231,273	100	4,041			100,000					18,816	7,749
Minnesota:															
Minneapolis			19.45	279,334	38	17,944		1,870		390,000		594,618			19,391
St. Paul			17.33	243,423	40	5,046									9,221
Missouri:															
Kansas City			11.50	545,835	70	13,287		3,736	500			447,767		359	18,559
St. Louis	8.50	.10	8.60	1,035,237	100	2,549		513		443,378		230,994			25,317
Nebraska:															
Omaha			12.00	328,426	100	8,491		538		56,000		234,805		65	15,555
New Jersey:															
Camden			10.87	150,000	100	3,282		332		50,250		21,304			5,043
Jersey City			7.52	500,065	100	13,445		1,151	287,500			53,731			15,423
Newark			11.80	635,499	100	14,124		2,344	151,000		1,099,000	112,734			15,546
Paterson	13.20	2.00	15.20	177,874	100	5,077	2,016	711	118,000	81,000	352,000	48,127	352,000		6,763
Trenton			10.50	140,707	100	3,941		539		18,000	1,993,000	32,123			4,050
New York:															
Albany			[1] 6.17	127,456		2,525		649	171,390		283,000				3,189
Buffalo	[1] 11.33	[1] 1.89	[1] 13.22	674,846	80	17,467			558,000						19,479
New York			[1] 6.89	11,862,053	100	181,203	39,970		1,601,800						249,844
Rochester			12.35	437,843	100	9,840	1,378	515	309,940			27,000	1,225,000	307	19,310
Syracuse			6.55	213,230											6,728
Yonkers	9.20	2.24	11.44	208,079	100	5,288			220,590						5,734
Ohio:															
Akron	8.20	2.23	10.43	319,778	100	6,790		173	403,584			31,374			11,606
Cincinnati			7.27	783,246	100	10,174		1,667	272,885						18,100
Cleveland	8.31	1.45	9.76	1,880,000	100	28,277		3,404	725,000					1,362	39,794
Columbus	9.51	2.67	12.18	395,346	100	9,675		1,980	100,250	80,000		474,610			12,001
Dayton	5.48	1.56	7.04	240,299	75	4,867		63	112,000					561	6,857
Toledo	6.83	1.63	8.46	551,194	100	11,117		1,207				969,998			13,935
Youngstown	5.88	4.17	10.05	348,058	80	4,883		747		320,000		633,594	160,000		6,507
Oregon:															
Portland			10.60	299,653		2,525			178,500						11,301
Pennsylvania:															
Philadelphia	8.56	.94	9.50	2,321,390	85	21,900		4,491		49,000		765,100		55,926	61,086
Pittsburgh			11.50	951,158	100	16,170		1,482						55,443	28,637
Reading			10.00	101,163	80	3,659		289				146,676		48	5,644
Scranton	15.50	1.50	17.00	107,772	100	2,200	280	296	135,000					1,720	5,730

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rhode Island:															
Providence			5.97	531,759	100	6,000	374	2,113							8,732
Tennessee:															
Memphis	[2] 6.00		[2] 6.00	[2] 196,737	[2] 71	4,533	600	364					$253,337		4,621
Nashville	4.85	.57	5.42	130,000	100	1,044								$364	2,292
Texas:															
Dallas				188,194								$2,000	999	73,339	
Fort Worth	7.30	1.50	8.80	144,822	60	2,341	87	398				68,130	65,056		3,845
Houston			11.30	211,500	60	2,238	7	508		$154,000		74,175		250	8,633
San Antonio	7.20	1.40	8.60	182,246	75	3,475		554		56,250			400,000	560	4,882
Utah:															
Salt Lake City	6.70	1.40	8.10	184,997	100	3,616		234				80,828			7,039
Virginia:															
Norfolk			[3] 11.01	174,979											4,629
Richmond			7.50	274,246											4,953
Washington:															
Seattle			17.16	241,734	50	8,780	232	266	$618,000						13,637
Spokane	20.23	4.75	24.98	85,073	50	1,766		635		228,000		313,074			6,246
Wisconsin:															
Milwaukee			[2] 9.33	725,603	100	6,238				52,500					15,531

Alabama:															
Mobile	12.00		12.00	48,000	60								$162,600	$11,769	826
Montgomery	9.00		9.00	31,000	60	500							100,761	1,663	988
Arkansas:															
Little Rock	12.00		12.00	60,341	35	660			$41,000						2,597
California:															
Berkeley	19.92	4.63	24.55	64,190	70	2,790		50		$97,250		$227,620			4,513
Fresno	20.05	2.85	22.90	51,399	30	2,500		21		15,000		141,832			3,078
Long Beach	12.70	2.80	15.50	136,055	[2] 47	4,967				99,250					6,453
Pasadena	17.00	3.90	20.90	83,525	50	2,740		120		65,000		196,778			5,592
Sacramento	15.20	4.10	19.30	73,834	60	4,782		180	75,000						5,173
San Diego	20.90	3.50	24.40	61,106	50	2,930		120		46,000		120,165			4,646
San Jose			10.30	31,595	60	1,175		21		49,000		108,869			2,165
Stockton	8.30	1.50	9.80	40,187	60	1,662			54,000						3,271
Colorado:															
Colorado Springs	15.00	1.57	16.57	44,613	100	1,116	92		31,000						2,079
Pueblo—															
District No. 1			18.05	22,326	100	466	192	53		21,000				91	1,199
District No. 20	15.55	2.33	17.88	31,351		871	123	366				47,194			
Connecticut:															
Meriden			[1] 10.85	43,537	75	975			120,000					420	886
New Britain	8.63	1.70	10.33	93,037	80	1,824		93	74,000			5,000			3,322
Stamford			[1] 13.11	50,913	[2] 100										2,251
Waterbury			10.40	151,000	75	2,328			93,000						6,055
Florida:															
Jacksonville	11.00	3.00	14.00	51,476	40	1,652	71	94					11,250	137	2,738
Pensacola	18.00	5.00	23.00	11,250	50	470	200	5		10,000		50,042	49,000	294	722
Tampa			23.00	23,000	20	539		128		39,000			45,000	158	1,099
Georgia:															
Augusta	10.74	3.26	14.00	46,016	60	30	60		10,000						978
Columbus			6.00	37,000	60	140			15,000				11,366	522	944
Macon			[2] 8.61	[2] 37,414	[2] 66										1,582
Savannah			5.00	72,212	60		383								2,080
Illinois:															
Aurora—															
East side	[2] 19.98	[2] 9.99	[2] 29.97	10,839	50	460			16,000						1,767
West side	20.00	6.90	26.90	6,275	20	270	16		5,000					1,483	955
Cicero	39.50		39.50	12,817	10	543	142		21,000						1,555
Danville	20.00	7.50	27.50	16,137	50	792			13,500					138	2,049
Decatur			36.00	19,052	50	1,088		234	7,500			20,000			1,991
East St. Louis	27.90	6.80	34.70	3,017	33	808		97	65,000			4,450			2,383
Evanston—															
District No. 75			27.50	15,597	50	417	4		13,000						1,435
District No. 76			27.50	7,245	50	78	130		5,000				117,250		[2] 500
Joliet	[2] 20.00	[2] 7.50	[2] 27.50	[2] 19,894	[2] 50	890			20,000					289	2,166
Moline			40.00	12,308	50	296			25,000				39,000		1,339
Oak Park	30.00	10.00	40.00	18,288	50	689			35,000					5,741	2,748
Peoria			26.50	42,798	50	795			56,000					362	3,595

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Illinois—Continued.															
Quincy	20.00	7.50	27.50	18,173	50	154			$27,500						1,998
Rockford			24.03	43,378	50	868	376		57,500				$908,100		3,575
Rock Island			40.00	11,746	25	400			22,015						1,473
Springfield			27.50	30,842	50	620	182		47,500					$515	4,063
Indiana:															
East Chicago	7.15	1.75	8.90	73,475	65	1,385			32,000						1,703
Evansville			9.10	125,831	100	1,714			57,600					6,950	4,352
Fort Wayne	7.60	1.40	9.00	167,600	80	3,061			55,000		$979,000			198	5,095
Gary	10.20	.30	10.50	129,054	50	1,672	15	43					103,678		2,740
Hammond	13.00	2.00	15.00	61,740	100	1,272	222	24		$47,260		$111,465			3,125
Kokomo			7.40	44,990	100	404	4		15,500						1,419
Muncie	9.70	1.00	10.70	57,968	100	950		30		10,000					1,615
South Bend	8.90	1.80	10.70	161,000	100	2,884		40	88,000				460,000		4,433
Terre Haute	12.80	1.55	14.35	89,284	100	870		77		55,000		118,141			3,667
Iowa:															
Cedar Rapids	60.70	26.30	87.00	12,335	45	1,633		91	70,000			49			2,482
Council Bluffs			93.40	5,700	10	809			20,000						2,060
Davenport			61.10	32,126	25	1,312		136	61,000						3,408
Dubuque			57.75	10,690	25	1,500		28						254	2,260
Sioux City	55.00	11.60	66.60	24,145	15	1,905	4	58		50,000			10,000		4,181
Waterloo—															
East side			93.57	4,100	25	600							11,850		2,365
West side	99.00	10.00	109.00		25	926	114		20,000						1,705
Kansas:															
Topeka	8.50	4.05	12.55	80,000	100	200	1	10		122,000		72,446			1,911
Wichita	11.00	5.00	16.00	114,746	100	2,228	494								4,186

Kentucky:															
Covington	7.50	1.00	8.50	42,169	70	363	148	11	14,500	29,000			154,292	3,000	1,224
Lexington	6.70	.22	6.92	46,642	80	97		25		2,970				188	1,283
Louisiana:															
Shreveport	5.50	1.50	7.00	90,000	100	2,437		91	93,000						3,060
Maine:															
Lewiston			[1] 6.77	30,800	66	100									488
Portland [2]	7.86		7.86	100,955	80	2,335		401		5,000	790,000	30,000	583,940		2,623
Massachusetts:															
Brockton			11.80	65,455	100										2,037
Brookline	4.47	1.23	5.70	118,165	100	585			46,400						2,550
Chelsea			10.49	47,726	100										2,196
Chicopee			[2] 7.30	[2] 44,911	100	385			39,000						1,119
Everett			19.21	13,645	100	1,004			81,214						2,055
Fitchburg			8.03	56,004	100	709		45	27,000	200,000	225,000	4,500			1,752
Haverhill			8.50	65,221	100										2,000
Holyoke			7.38	113,505	100	186									1,587
Lawrence			6.89	120,370	100	1,793			113,000						3,410
Lynn			9.25	106,851	100	2,028			85,500		900,000	34,000			3,428
Malden			9.67	51,771	100	754			19,200						[2] 1,387
Medford [2]			9.69	41,538	100										2,120
Newton			[2] 7.32	95,546	100										[2] 3,302
Pittsfield			[2] 10.79	[2] 46,823	100	614									1,953
Quincy			[2] 9.78	93,554	100	1,207					112,000				2,129
Salem			8.41	48,351	100										[2] 1,388
Somerville			9.22	92,528	100	999									2,667
Taunton			7,33	37,228	100	580		30	39,423	33,500		1,000			1,058
Waltham			7.14	42,880	100				31,000						1,374
Michigan:															
Battle Creek			14.25	53,498	75	405			35,000						2,104
Bay City			14.76	46,970	100	2,370	6	312		25,000		100,000		7,642	[2] 1,092
Flint [2]			10.72	136,213	75	4,270	75		64,800				410,000		4,339
Hamtramck			7.50	84,775	70	2,889		137					40,000	19,800	2,953
Highland Park	5.90	1.70	7.60	184,826	60	3,477	25	680				300,702			4,631
Jackson			7.52	80,437	75	758			43,000					13	2,148
Kalamazoo			14.34	72,644	80	2,251	64		98,000				205,000		4,457
Lansing	7.01	2.84	9.85	130,295	100									740	4,421
Muskegon			11.23	55,248	80	825	22		30,300				8,333	56	2,023
Pontiac [2]	11.70	3.50	15.20	41,803	100	1,460		165	10,000			52,837	206,500		2,455
Saginaw—															
East side			9.93	56,602	100	1,110		60	10,000			30,000			2,002
West side	12.05	3.56	15.61	30,395	100	1,110			47,000						1,821
Minnesota:															
Duluth	20.00	6.01	26.01	77,373	33	2,525			150,000					512	5,800
Missouri:															
St. Joseph	10.00	2.25	12.25	87,000	80	1,238		197	70,005					44	1,827
Springfield	9.50	2.00	11.50	40,143	80	601		105						8	1,520
Nebraska:															
Lincoln	11.90	1.20	13.10	92,024	100	2,010		106	278,000		712,000	13,884		60,440	5,009
New Hampshire:															
Manchester			5.88	29,113	100	2,500			124,166		100,000				3,667

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
New Jersey:															
Atlantic City			6.60	196,555		3,310		345	$50,975						5,137
Bayonne			[1] 9.00	[2] 97,870		2,940		802	49,500						7,437
East Orange			8.85	83,000	75	1,846	69	290	32,000			$7,579			2,747
Elizabeth			11.17	118,501		3,291		246	48,000			8,884			3,280
Hoboken			9.67	95,193		3,843		400	746,000			24,293			4,578
New Brunswick			12.90	32,834		1,175			37,000			869			2,424
Orange			13.70	32,912		740		174	10,000	$50,000		14,377			1,013
Passaic			[1] 12.57	90,000	100	2,113			8,500			27,810			3,061
Perth Amboy			22.08	36,616		1,058		225	5,500	23,000					2,096
West Hoboken			12.03	29,432	100	525		5	13,500			575			1,095
New York:															
Amsterdam			19.73	24,005		1,582		9	22,216			9,423	$148,670	$1,889	1,400
Auburn			11.40	27,335	80	142			19,000					340	1,134
Binghamton			12.69	69,848	70	2,191									2,257
Elmira			13.07	44,178	80	686			15,000						1,516
Jamestown			19.88	31,223	60	1,498			36,500					39	2,560
Mount Vernon			12.50	83,804	100	2,233			56,000						2,459
Newburgh			10.20	29,000	85	284		32	6,000					42	996
New Rochelle			6.93	105,113		1,704				68,000				12	4,513
Niagara Falls			7.53	110,124	100	3,929			20,000						5,581
Poughkeepsie			[1] 5.63	42,442		532								606	1,865
Schenectady			19.59	84,932	67	2,900			238,800					659	6,096
Troy—															
Lansingburgh dist.			13.69	9,940		109	9	1	3,000			750	62		532
Union district			11.38	55,754	90	827			68,135						1,876
Utica			10.60	114,310	85	1,908			134,050					15	5,999
Watertown			8.40	42,538		791							38,800		1,704

North Carolina:															
Charlotte			[1] 7.04	91,847									155,000		1,735
Wilmington	7.22	1.13	8.35	44,000	80	557	171	78		43,226			149,830	382	522
Winston-Salem			4.47	113,991	75	2,070		14				1,425	67,074		1,975
Ohio:															
Canton			11.75	160,000	80	6,242		481		208,899				80	9,279
Hamilton			8.12	65,722	70	855	25	30		37,529		184,590			[2] 1,514
Lakewood	11.44	4.68	16.12	88,952	50	4,630		196	125,500						7,002
Lima	9.10	2.59	11.69	51,837	50	1,025	150	39		66,550		134,257			3,518
Lorain	8.65	2.80	11.45	58,889	60	1,858		10	79,000				113,249	20,553	2,487
Portsmouth			11.44	57,123	80	1,423	8			120,000		176,219			2,000
Springfield	6.07	1.58	7.65	93,444	100	1,798		221		59,000		108,392	132,000		2,380
Oklahoma:															
Muskogee	14.14	2.94	17.08	33,522	60	1,330		530	107,023				5,576	1,620	1,700
Oklahoma City	14.30	3.80	18.10	124,985	100	5,577		1,257	40,000	27,947					6,309
Tulsa	15.00	1.70	16.70	114,804	60	3,492	11	764		292,500				10,631	4,923
Pennsylvania:															
Allentown			12.00	72,000	75	2,723						233,739	142,000	15	4,436
Altoona			12.00	60,000	75	1,755		157		50,000		139,527			3,599
Bethlehem			13.00	[2] 60,640	75	3,961		541				101,936		11,549	4,200
Chester			10.00	60,064	80	2,199		496				156,896	22,000		2,571
Easton			15.00	34,160	60	1,431		122		16,500		114,768	62,000	361	1,884
Erie			14.00	112,787	75	3,205	11		77,500					164	7,500
Harrisburg	14.10	2.90	17.00	67,493	60	2,100	120	112		72,000		101,073	185,000	60	3,340
Hazelton			18.50	22,474	80	781			9,500					634	1,390
Johnstown	14.91	2.77	17.68	68,631	70	3,544				56,000		189,849		8,382	3,775
Lancaster			14.00	32,307	33	1,570	202	122	10,000			24,465	70,000	132	3,050
McKeesport	12.38	2.62	15.00	39,180	50	1,119		126		83,000		42,095			3,477
New Castle			20.00	33,742	55	1,610		5	25,000					4,770	2,357
Norristown			14.00	19,128	35	951		109				31,248		14	1,226
Wilkes-Barre			15.00	84,969	85	625	41		48,500					637	4,046
Williamsport			18.00	25,884	80	689		93				58,362	17,000		1,528
York			14.00	38,000	75	273	4	22		43,000			40,000	1,198	1,497
Rhode Island:															
Newport			[1] 3.89	82,923		1,066		76	36,000						1,202
Pawtucket			[1] 5.81	119,850	100	1,380	188								1,491
Woonsocket			[1] 3.97	79,537	100	150		47				5,172			901
South Carolina:															
Columbia	20.00	2.50	22.50	18,557	40	498	125	114				47,661	25,000	1,312	1,410
Tennessee:															
Chattanooga			[1] 5.28	85,767	70	1,650					400,000				3,454
Knoxville			4.80	94,293	100										1,662
Texas:															
Austin			6.00	38,109	60	965									1,046
Beaumont	6.00	1.40	7.40	44.500	80	971		164				4,873		9,898	1,221
El Paso			23.82	102,317	70	1,962	76	255						500	2,595
Galveston			5.00	56,000	100	1,500									1,850
Waco	6.50	1.83	8.33	53.090	67	1,157		114		28,000			32,000		1,727
Wichita Falls			10.00	32,673	60	1,368	60	15		25,000			1,791	103	1,900
Utah:															
Ogden	8.57	1.73	10.30	38,836	100	968	6	44							1,605

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Virginia:															
Lynchburg			7.75	51,880	75										863
Newport News	7.10	1.90	9.00	32,698	75	980						$22,255	$333		952
Petersburg			[1] 5.18	44,793	78	614		63				9,929			855
Portsmouth			[1] 8.50	42,800	60										1,031
Roanoke	7.37	1.40	8.77	60,250	60	1,900									2,385
Washington:															
Tacoma	20.28	3.50	23.78	62,543	50	1,292	12	328				145,113	1,414,264		4,287
West Virginia:															
Charleston			9.20	102,919	100	2,393			$74,346						4,386
Huntington	8.50	1.60	10.10	117,472	100	1,415			75,000						4,576
Wheeling			8.10	83,156	82	90			10,000						1,368
Wisconsin:															
Green Bay			[1] 8.15	47,475	100	950			44,000				175,000		1,611
Kenosha			11.09	58,548	70	1,340									2,502
La Crosse			[1] 12.12	41,991	85										1,677
Madison	6.98	1.40	8.38	91,285	87	1,130	37		58,666						2,470
Oshkosh	10.98	.64	11.62	44,710	100										2,268
Racine [2]	9.68		9.68	84,359	92										[1] 4,000
Sheboygan			11.87	37,918	100	650	4								2,650

Alabama:														
Anniston			6.00	11,500	60	85	15						$92,250	381
Bessemer			12.00	8,282	60	557	20							879
Dothan			9.00	4,700	45	160	2							429
Florence	[2] 10.00		[2] 10.00	[2] 6,000	[2] 60	430								951
Gadsden			5.50	9,500	40	335								440
Selma	8.00	1.00	9.00	10,391	38	63	7			$3,000		$6,310		293
Arizona:														
Phoenix			[1] 8.58	43,975	60	810								1,500
Tucson			[1] 21.05	24,182	80	1,385		70	$18,500					1,710
Arkansas:														
Fort Smith			12.00	23,043	30	489			12,500				143,900	1,226
Hot Springs			12.00	12,000	25	413			13,000					600
North Little Rock			12.00	8,000	50	275			10,000					645
Pine Bluff			15.00	13,418	30	514	170	50	7,500			50,000		890
California:														
Alameda			17.00	25,448	75	390			16,015		$250,000			1,020
Alhambra			12.20	22,953	60	1,580			43,250				370	301 1,395
Bakersfield			14.10	16,936	60	535			79,000					1,250
Eureka			13.00	10,000	50	138								550
Glendale			11.20	31,454	40	1,000		24		30,250				1,249
Pomona			12.50	12,911		701			11,500					708
Riverside			19.00	15,110	40	810				18,500				1,352
San Bernardino			[1] 25.31	12,401	33	938					300,000			1,635
Santa Ana			17.50	39,000	30	935				57,000				1,734
Santa Barbara			24.00	22,905	35	1,077		56		115,009				1,741
Santa Cruz			[2] 23.28	[2] 7,300	[2] 33	200								745
Santa Monica			18.81	23,609	40	2,073								48 2,746
Vallejo			26.20	6,048	65	494		19		14,000		38,721		726
Venice			9.96	14,199	33	100					100,000			465
Colorado:														
Boulder			23.35	13,596	100	360			40,000					3,220 806
Greeley			10.50	16,560	80	277			11,000					405
Trinidad			21.70	11,000		321				10,526				850
Connecticut:														
Ansonia			[1] 9.84	22,250	100									395
Bristol			[1] 9.64	31,791	100	568			10,000				7,800	2,237
Danbury			([2])	23,000										502
Derby			[1] 13.02	[2] 9,813		119			7,000					357
East Hartford			13.00	15,000	85	200								683
Enfield			[1] 9.06	16,067	85	208		6						393
Greenwich			7.75	65,512	70	831			35,000					1,615
Manchester—														
Districts 1–8			16.00	35,099										395
District 9			[1] 11.13	[2] 25,693	100	490			25,000				3,583	800
Middletown			11.50	14,307	80	63	38		7,500				15,000	216 219
Milford			5.00	20,885	100	204			40,000					531
Naugatuck			11.50	17,100	75		11							772

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Connecticut—Continued.															
New London			[1] 7.15	40,590	90	699		160	$15,000	$5,000					876
Norwalk			[1] 8.33	[2] 32,640		350	54								[2] 645
Norwich			12.00	21,432	75	249			10,000						588
Stonington			[1] 11.81	8,305		50									151
Stradford			12.00	18,000	90	184			8,000						560
Torrington			[1] 10.34	28,272	75	390			10,000			$6,000			1,724
Wallingford			12.72	16,429	75	257				7,200					582
Windham			[1] 6.58	17,500		365						74,630			840
Florida:															
Key West						63									140
Miami			25.50	13,000	50	1,372	4	175	60,000	3,900	$334,000		$19,776	$205	1,220
St. Petersburg	20.00	5.00	25.00	10,533	90	708		44		3,250		51,588			767
Georgia:															
Albany	6.00	1.50	7.50	9,621	60	190		132				13,000			195
Athens			7.00	16,000	60	350									486
Brunswick			5.00	12,500	50										325
Lagrange			7.50	12,000		290									450
Rome			3.50	13,200	60	100									272
Valdosta	6.00	1.17	7.17	9,250	50	140			5,000						320
Waycross			6.00	8,500	60	70		25							280
Idaho:															
Boise			19.80	20,834	60	975			32,500					188	1,363
Pocatello			18.00	11,318	33	609	87	94		38,000		32,385		54	765
Illinois:															
Alton			40.00	9,500	33	450			16,100						1,650
Belleville			27.50	7,895	50	183		30	10,000			7,000			355

Berwyn:														
District 98			30.00	1,818	25		19							
District 100			30.00	3,049	25	160								[2] 1,062
Bloomington			27.50	14,309	50	180			20,000					1,902
Blue Island			[1] 35.15	5,400	20	74			6,700					421
Cairo			23.30	6,369	50	6			2,000					400
Canton			30.60	4,437	60	89	6		3,000			85,000		343
Centralia			37.50	3,299	33	114			2,000		1,666		40	200
Champaign			40.00	7,735	50	265			11,000	55,000			30	1,350
Chicago Heights			40.00	4,938	50	179	45		9,000					[2] 1,442
Elgin			31.60	14,063	50	260			10,000			312,500		1,086
Forest Park			40.00	1,946	50	89	6		5,000		5,277	55,000		225
Freeport			25.40	9,022	50	15			10,000					691
Galesburg			20.00	12,108	50									937
Granite City			67.50	5,596	20	469						9,000		1,270
Herrin			40.00	2,815	20	40								[2] 250
Jacksonville			27.50	6,339	50	300			15,000					877
Kankakee			27.50	7,535	50	5			3,500					679
Kewanee			40.00	4,977	33	208			6,500					725
La Salle	18.20	3.13	21.33	4,150	50	114			4,000					325
Lincoln			30.00	6,026	50		54					5,000		309
Mattoon			36.30	3,881	50	180			6,000			20,500	16	1,448
Maywood Melrose Park			40.00	4,460	50	217			6,500			50,000		380
Ottawa			21.00	4,613	50	9			3,000					324
Pekin			27.50	5,000		109	113		14,000					790
Streator			27.50	4,939	50	40			5,000					445
Urbana			40.00	4,482	50	183			8,000	40,658				414
Waukegan			31.00	9,056	50	407			17,370			85,234		1,150
Indiana:														
Anderson	9.00	.80	9.80	31,618		349	88		7,000					1,076
Bloomington			15.00	13,309	100	220		53		6,400		25,826		1,027
Clinton			14.10	5,552	100	112		8		20,000				363
Crawfordsville			16.67	12,244	50	189		10		8,000				723
Elkhart			13.24	35,986		634			55,000					1,378
Elwood			15.50	8,935	65	65			5,000					416
Frankfort			13.50	14,632	100	283				17,500				782
Huntington			11.50	19,934	100	248		9		16,500				845
Jeffersonville	9.60	1.00	10.60	7,358	100	48				5,500				288
La Fayette	8.40	.90	9.30	35,175	100	110				15,000				1,800
Laporte			12.68	19,077	100	340	2	8		20,000		41,957		1,022
Logansport			12.40	24,942	100	453	4		39,500					793
Marion			11.70	28,318	100	554		6	7,877	6,623		30,091		1,500
Michigan City			16.60	21,350	90	163	2	15		21,415		21,197		1,171
Mishawaka			13.70	33,598	100	637			2,500					1,455
New Albany			10.00	16,105	75	145	12		7,000					825
Newcastle	9.50	2.00	11.50	15,548	75	266		13		2,000		20,000		970
Peru			12.20	13,853	100	181	226		16,500					645
Richmond			12.40	35,978	100	662	7		50,000					1,363
Vincennes			8.50	21,898	100	218		7		10,000				654
Whiting			9.60	24,597	100	513				27,000				824

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Iowa:															
Boone			102.13	1,776	25	345		15							800
Burlington			72.00	5,820	10	107			$10,000						1,396
Clinton			100.60	3,719	20				20,000					$12	1,244
Fort Dodge			70.30	4,871	25	835		5				$5,000	$10,000		1,947
Fort Madison			82.90	1,975	25	360	25								920
Iowa City			71.80	2,559	25	245			5,000						548
Keokuk			73.40	3,905	25	557				$37,000	$18,000				440
Marshalltown			103.00	[2] 2,784	20	147	34		21,100	30,000					[2] 599
Mason City			90.30	6,327	10	834			25,500					1,593	2,100
Muscatine			79.50	3,690	25	113			1,000						487
Ottumwa			85.60	4,968	15	730	150		11,000						1,960
Kansas:															
Arkansas City			16.00	14,268	100	427		26	8,000						1,100
Atchison			10.48	17,194	70	394				9,011					837
Chanute			13.00	12,795		100							11,770	15	596
Coffeyville			15.70	16,209	100	444	87			14,022			44,183		[2] 540
Eldorado			17.00	12,654		211	137		20,000				41,239		550
Emporia			13.00	15,894		285		2		7,500					438
Fort Scott			18.45	9,751		333		20		5,000					500
Hutchinson			13.75	34,154	85	874	96	4		4,000					1,400
Independence			20.00	16,384	75	517			9,000						1,310
Lawrence			14.63	17,314		582		24		7,000					1,000
Leavenworth			16.00	15,337	100	438							39,173		850
Parsons			17.43	16,400	50	80				40,000		10,642			711
Pittsburg			16.50	18,823		443		44	22,000			12,000			895
Salina			12.50	29,945	70	640		8		14,000					1,070

Kentucky:															
Ashland			10.00	21,600	60	479	4	3	10,795	31,156		477			847
Henderson			[2] 10.00	[2] 7,872	80										
Newport			7.50	18,500	85	28		12		26,000			16,325		580
Owensboro	10.00	1.70	11.70	12,651	80	300	6	6							889
Paducah [2]			9.00	16,500	60	247	20						56,200		750
Louisiana:															
Alexandria	10.50	1.33	11.83	18,393		1,474		20	8,300			19,869			910
Baton Rouge	5.50	2.80	8.30	30,000	100	599		20	23,000						918
Lake Charles	[2] 9.50		[2] 9.50	[2] 14,000	[2] 100										354
Monroe			3.00	23,435	80	373	14								616
Maine:															
Auburn			[1] 12.63	18,730	67			21							429
Augusta			12.00	10,932	40	46			5,600						490
Bangor			[1] 10.42	28,097	75	275			5,000						1,329
Bath						20									243
Biddeford			5.10	12,440	60										350
Sanford			[1] 8.78	9,638	67										307
Maryland:															
Annapolis			8.20	[2] 7,000	60	79		10		2,000	15,000	1,617			186
Cumberland			[1] 6.70	[2] 35,043	100										1,295
Frederick															374
Hagerstown			5.47	4,400	70								4,207		[2] 504
Massachusetts:															
Adams			6.97	14,208				6	18,000	10,000					836
Amesbury			9.37	10,556	100	81	4								511
Arlington			8.79	33,765		505			39,500						989
Attleboro			10.95	22,861	100	156			22,500						805
Belmont			[1] 9.15	19,406	67	568			43,000						1,582
Beverly			7.59	44,336		970			37,000		671,000			525	1,253
Braintree			11.21	13,423	60	113			13,500						767
Clinton			7.60	15,042	100	20			4,000						465
Danvers			13.10	9,403											259
Dedham			9.39	17,490		302									920
Easthampton			8.08	13,511											258
Framingham			8.95	25,956		636									1,321
Gardner			8.72	18,054	100	170			14,750						598
Gloucester			29.80	9,783	30	276			19,000						783
Greenfield			10.22	19,908		427			23,000						[2] 642
Leominster			9.99	19,008											481
Marlboro			8.46	14,479	100	24			12,000						489
Melrose			9.14	25,510		478									902
Methuen			10.38	17,762											1,708
Milford			9.46	13,561		39	4		6,000					1,201	713
Natick			14.54	10,295											558
Newburyport			8.55	12,624		175			11,000	50,000					403
North Adams			9.30	24,690	100	257			23,392						1,412
Northampton			9.02	26,525		101					37,700				1,128
Northbridge			12.24	9,084											471
Norwood			14.22	20,621	80	342			31,700						831
Peabody			10.61	21,204					44,000						1,182

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Massachusetts—Continued.															
Plymouth			8.59	22,189											414
Revere			12.71	34,915											2,205
Saugus			12.82	9,791		163			$12,000		$50,000				[2] 377
Southbridge			7.59	11,425											476
Wakefield			10.90	17,664											1,268
Watertown			8.08	32,276											1,601
Webster			10.15	10,043											348
Westfield			11.80	16,000		178			19,000					$3,480	932
West Springfield			10.55	22,327		41			27,500						772
Weymouth			10.12	16,426	100	301		14	7,000	$5,000	250,000				1,074
Winchester			7.20	23,761											332
Winthrop			9.80	20,684											809
Woburn			9.12	17,335											853
Michigan:															
Adrian			9.50	15,500	75								$201		550
Alpena			9.20	11,490		200									174
Ann Arbor			11.80	41,698	80	1,560			27,500				18,450	68	2,750
Benton Harbor			14.50	12,638		428			5,000						891
Calumet			13.00	15,489		11			9,000						425
Escanaba			18.00	8,386		125		24	37,000						700
Holland			11.51	14,772		335			5,000		50,000				900
Ironwood			13.55	23,181		1,125		3	34,000						[2] 1,025
Ishpeming			9.44	14,445	60	50									520
Marquette			8.77	11,555	75										380
Monroe			9.36	15,250	50	342			22,000						575

Owosso			17.38	11,648		223	52		3,000				107,000		675
Port Huron			10.83	40,726	100	591			21,000				80,000		1,273
Sault Ste. Marie			12.31	15,856		161			12,000				5,000	56	1,280
Traverse City			17.50	8,071	75	280		28		5,000		$20,000			496
Wyandotte			15.36	32,000	85	1,664		129				87,394		414	2,600
Minnesota:															
Faribault			27.00	10,790	40	149							20,300		[2] 312
Hibbing			16.90	119,583	40	1,400	1,590								6,244
Mankato			28.00	9,331	40	585	4								904
Rochester			28.11	9,488	40	381	22		38,953				1,283		1,345
St. Cloud			23.00	7,098		378									691
Virginia			[1] 13.35	43,757			100								2,829
Winona	23.38	3.25	26.63	9,060	40	195		33	10,000						702
Mississippi:															
Biloxi			7.00	7,400	60	250		17		3,000	210,000				540
Columbus			8.50	6,500		75									295
Greenville			7.00	11,539	85	115									345
Jackson			5.35	22,000	75	350			18,968						1,085
Laurel			12.70	8,050	50	245			2,100						525
Meridian			8.50	17,800	30	211			7,600						550
Vicksburg			4.00	16,000	50	45			500						405
Missouri:															
Cape Girardeau	10.00	4.00	14.00	9,930		204		10		9,000				25	660
Carthage			19.00	7,354	100	265		29		8,114					708
Columbia			11.50	11,922		233		26							700
Hannibal			10.00	14,500	60	690		23		5,000					542
Independence			11.50	13,755	80	192				8,000					500
Jefferson City			8.00	13,500	70	97				40,103					415
Joplin			12.00	24,057	50	423		147		3,004	75,000				973
Moberly			10.00	10,000	67	110		60							542
Sedalia			11.00	22,175		711		23		21,025			29,884	4,439	950
Montana:															
Anaconda			[1] 6.12	28,600		21		4		4,000				1,125	375
Billings			26.00	10,500	30	641		36		28,000					999
Great Falls			20.50	21,955	33	445		60							1,068
Helena			13.25	[2] 7,980		[2] 534				8,000					[2] 826
Missoula			22.00	7,967	30	272		2		30,000				6	552
Nebraska:															
Grand Island			15.10	16,372	100	665	9	5	11,000		118,904			120	887
Hastings	10.30	2.50	12.80	15,495		250		23		19,000					795
North Platte			22.00	7,658	100	245									669
Nevada:															
Reno			9.90	18,000	75	439			34,000						886
New Hampshire:															
Berlin			32.00	5,938	37	482			33,500						654
Concord			13.30	22,348	91	177		2	12,000						1,050
Dover			[1] 8.15	14,000		20			5,000					2,998	365
Keene			10.00	16,025		80			15,000						472
Laconia			[1] 8.00	[2] 15,000	100	214	40						11,250	2,980	500
Nashua			[1] 8.31	39,686	100	904							28,000	8,344	831
Portsmouth			[1] 7.99	[2] 20,000	100	86						10,500			320

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
New Jersey:															
Asbury Park			9.90	17,545	100	386		80	$3,000			$5,327	$12,000		771
Belleville	[2] 16.27	[2] 0.11	[2] 16.38	[2] 10,491	[2] 66	791	2	70	16,000	$2,500		13,026			1,479
Bloomfield			15.13	36,000	75	930		7	29,000		$258,000	1,009			1,930
Bridgeton			[1] 10.96	12,198	75	248									487
Cartaret			16.30	10,785	100	369		19	11.000	1,000		3,508			560
Clifton			[1] 12.28	35,283	100	942			28,500	1,000					1,210
Englewood			11.89	17,826	60	605		163	6,000			4,414	5,716		1,189
Garfield			15.91	17,483		572			9,334	4,000	100,000	7,384			1,132
Gloucester			11.10	8,719	70	207		16			112,000				214
Hackensack			18.00	26,841	60	838			14,500	7,000					2,205
Harrison			6.08	23,296		255			10,000						529
Irvington			11.06	33,038	75	644	70	42	11,500			2,955			868
Kearny			14.14	44,929		1,837		237	20,000			15,193			2,782
Long Branch			14.89	18,469	67	179	100			20,100			15,000		596
Millville			14.33	11,431	60	542		60	1,000			4,649	7,000		252
Montclair			9.80	68,074	100	2,536	100	464	39,000			24,066			2,939
Morristown			13.90	14,000	50	245	11	20	6,000			1,202			877
North Bergen			17.09	29,654		955		106	1,000			8,213	23,000		1,535
Phillipsburg			15.60	12,601	75	291		26							652
Plainfield			16.00	47,287	75	1,124	5		19,000						[2] 1,437
Rahway			11.40	13,740		340		13	8,000			763			706
South Orange			12.00	45,658		1,834		67	35,500			12,864			1,992
Summit			14.30	16,917		934		64	24,000			4,351			1,368
Weehawken			8.43	30,518		163		54	4,000			4,751			728
West New York			15.66	32,436	100	1,453	185		40,000						1,974
West Orange			15.40	22,287	50	1,038		134	500	5,000		12,963			1,370

New Mexico:															
Albuquerque			16.30	21,876	50	565	35	12		34,034					780
New York:															
Batavia			[1] 20.13	13,802	60	588	41		18,000				73,467	$9,463	932
Beacon			10.60	9,830		113			4,945						218
Cohoes															415
Corning—															
Dist. No. 9			14.00	9,807	80	543			2,000			22,280		1,956	735
Dist. No. 13			15.11	3,311	75	50			3,000						153
Cortland			10.30	11,542											610
Dunkirk			23.88	12,344	70	303			20,000						875
Fulton			17.64	14,640	80	499	16		19,000						785
Geneva			10.27	17,800	85	480								5,530	369
Glen Falls			18.50	9,579	65	438			2,500					10,455	724
Gloversville			10.33	20,276					5,000				1,000	4,749	1,917
Herkimer			[1] 13.04	[2] 10,748	90	511			12,000					4,466	827
Hornell			28.89	8,307	50	560	40		17,000						731
Hudson			30.00	6,789	50	267							2,000	8	399
Ilion			9.36	11,954	85	124			7,100			5,748	10,000		412
Ithaca			12.40	20,451		60							40,000	10,236	1,755
Johnstown			[1] 15.61	[2] 8,087	100	29			6,000					4,936	251
Kingston			11.40	20,021		205			25,000					4,478	1,251
Lackawanna			10.07	18,199	60	561			5,000		530,000				450
Little Falls			14.90	11,341	70	241			9,000						623
Lockport			17.37	18,358	50	486									1,495
Middletown			10.16	23,939	100	324			5,000				14,805		932
North Tonawanda			12.06	17,573	90	425			6,000		5,009	486	16,000		679
Ogdensburg			14.26	6,353	40	11			3,750				20,000		566
Olean			19.47	15,545	60	734			15,800					16,691	1,537
Oneida			19.30	5,497	60	43			6,000						440
Oneonta			14.55	9,061	100				10,500					10	384
Ossining			12.06	14,142		157	144		10,000				129,500	799	677
Oswego			[2] 10.27	18,367	60	440									966
Peekskill			12.78	16,445	60	251			8,000					288	1,221
Plattsburg			23.00	4,615		66			7,000						435
Port Chester			18.06	20,658	75	696			34,000						1,236
Port Jervis			14.26	10,072	100	562			4,000						789
Rensselaer			28.79	9,235	50	86									299
Rome			13.08	21,219	92	424			23,200						781
Saratoga Springs			16.70	9,600	75	395			17,000						1,093
Tonawanda			8.78	15,018	75	209			4,000						606
Watervliet			11.70	9,639		23									381
White Plains			12.90	45,252	70	623					5,000				1,949
North Carolina:															
Asheville [2]	5.96	1.29	7.25	55,004	80	1,162	3		6,000				17,607		1,484
Durham			5.39	58,000	75	688							2,000		1,207
Gastonia			[1] 8.73	24,500		710			40,000		150,000				1,430
Goldsboro			10.90	17,000	60	415			10,000			2,000			369
Greensboro			6.70	54,000	100	1,200			24,000			2,114			1,655
High Point			[1] 5.80	30,750									157,000		1,425
New Bern			9.00	13,500	25	200		7				400	720		600

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
North Carolina—Continued															
Raleigh			[1] 6.86	50,000		1,153		72					$210,640		1,432
Rocky Mount			10.20	18,278		217							25,817		410
Salisbury			[1] 6.83	20,878				2		$26,087		$28,175	30,000		620
Wilson			8.80	25,440	80	374							20,000		489
North Dakota:															
Fargo			17.66	24,086	30	585									2,410
Grand Forks			19.43	11,867	75	192							800		871
Minot			18.00	12,000	75	410		74		8,000					883
Ohio:															
Alliance			12.26	38,000		1,311		84		245,268					1,800
Ashtabula			9.16	36,318		800				68,297				$299	2,000
Barberton			11.75	26,150	60	925			$51,420				30,000		[2] 1,461
Bellaire			13.60	18,600	60	628							44,000		1,400
Bucyrus			11.80	16,300	75	887		39		22,000	$5,999		43,758		1,274
Cambridge			13.60	18,000	60										1,085
Chillicothe			9.21	22,303	90	219				23,682			85,450		740
Cleveland Heights			12.67	103,114	80	5,540		155	48,216						6,700
Coshocton			9.05	15,208	50	400									850
East Youngstown			[1] 7.36	31,202	33	1,005				9,000		51,393			1,100
Elyria			[1] 6.38	40,819		1,594		73		23,500					2,353
Findlay			8.05	43,145	25	870	4			69,000	66,000	127,269			1,155
Fremont			7.70	19,866						9,000					
Kenmore			[1] 13.20	15,822	75	915		18	7,000						2,000
Lancaster			10.25	22,700		180		14		17,000					2,000
Mansfield			9.45	48,436	70	1,169		58		57,509	428,619				
Marietta			5.90	25,520	60	464			2,000						370

Marion			[1] 9.36	38,600	55	970			101,048				50,789		1,941
Martins Ferry			14.65	13,447	60	472			16,500						725
Massillon			7.25	46,000	80	1,379		75							2,333
Middletown			9.47	47,610	60	1,281		25	61,000						2,940
Newark			8.60	42,474	75	380			141,050						1,000
New Philadelphia						162				11,500		20,648			531
Niles			10.64	26,779	100	913		3	80,187				9,000		875
Norwood			5.48	50,247	100	1,024			25,000						1,567
Piqua			8.94	21,876	75	599		13		56,243	100,000				539
Salem			10.94	14,896	100	180			26,150						585
Sandusky			8.42	41,000	65	412		24		3,500					2,400
Tiffin			6.75	17,590	70	355		9		10,000				552	650
Warren			11.05	77,005	67	2,809		179	149,200						2,186
Zanesville			10.75	38,971	70	1,123	42	150		13,192		73,168			1,370
Oklahoma:															
Ardmore			19.00	11,858	50	554				23,044					900
Bartlesville			14.50	12,703	60	400		165		35,967	367,000				695
Chickasha			17.80	9,811	50	439	145	156					176,235		672
Enid	15.00	9.00	24.00	13,737		691	20	198		2,000					1,102
Guthrie			18.00	6,560	25	294				1,400					180
McAlester			15.00	8,585		390					55,000				1,000
Okmulgee			20.30	21,420	60	944		250	6,697	43,000		2,112	8,540		901
Sapulpa			24.10	9,465		699	125			7,500					910
Shawnee			22.60	9,638	60	773	5	328							725
Oregon:															
Astoria			12.20	11,017	80	195	56		12,000				14,900		525
Eugene			15.10	9,310	50	169	70			8,000		1,311	194,827		332
Salem			13.30	13,752	50	184	33		10,000		100,000		157,000		650
Pennsylvania:															
Ambridge			23.00	8,500	40	600				6,000					280
Beaver Falls			23.00	8,875	65	196							19,500	192	1,050
Berwick			13.50	9,115	100	172	17	9		30,000			30,000		471
Braddock			15.00	14,832	67	326	20	4	12,500			2,135	35,000		963
Bradford			22.00	8,675	50	333		18	2,000						411
Bristol			19.00	4,292	60	84	5			2,500		5,500	33,700		264
Butler			18.00	14,006	35	736		131		30,000				70	2,587
Canonsburg			24.00	4,328	50	261		4	4,550		90,000	2,000		252	474
Carbondale			22.00	9,398	100	451	112	32		15,000			86,000		381
Carlisle			15.00	5,006		75			7,000				10,000		356
Carnegie			16.00	8,921	80	453		13	4,000			26,680			502
Carrick			16.00	10,541	80	480	36		8,846			20,352	30,500		538
Chambersburg			18.00	7,000	67	145		13	8,000			5,000	24,000		430
Charleroi			32.00	4,095	50	287	56	29	3,000	13,712			28,000	10	839
Clairton			16.50	14,681	40	918						8,500	18,000		877
Coatesville			12.00	9,300	67	311		22				19,100	99,000		457
Columbia			12.50	3,759	40	29				3,000		3,000	30,525	2	128
Connellsville			30.00	6,978	70	331		45					60,000		740
Dickson City			25.00	6,266	80	132	8	28		15,395		19,895	8,000		585
Donora			26.00	6,710	25	417	5	19		5,000	27,244	28,534	45,000	224	618
Dubois			39.00	3,004	20	230		15		12,000		39,349	32,000		545
Dunmore			20.50	12,361	70	397		3	39,000	3,000			59,000		[2] 56

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bands and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Pennsylvania—Continued.															
Duquesne	------	------	15.00	11,321	80	630	------	------	$10,000	------	------	------	------	------	1,612
Farrell	------	------	22.00	9,462	50	653	31	1	------	$18,000	------	------	$30,000	------	1,298
Greensburg	------	------	20.00	12,990	50	154	50	162	------	------	$250,000	------	------	------	856
Homestead	------	------	22.00	[2] 10,432	[2] 65	550	23	------	2,000	------	------	$5,000	20,282	------	1,049
Jeanette	------	------	25.00	5,621	65	401	------	15	500	------	------	22,067	33,000	------	591
Kingston	------	------	23.00	15,848	40	------	------	------	17,700	------	------	------	24,000	$919	1,273
Lebanon	------	------	13.00	19,053	85	387	------	12	------	7,300	------	------	------	491	2,054
McKees Rocks	------	------	18.00	8,967	80	488	------	33	------	------	------	------	37,000	2	684
Mahanoy City	------	------	20.00	7,277	40	127	------	------	3,200	------	------	------	------	------	320
Meadville	------	------	23.50	7,600	25	346	50	18	3,500	------	------	9,000	------	379	915
Monessen	------	------	24.00	10,803	55	820	160	3	------	3,000	------	42,000	90,000	------	1,164
Mount Carmel	------	------	25.00	3,693	50	154	------	19	4,000	------	------	7,052	------	------	490
Nanticoke	------	------	17.50	16,174	100	438	------	38	7,000	------	------	------	------	------	1,300
New Kensington	------	------	22.00	7,110	25	287	------	23	------	20,000	------	------	------	239	650
North Braddock	------	------	17.00	15,670	50	348	------	------	10,000	------	------	------	------	------	751
Oil City	------	------	24.00	10,571	67	472	------	------	9,000	------	------	------	------	------	549
Old Forge	------	------	25.00	4,029	75	101	------	10	------	1,000	------	------	39,000	250	224
Olyphant	------	------	25.00	7,229	70	100	------	12	------	25,000	------	4,375	------	------	584
Phoenixville	------	------	15.00	5,502	65	74	------	15	------	1,800	------	602	19,500	222	399
Pittston	------	------	20.00	9,916	100	384	------	16	5,500	------	------	3,000	46,425	------	776
Plymouth	------	------	25.00	5,884	100	207	1	------	7,000	------	------	------	6,000	------	565
Pottstown	------	------	18.00	10,269	40	526	------	24	------	2,000	450,000	44,700	------	------	735
Pottsville	------	------	9.00	23,956	40	147	114	7	------	5,000	------	------	99,862	------	650
Punxsutawney	------	------	32.00	3,000	40	66	------	8	------	1,000	------	------	40,000	------	270
Shamokin	------	------	30.00	6,154	33	188	123	------	15,175	------	------	14,911	9,700	------	554
Sharon	------	------	20.00	15,605	50	894	------	111	950	------	------	30,000	------	------	1,220

Shenandoah			17.00	11,877	55	137			17,800				68,000		565
Steelton			22.00	7,366	40	115		65				3,833	15,000	365	760
Sunbury			37.00	5,540	25	357	75			14,500			35,000		890
Swissvale			17.00	13,500	80				82,500					1,696	935
Tamaqua			17.00	9,781	33			5	6,919				5,000		340
Uniontown			25.00	8,778	33	486	35	146	7,000			15,570	60,000	3,142	687
Warren			25.00	11,550	40	188	18	53		13,000		20,050	62,000		1,011
Washington			22.00	11,433	30	219			15,800				18,486	5	880
West Chester			14.00	9,344	75	152	16	4	14,000	9,000			21,000	21	553
Wilkinsburg			17.00	27,413	80	927		82	28,000				68,389	11	2,050
Woodlawn			19.00	11,264	30	781		87	3,000			55,711		113	652
Rhode Island:															
Bristol			[2] 8.24	[2] 13,262	100	4									460
Central Falls			[1] 6.74	19,789	100										635
Cranston			[1] 10.07	[2] 33,844	100	427		409	5,000			6,009			779
Cumberland			8.50	12,150	80	105									210
East Providence															540
Warwick				24,297		456					325,000				859
West Warwick			[1] 8.39	15,232											248
South Carolina:															
Anderson			[1] 21.90	6,500	20	402	40	21				16,561	36,558	550	575
Florence			35.00	4,400	20	540	94	31							800
Greenville			[1] 6.01	9,322		805		138		20,000		34,048	40,288		870
Spartanburg			21.00	11,921	20	390	7	38				20,000	17,932		1,048
South Dakota:															
Aberdeen			13.23	20,730	100	562	36	153		25,000					866
Sioux Falls			15.37	37,066	100	1,457	16	289							2,369
Tennessee:															
Jackson			[1] 8.50	11,000	70										454
Johnson City			10.07	10,000	50										850
Texas:															
Abilene			6.32	12,739	60	359		63							600
Amarillo			10.00	26,388	67	210		88		5,000		45,132			478
Brownsville			8.10	8,100											
Cleburne			11.10	11,281	60	442			5,000			18,234			1,033
Corpus Christi			5.00	10,418	50	175		57				13,087	3,931	230	253
Corsicana			7.50	11,350	40	640									715
Del Rio			7.50	4,890	75	133		12		3,000		12,755			292
Denison			7.50	12,500	80										629
Greenville			6.46	11,650	75	238		39		6,468					527
Laredo			24.00	12,817	67	175		36							400
Marshall	4.20	1.00	5.20	8,641	50	110		17							260
Palestine	6.00	2.85	8.85	7,802	50	303		33		9,225					391
Paris			[1] 6.67	13,808	55	410	20	52				26,033	52,954		811
Port Arthur			5.00	75,000	80	1,316		44		45,000					1,590
Ranger			10.00	8,320	60	431	2	5							417
San Angelo	7.50	1.87	9.37	8,617	67	201		35				28,892			448
Sherman	7.50	2.30	9.80	12,180	40										901
Temple			7.50	9,605	65	152	10	42							500
Texarkana			6.00	12,000	75									55	317
Tyler			6.90	9,888	65	334		29		7,000					408

[1] Estimated.

[2] Data of 1921–22.

TABLE 14.—*Bonds, taxations, property values, and valuation, city school systems, 1923–24*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Utah:															
Provo			10.00	8,465	100	138			$8,000	$30,000					620
Vermont:															
Barre			13.60	7,748		115									410
Burlington					100	144									738
Rutland			10.00	12,626	50	158			2,000						256
Virginia:															
Alexandria															365
Charlottesville			10.50	9,228	66	384							$8,000		168
Danville			5.00	[2] 19,028	75	54	32								484
Staunton			8.70	6,480		100									181
Washington:															
Aberdeen			18.50	8,265	50	366	46		27,000						739
Bellingham			16.90	14,408	50	326			35,000						1,014
Everett			14.50	16,341	50	352	130	41		2,000					939
Hoquiam			10.00	5,580	50	195			20,000			$8,950			[2] 380
Vancouver			18.00	5,802	50	313		34		51,000					575
Walla Walla			12.80	11,836	50	367			50,000						902
Yakima			15.00	13,363	50	551		21	29,000						1,013
West Virginia:															
Bluefield			13.00	30,000	50	119		36		7,140					1,073
Clarksburg:															
City district			8.60	45,973	80	153			5,026						1,205
Coal district			15.40		50										233
Fairmont			11.10	29,774	80	162		26		24,500		20,000		$125	875
Martinsburg			9.70	12,038	50	95		10		3,400					436
Morgantown			10.40	35,212	100	228		9				12,179		112	618
Moundsville			12.70	11,694	75	164			2,000						389
Parkersburg			10.20	50,000	100	315		55	7,500			1,000			1,667

Wisconsin:															
Appleton			12.02	27,500	100	425			5,000				25,000	10,345	727
Ashland			12.50												750
Beloit			13.80	28,018	90	500			43,100						1,521
Eau Claire			13.29	22,963	88		67		8,684						581
Fond du Lac			[1] 12.57	29,459	86	240			20,000				12,500		1,042
Janesville			11.00	28,000	70	600									1,450
Manitowoc			8.50	31,323		553							177,867		1,239
Marinette			12.20	10,730	100	30				25,000					1,010
Stevens Point			[1] 14.96	9,596	90								17,000		895
Waukesha			8.90	13,352	60										860
Wausau			20.00	19,410	79								40,000		1,533
West Allis			14.15	29,099	64		17			55,500					2,287
Wyoming:															
Casper			7.27	63,183	75	652		10		24,500	$13,547			25,000	1,270
Cheyenne			14.10	18,933	70	660		27		13,000					960

[1] Estimated.

[2] Data of 1921–22.

CHAPTER XXII

STATISTICS OF UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, 1923–1924

INSTITUTIONS REPORTING

For the school year 1923–24 reports were received from 913 universities, colleges, and professional schools. Of this number 144 are under public control and 769 under private control; 150 are independent professional schools. There are 165 schools of theology, 124 schools of law, 80 schools of medicine, 43 schools of dentistry, 63 schools of pharmacy, 6 schools of osteopathy, and 12 schools of veterinary medicine. In 1922 reports were received from 780 universities, colleges, and professional schools. The addition of 133 reports of schools in 1924 is due in part to the efforts of field agents of the Bureau of Education, who secured many reports by personal visits.

PROFESSORS AND INSTRUCTORS

The total number of professors and instructors who are men, in both public and private schools, is 44,345; and the number who are women is 11,934, or a total of 56,279. In the institutions under public control 15,478 professors and instructors are men and 3,667 are women. In the institutions under private control 28,867 professors and instructors are men and 8,267 are women. This makes a total of 19,145 professors and instructors in schools under public control and 37,134 in schools under private control.

STUDENTS

The total number of students enrolled in all the institutions is 726,124, of which number 457,701 are men and 268,423 are women. Of the total number, 38,825 men and 23,033 women were enrolled in preparatory departments; 289,817 men and 196,482 women in collegiate departments; 18,444 men and 10,355 women in graduate departments; 85,865 men and 5,651 women in professional departments; and 33,144 men and 39,759 women were registered as unclassified and special students. Schools of theology enrolled 12,358 students; schools of law, 35,732; schools of medicine, 18,900; schools of dentistry, 12,947; schools of pharmacy, 9,951; schools of osteopathy, 1,117; and schools of veterinary medicine, 511. Schools of

engineering enrolled 57,699 students. Institutions under public control enrolled 166,860 men and 88,770 women; those under private control enrolled 290,841 men and 179,653 women. There were also enrolled 189,943 additional students in summer schools, 4,012 in winter short courses, and 140,846 in extension and correspondence courses.

DEGREES

During the school year 1923–24 the universities and colleges conferred 36,258 baccalaureate degrees upon men and 25,027 upon women. These institutions and the professional schools together conferred 6,447 graduate degrees upon men and 2,814 upon women. The professional schools conferred 17,357 first degrees, distributed as follows: Schools of theology, 1,319; schools of law, 6,848; schools of medicine, 3,642; schools of dentistry, 3,356; schools of pharmacy, 2,839; schools of osteopathy, 204; and schools of veterinary medicine, 95. In all, 1,096 honorary degrees were conferred, none of which were Ph. D. degrees. Included above in the graduate degrees are 1,064 Ph. D. degrees, 914 being conferred upon men and 150 upon women.

PROPERTY

In 1924 the value of grounds belonging to universities, colleges, and professional schools is reported as $168,257,572; of buildings as $713,348,357. The total value of libraries, scientific apparatus, machinery, furniture, and other contents of buildings is reported as $175,323,131. The productive funds total $814,718,813. The total amount of benefactions received during the year is $81,722,887. The number of volumes in the libraries of these institutions is 33,025,478.

RECEIPTS

The total receipts of universities, colleges, and professional schools for 1923–24 are reported as $388,242,587, including receipts for endowments. If receipts for endowments are excluded, the total is $341,515,910. The following amounts were received from the sources indicated: Student fees, $81,171,612; room rent, $8,934,749; board, $28,028,858; productive funds, $40,431,608; State or city for increase of plant, $18,828,593; State or city for current expenses, $73,423,956; United States Government, $13,641,424; private benefactions for increase of plant, $22,632,735; private benefactions for endowment, $46,726,677; private benefactions for current expenses, $12,375,326; all other sources, $42,047,049. The total income for the year for public institutions, including additions to endowments, is $153,228,195; for private institutions, $235,014,392.

COMPARATIVE STATISTICS

Table 1 presents historical statistics for instructors, students, and degrees, by 10-year periods, from 1890 to the present time. There were enrolled in 1890, excluding duplicates and preparatory students, a total of 121,942 students in collegiate courses. In 1900 this enrollment had reached 167,999; in 1910 it was 266,654; and in 1924 it amounted to 664,266. During this 34-year period the general population increased about 78 per cent, while enrollment of collegiate students increased 445 per cent. During this period enrollments in all kinds of secondary students increased 951 per cent. College enrollment, therefore, has grown nearly 6 times as fast as the general population, and secondary school enrollments have grown about 12 times as fast as the general population. Since college growth must of necessity come through the secondary schools, the continuous growth of the secondary schools becomes one of primary importance.

The number of instructors, excluding those in preparatory departments, in 1890 is reported as 10,762, in 1900 as 18,056, in 1910 as 29,083, and in 1924 as 51,907. The number of students per teacher for each of these four years is 11.3, 9.3, 9.2, and 12.8.

From 1922 to 1924 the number of baccalaureate degrees conferred increased from 47,854 to 61,285; the number of first professional degrees from 12,053 to 17,357; and the number of graduate degrees from 7,332 to 9,261. During this two-year period the amount of productive funds of these institutions increased from $699,213,452 to $814,718,813, and the total annual receipts from $326,535,304 to $387,694,609. There is also an increase in student fees from $64,296,212 in 1922 to $81,168,998 in 1924. The student fees in 1924 are about 21 per cent of the total receipts, which means that for every dollar the student pays $4 more must come from other sources.

The summer-school enrollment increased from 25,538 men and 52,521 women in 1918 to 36,469 men and 58,369 women in 1920, to 62,994 men and 85,069 women in 1922, and to 76,155 men and 113,788 women in 1924. This is an annual increase of about 20 per cent for the men and 13 per cent for the women. In 1918, 33 per cent of the summer-school enrollment were men, and in 1924 this had increased to 40 per cent. The increase in enrollment in 1924 over 1918 is 198 per cent for the men and 117 per cent for the women.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1922, and for 1924*

Items	1890	1900	1910	1920	1922	1924
PROFESSORS AND INSTRUCTORS						
Preparatory departments:						
Men	----------	2,572	2,807	2,714	2,902	2,615
Women	----------	1,506	1,741	1,568	1,731	1,757
Total	2,803	4,078	4,548	4,282	4,633	4,372
Collegiate departments:						
Men	----------	9,014	14,051	21,644	25,685	28,872
Women	----------	2,205	3,230	6,469	7,424	9,153
Total	6,198	11,219	17,281	28,113	33,109	38,025
Professional departments:						
Men	----------	----------	12,886	10,603	11,905	13,381
Women	----------	----------	399	312	351	422
Total	3,995	8,277	13,285	10,915	12,256	13,803
Total, excluding duplicates:						
Men	10,676	18,343	28,477	34,111	39,393	44,345
Women	2,889	3,791	5,154	8,771	10,445	11,934
Total	13,565	22,134	33,631	[1] 42,882	[2] 49,838	[3] 56,279
STUDENTS						
Preparatory departments:						
Men	29,530	34,814	42,616	38,398	45,782	38,825
Women	22,219	21,471	23,426	20,911	21,867	23,033
Total	51,749	56,285	66,042	59,309	67,649	61,858
Collegiate departments:						
Men	44,650	68,047	113,074	212,405	254,514	289,817
Women	20,624	36,051	61,139	128,677	160,292	196,482
Total	65,274	104,098	174,213	341,082	414,806	486,299
Graduate departments:						
Men	1,973	4,112	6,504	9,837	15,046	18,444
Women	409	1,719	2,866	5,775	7,970	10,355
Total	2,382	5,831	9,370	15,612	23,016	28,799
Professional departments:[4]						
Men	32,034	55,926	65,569	53,295	70,618	85,865
Women	977	2,144	5,688	3,836	5,064	5,651
Total	33,011	58,070	71,257	67,131	75,682	91,516
Total number, excluding duplicates:						
Men	119,860	162,899	227,995	334,226	402,086	457,701
Women	53,831	61,385	104,701	187,528	216,519	268,423
Total	173,691	224,284	332,696	[5] 521,754	[6] 618,555	[7] 726,124
Students in certain engineering courses:						
General engineering	----------	----------	----------	10,231	9,717	12,360
Civil engineering	1,195	3,140	7,889	8,859	9,975	10,024
Mechanical engineering	----------	4,459	6,377	11,789	12,718	10,637
Electrical engineering	----------	2,555	5,450	9,469	13,009	14,002
Mining engineering	----------	1,261	2,656	3,048	3,372	2,771
Chemical engineering	----------	----------	869	5,743	5,795	4,141

[1] Includes 982 men and 1,239 women teaching in other departments.
[2] Includes 1,010 men and 1,241 women teaching in other departments.
[3] Includes 1,073 men and 1,255 women teaching in other departments.
[4] Includes students in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.
[5] Includes 27,533 men and 38,326 women in other departments.
[6] Includes 26,496 men and 29,453 women in other departments.
[7] Includes 33,144 men and 39,859 women in other departments.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1922, and for 1924*—Continued

Items	1890	1900	1910	1920	1922	1924
DEGREES CONFERRED						
Baccalaureate:						
Men		9,547	15,267	23,272	29,296	36,258
Women		4,471	7,420	15,280	18,558	25,027
Total	6,853	14,018	22,687	38,552	47,854	61,285
Professional:[8]						
Men				8,272	11,339	17,357
Women				502	680	940
Total	8,686	13,392	14,512	8,774	12,019	18,297
Graduate:						
Men		1,628	1,939	3,457	5,445	6,447
Women		324	602	1,396	1,882	2,814
Total	1,135	1,952	2,541	4,853	7,327	9,261
Honorary	735	702	679	989	1,082	1,096
Ph. D. degree, on examination:						
Men		332	365	439	770	914
Women		20	44	93	113	150
Total	126	342	409	532	883	1,064

[8] First degrees in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 2.—*Number of collegiate and resident graduate students in universities and colleges from 1889–90 to 1923–24*

Year	Men	Women	Year	Men	Women
1889–90	44,926	20,874	1905–6	97,738	50,826
1890–91	46,220	22,036	1906–7	96,575	53,125
1891–92	51,163	23,385	1907–8	106,945	54,815
1892–93	55,305	24,632	1908–9	119,480	62,997
1893–94	59,814	28,657	1909–10	119,578	64,005
1894–95	62,053	29,739	1910–11	119,026	64,546
1895–96	65,143	32,244	1911–12	125,750	72,703
1896–97	64,662	32,472	1912–13	128,644	73,587
1897–98	67,018	34,040	1913–14	139,373	77,120
1898–99	67,505	35,746	1914–15	152,307	84,861
1899–1900	72,159	37,770	1915–16	164,075	95,436
1900–1901	75,472	38,900	1917–18	142,768	111,345
1901–2	78,133	40,569	1919–20	222,242	134,452
1902–3	82,394	42,731	1921–22	269,560	168,262
1903–4	86,006	42,057	1923–24	308,261	206,837
1904–5	92,161	45,562			

TABLE 3.—*Institutions conferring the Ph. D. degree on examination in 1924*

State	Institution	Men	Women
Arizona	University of Arizona	1	0
California	University of California	30	4
Do	California Institute of Technology	9	0
Do	Leland Stanford Junior University	16	8
Colorado	University of Colorado	2	0
Do	University of Denver	1	0
Connecticut	Hartford Seminary Foundation	1	0
Do	Yale University	40	6
District of Columbia	American University	5	0
Do	Catholic University of America	8	4
Do	Georgetown University	2	0
Do	George Washington University	5	1

TABLE 3.—*Institutions conferring the Ph. D. degree on examination in 1924*—Con.

State	Institution	Men	Women
Illinois	De Paul University	0	3
Do	University of Chicago	101	23
Do	Northwestern University	9	1
Do	Garrett Biblical Institute	1	0
Do	University of Illinois	38	3
Indiana	Indiana University	7	2
Do	University of Notre Dame	3	0
Iowa	Iowa State College of Agriculture and Mechanic Arts	9	0
Do	University of Dubuque	5	0
Do	State University of Iowa	27	2
Kansas	University of Kansas	1	1
Louisiana	Tulane University of Louisiana	1	0
Maryland	Johns Hopkins University	47	5
Do	University of Maryland	1	0
Massachusetts	Massachusetts Agricultural College	1	0
Do	Boston University	3	0
Do	Harvard University	73	0
Do	Massachusetts Institute of Technology	12	2
Do	Radcliffe College	0	8
Do	Clark University	4	1
Michigan	University of Michigan	22	5
Minnesota	University of Minnesota	24	3
Missouri	University of Missouri	5	0
Do	Washington University	2	2
Nebraska	University of Nebraska	6	1
New Jersey	Rutgers University	5	1
Do	Princeton University	31	0
New York	Cornell University	73	8
Do	Columbia University	111	26
Do	Fordham University	6	7
Do	New York University	9	1
Do	Rensselaer Polytechnic Institute	2	0
North Carolina	University of North Carolina	4	2
Ohio	University of Cincinnati	5	2
Do	Ohio State University	22	2
Do	University of Dayton	1	0
Pennsylvania	Bryn Mawr College	0	4
Do	St. Francis College	2	0
Do	Dropsie College	3	0
Do	University of Pennsylvania	37	4
Do	Duquesne University	0	1
Do	University of Pittsburgh	5	0
Do	Villanova College	0	3
Rhode Island	Brown University	3	1
Texas	University of Texas	2	0
Do	Rice Institute	1	0
Virginia	University of Virginia	5	0
Washington	University of Washington	2	0
Wisconsin	University of Wisconsin	60	3
Do	Marquette University	3	0
Total		914	150

BENEFACTIONS

The total amount of gifts and bequests, excluding grants by the United States, by the several States, and the municipalities, reported for the year 1923–24 is $81,722,887. Of this amount $22,632,735 was for increase of plant, $12,380,569 for current expenses, and $46,709,583 for endowment. One hundred and forty-seven universities, colleges, and professional schools reported gifts above $100,000 each received during 1923–24, the total for these institutions amounting to $69,064,665.

TABLE 4.—*Benefactions*

State	Institution	Amount
Alabama	Marion Institute	$150,000
Arkansas	Ouachita College	400,000
California	University of California	1,356,643
Do	Pomona College	361,183
Do	California Christian College	113,743
Do	Occidental College	404,351
Do	University of Southern California	450,000
Do	Leland Stanford Junior University	1,135,658
Do	Mills College	173,643
Do	California Institute of Technology	319,670
Do	University of Redlands	103,724
Do	University of Santa Clara	227,353
Do	College of the Pacific	171,000
Do	Whittier College	152,500
Connecticut	Trinity College	259,270
Do	Wesleyan University	202,477
Do	Yale University	5,037,413
Georgia	University of Georgia	244,593
Do	Georgia School of Technology	119,834
Do	Agnes Scott College	156,236
Do	Emory University	204,251
Do	Mercer University	204,000
Do	Wesleyan College	274,120
Illinois	Blackburn College	133,114
Do	Armour Institute of Technology	159,000
Do	Chicago Theological Seminary	250,000
Do	University of Chicago	2,699,086
Do	Northwestern University	5,057,542
Do	Eureka College	179,557
Do	Knox College	157,222
Do	Rosary College	146,449
Indiana	Indiana University	850,370
Do	Wabash College	108,968
Do	University of Notre Dame	722,481
Do	Taylor University	145,000
Iowa	Grinnell College	104,897
Do	Simpson College	118,478
Kansas	Baker University	279,681
Kentucky	Berea College	317,930
Do	Centre College	304,819
Do	Transylvania College	119,767
Do	Presbyterian Theological Seminary of Kentucky	112,551
Do	Cumberland College	272,000
Louisiana	Loyola University	340,000
Do	Tulane University of Louisiana	436,357
Maine	Bowdoin College	559,088
Maryland	Johns Hopkins University	1,648,030
Do	Washington College	250,000
Do	Woodstock College	100,000
Massachusetts	Amherst College	390,000
Do	Boston University	220,622
Do	Simmons College	619,119
Do	Harvard University	7,780,745
Do	Massachusetts Institute of Technology	513,000
Do	Radcliffe College	144,000
Do	Boston College	105,200
Do	Smith College	334,804
Do	Tufts College	384,183
Do	Wellesley College	605,970
Do	Williams College	580,834
Michigan	University of Michigan	206,966
Minnesota	University of Minnesota	796,474
Do	Carleton College	130,607
Do	College of St. Catherine	415,000
Missouri	Culver-Stockton College	675,700
Do	Central College	120,442
Do	William Jewell College	176,083
Do	Park College	330,897
Montana	Intermountain Union College	102,000
Nebraska	Nebraska Wesleyan University	176,574
New Hampshire	Dartmouth College	337,554
New Jersey	Upsala College	135,532
Do	Rutgers University	462,048
Do	Princeton University	937,868
New York	St. Stephen's College	170,546
Do	University of Buffalo	727,802
Do	St. Lawrence University	247,849
Do	Hamilton College	934,068
Do	Hobart College	110,260
Do	Cornell University	1,093,110
Do	Keuka College	249,500
Do	Columbia University	1,092,774

TABLE 4.—*Benefactions*—Continued

State	Institution	Amount
New York	Jewish Theological Seminary	$484,259
Do	Manhattan College	200,093
Do	New York University	105,090
Do	Vassar College	961,373
Do	University of Rochester	247,251
Do	Union University	427,294
Do	Syracuse University	191,122
Do	Rensselaer Polytechnic Institute	151,072
North Carolina	Davidson College	226,814
Do	Duke University	100,701
Do	Elon College	514,318
Do	Lenoir-Rhyne College	251,800
Do	Livingstone College [1]	500,000
Do	Salem College	111,530
Ohio	Baldwin-Wallace College	172,190
Do	Hebrew Union College	395,000
Do	University of Cincinnati	466,274
Do	Western Reserve University	2,086,038
Do	Kenyon College	251,945
Do	Hiram College	184,919
Do	Muskingum College	104,615
Do	Oberlin College	526,086
Do	Wittenberg College	147,000
Do	Otterbein College	205,831
Do	College of Wooster	415,610
Oklahoma	University of Tulsa	108,749
Oregon	Eugene Bible University	115,200
Do	Pacific University	115,000
Do	Linfield College	190,382
Do	Willamette University	121,500
Pennsylvania	Muhlenberg College	216,559
Do	Gettysburg College	115,000
Do	Franklin and Marshall College	203,000
Do	Bucknell University	147,086
Do	Drexel Institute	262,466
Do	University of Pennsylvania	577,860
Do	Carnegie Institute of Technology	1,002,750
Do	University of Pittsburgh	975,279
Do	Pennsylvania State College	192,522
Rhode Island	Brown University	769,445
South Carolina	Presbyterian College of South Carolina	189,433
Do	Furman University	119,900
Tennessee	Lincoln Memorial University	121,071
Do	Maryville College	168,039
Do	Meharry Medical College [1]	129,770
Do	University of the South	263,465
Texas	Simmons College	215,000
Do	Southern Methodist University	862,839
Do	Texas Christian University	165,212
Do	Lon Morris College	275,000
Utah	Brigham Young University	201,295
Vermont	University of Vermont	169,787
Do	Middlebury College	544,295
Virginia	University of Virginia	189,488
Do	Lynchburg College	150,760
Do	University of Richmond	185,185
Do	Roanoke College	107,742
Do	Protestant Episcopal Theological Seminary	215,000
Washington	College of Puget Sound	194,547
West Virginia	Bethany College	101,505
Wisconsin	Beloit College	126,557
Do	University of Wisconsin	146,054
Do	Marquette University	199,784
Do	Milwaukee-Downer College	234,850
Do	Carroll College	144,884
Total		69,064,665

[1] Colored.

TABLE 5.—*Professors and instructors in universities, colleges, and professional schools in 1923–24*

State	Institutions	Preparatory departments		Collegiate departments [1]		Professional departments [2]		Other departments		Total number, excluding duplicates	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	913	2,615	1,757	28,872	9,153	13,381	422	1,073	1,255	44,345	11,934
Alabama	12	68	24	271	97	28	0	11	21	352	134
Arizona	2	-------	-------	88	19	6	0	-------	-------	94	19
Arkansas	11	27	26	139	44	53	0	12	41	224	108
California	39	161	74	1,422	451	792	67	35	18	2,397	610
Colorado	10	44	26	441	114	167	9	0	9	576	148
Connecticut	7	17	0	474	42	168	6	-------	-------	640	48
Delaware	1	5	1	44	14	-------	-------	-------	-------	47	15
Dist. of Columbia	11	16	11	484	62	529	12	26	1	1,037	81
Florida	4	16	19	119	55	13	0	4	25	144	85
Georgia	27	65	38	502	242	306	2	88	16	887	290
Idaho	4	20	6	121	39	5	0	4	2	135	47
Illinois	56	190	116	1,568	526	1,351	64	82	115	3,020	760
Indiana	25	23	38	788	235	173	1	42	35	1,020	306
Iowa	32	117	61	913	370	152	6	65	82	1,207	511
Kansas	21	83	20	588	246	102	3	50	40	785	301
Kentucky	24	76	78	323	108	202	2	2	15	570	178
Louisiana	11	26	29	278	125	295	10	24	17	590	161
Maine	5	-------	-------	197	18	7	0	-------	-------	204	18
Maryland	20	82	30	736	204	516	11	1	1	1,324	242
Massachusetts	31	85	22	1,898	580	1,073	23	-------	-------	2,967	610
Michigan	21	38	24	1,016	203	305	7	12	15	1,356	249
Minnesota	27	174	98	789	365	440	18	18	30	1,305	463
Mississippi	14	22	36	179	161	22	0	9	12	213	196
Missouri	47	101	127	826	367	676	19	9	79	1,510	509
Montana	5	11	3	156	41	7	0	2	1	174	43
Nebraska	14	77	34	311	149	267	4	37	54	667	229
Nevada	1	-------	-------	50	14	-------	-------	-------	-------	50	14
New Hampshire	3	12	0	266	9	10	0	-------	-------	288	9
New Jersey	13	30	6	449	64	90	5	3	1	563	74
New Mexico	3	13	3	58	14	-------	-------	-------	-------	71	17
New York	61	137	118	3,441	888	1,811	38	64	30	5,349	1,045
North Carolina	28	44	87	516	277	61	1	8	46	619	388
North Dakota	4	43	30	126	56	27	3	7	5	184	72
Ohio	50	118	47	1,721	574	712	8	117	74	2,594	690
Oklahoma	11	23	30	280	148	95	5	12	19	397	186
Oregon	14	29	24	405	145	155	5	4	8	578	180
Pennsylvania	62	156	52	2,413	438	1,359	62	208	95	4,049	626
Rhode Island	4	7	0	165	14	5	1	-------	-------	170	15
South Carolina	23	11	21	326	210	82	0	7	29	412	247
South Dakota	9	31	25	205	65	19	1	7	11	246	98
Tennessee	25	69	76	392	135	384	1	16	55	772	233
Texas	45	97	121	889	442	239	13	51	119	1,211	628
Utah	7	55	28	220	92	19	0	0	2	260	113
Vermont	4	8	0	189	29	45	0	-------	-------	222	29
Virginia	30	25	68	553	206	263	4	17	69	848	316
Washington	7	53	13	431	142	33	2	5	9	514	165
West Virginia	9	28	38	198	71	21	0	4	12	237	106
Wisconsin	18	76	20	863	217	291	9	10	42	1,210	287
Wyoming	1	6	9	45	26	5	0	-------	-------	56	35
Outlying possessions											
Alaska	1	-------	-------	8	2	-------	-------	-------	-------	8	2
Hawaii	1	-------	-------	35	5	-------	-------	-------	-------	35	5
Porto Rico	1	14	28	43	22	15	0	-------	-------	67	41

[1] Including engineering.
[2] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 6.—*Students in universities, colleges, and professional schools in 1923–24*

State	Preparatory departments [1]		Collegiate departments [2]		Graduate departments		Professional departments [3]		All other departments [4]		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	38,825	23,033	289,817	196,482	18,444	10,355	85,865	5,651	33,144	39,859	457,701	268,423
Alabama	811	288	3,700	2,350	37	13	357	5	143	389	4,929	2,833
Arizona	------	------	927	538	62	34	86	3	89	73	1,089	644
Arkansas	626	398	1,696	1,165	11	6	191	1	82	644	2,544	1,692
California	1,895	614	12,974	11,547	1,671	1,176	4,405	323	742	787	21,444	14,447
Colorado	429	158	4,078	2,327	98	114	831	51	98	184	5,454	2,769
Connecticut	71	0	3,955	695	380	105	747	35	98	68	5,206	885
Delaware	70	0	313	223	11	0	------	------	------	------	383	223
District of Columbia	91	93	3,710	2,194	597	286	4,241	340	881	668	9,222	3,563
Florida	217	58	1,145	1,096	37	23	279	7	257	287	1,753	1,471
Georgia	1,669	1,023	5,022	3,667	135	53	1,681	37	982	386	9,067	5,164
Idaho	152	110	1,183	957	41	15	73	4	130	255	1,563	1,247
Illinois	3,320	1,617	17,340	14,418	3,442	2,595	8,253	585	5,613	5,142	36,759	23,703
Indiana	378	410	10,021	6,295	270	144	1,902	81	915	737	12,987	7,494
Iowa	1,504	386	9,215	7,906	600	256	1,581	87	1,026	2,510	13,384	10,450
Kansas	954	209	6,595	5,109	269	151	546	64	890	1,877	8,992	7,207
Kentucky	2,014	1,709	2,878	2,142	41	17	1,417	58	43	277	6,330	4,140
Louisiana	397	450	2,375	2,004	92	85	1,022	50	679	232	4,523	2,799
Maine	14	0	2,101	732	45	18	35	5	47	14	2,238	764
Maryland	747	323	6,512	3,731	694	123	2,367	75	357	386	9,972	4,583
Massachusetts	1,579	168	17,686	11,426	1,255	594	6,847	626	1,329	285	28,585	13,022
Michigan	667	403	10,959	4,689	593	232	2,638	88	247	503	15,079	5,886
Minnesota	1,936	960	7,225	5,993	716	238	2,363	142	522	1,007	12,288	7,610
Mississippi	237	450	2,377	2,479	19	5	264	6	111	425	2,872	3,240
Missouri	1,053	1,038	8,046	6,117	357	142	4,579	322	526	1,297	14,256	8,539
Montana	131	27	1,288	879	42	17	82	14	86	93	1,625	1,009
Nebraska	1,056	663	4,426	4,289	292	243	1,591	98	500	1,370	7,687	6,331
Nevada	------	------	479	276	8	7	------	------	52	33	539	316
New Hampshire	140	0	3,111	251	9	6	42	0	28	16	3,330	283
New Jersey	483	40	3,656	808	260	0	1,345	112	38	10	5,782	965
New Mexico	156	8	438	270	8	2	------	------	44	17	646	291
New York	2,496	2,201	36,609	19,926	2,113	1,446	14,006	1,128	5,549	3,882	60.623	28,370
North Carolina	1,039	1,119	5,055	4,236	200	30	621	7	195	559	7,022	5,962
North Dakota	330	182	1,353	1,015	39	6	131	9	84	145	1,813	1,265
Ohio	2,248	518	17,479	13,375	568	328	3,780	213	2,344	3,854	25,795	17,648
Oklahoma	398	360	3,781	3,865	110	55	566	109	189	504	4,913	4,741
Oregon	268	290	3,862	2,904	157	91	1,219	148	358	481	5,654	3,857
Pennsylvania	2,585	800	21,609	9,877	1,479	814	6,921	435	4,821	3,494	37,299	15,325
Rhode Island	10	0	2,033	487	88	72	229	14	37	16	2,384	585
South Carolina	209	396	2,958	3,566	61	27	483	8	105	697	3,783	4,647
South Dakota	447	200	1,537	1,112	21	9	135	13	182	463	2,284	1,682
Tennessee	1,186	1,164	3,887	3,177	76	18	2,029	47	632	680	7,520	4,924
Texas	1,219	1,622	10,250	10,673	262	189	1,832	133	621	1,905	14,013	14,206
Utah	769	784	2,127	1,915	93	43	153	2	290	151	3,432	2,843
Vermont	90	0	1,198	727	0	2	120	6	2	6	1,405	730
Virginia	419	886	5,627	3,238	123	24	1,403	33	313	1,011	7,798	4,991
Washington	796	126	5,497	3,729	327	180	466	72	64	105	7,105	4,134
West Virginia	360	498	2,019	1,495	83	57	241	6	165	477	2,847	2,513
Wisconsin	1,115	220	7,182	4,318	543	257	1,749	49	528	1,360	10,990	5,981
Wyoming	44	64	323	274	9	7	16	0	110	97	493	440
Outlying possessions												
Alaska	------	------	24	24	------	------	------	------	6	15	24	24
Hawaii	------	------	283	109	9	5	------	------	90	218	382	292
Porto Rico	401	591	164	284	------	------	149	16	11	4	725	890

[1] Including secondary schools.
[2] Includes also engineering students.
[3] Includes students in theology, law, medicine, dentistry, pharmacy, veterinary medicine, and osteopathy.
[4] Includes students in music, art, oratory, business, etc, unless they are enrolled in four-year courses eading to a collegiate degree.

TABLE 7.—*Students pursuing certain professional courses in universities, colleges, and professional schools in 1923–24*

State	Theology			Law			Medicine			Dentistry			Pharmacy			Osteopathy			Veterinary medicine		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Continental United States	165	11,190	1,168	124	33,635	2,097	80	17,716	1,184	43	12,771	176	63	9,123	828	6	921	196	12	509	2
Alabama	2	22	0	1	176	2	1	72	1	----	----	----	1	70	2	----	----	----	1	17	0
Arizona	----	----	----	1	86	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Arkansas	2	78	0	----	----	----	1	113	1	----	----	----	----	----	----	----	----	----	----	----	----
California	8	305	49	8	1,754	86	3	536	95	3	1,293	27	2	440	43	1	77	23	----	----	----
Colorado	1	55	1	3	378	13	1	102	16	1	175	0	2	70	21	----	----	----	1	51	0
Connecticut	3	257	12	1	309	14	1	181	9	----	----	----	----	----	----	----	----	----	----	----	----
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	2	119	2	6	3,046	274	3	620	40	2	358	8	2	98	16	----	----	----	----	----	----
Florida	----	----	----	2	244	7	----	----	----	----	----	----	1	35	0	----	----	----	----	----	----
Georgia	6	430	8	4	382	19	2	346	4	1	342	0	3	158	6	----	----	----	1	23	0
Idaho	----	----	----	1	48	0	----	----	----	----	----	----	1	25	4	----	----	----	----	----	----
Illinois	14	1,602	294	8	2,739	89	7	2,272	158	3	1,169	9	1	369	17	1	102	18	----	----	----
Indiana	4	156	19	5	624	26	1	402	19	1	356	3	4	364	14	----	----	----	----	----	----
Iowa	5	157	26	2	341	7	1	376	9	1	223	1	2	216	16	1	187	28	1	81	0
Kansas	2	70	32	2	214	10	1	130	9	----	----	----	1	77	13	----	----	----	1	55	0
Kentucky	5	634	32	4	231	10	1	234	7	1	170	0	2	148	9	----	----	----	----	----	----
Louisiana	----	----	----	3	400	15	1	352	12	2	166	3	2	104	20	----	----	----	----	----	----
Maine	1	35	5	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Maryland	4	568	2	1	530	22	2	604	42	1	484	2	1	181	7	----	----	----	----	----	----
Massachusetts	9	740	101	5	4,083	430	4	1,181	53	2	456	2	1	387	40	----	----	----	----	----	----
Michigan	3	70	4	3	1,327	30	2	780	38	1	354	8	1	72	8	----	----	----	1	35	0
Minnesota	6	398	17	3	983	48	1	474	40	1	397	7	1	111	30	----	----	----	----	----	----
Mississippi	----	----	----	1	118	2	1	67	0	----	----	----	1	79	4	----	----	----	----	----	----
Missouri	4	622	20	5	1,517	103	6	978	101	3	815	2	2	343	21	2	304	75	----	----	----
Montana	----	----	----	1	45	2	----	----	----	----	----	----	1	37	12	----	----	----	----	----	----

TABLE 7.—*Students pursuing certain professional courses in universities, colleges, and professional schools in 1923–24*—Continued

State	Theology			Law			Medicine			Dentistry			Pharmacy			Osteopathy			Veterinary medicine		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Nebraska	3	49	1	3	501	7	2	479	70	2	301	1	2	261	19						
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire							1	42	0												
New Jersey	5	494	56	1	851	56															
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New York	17	1,360	182	9	6,839	598	8	2,130	169	3	1,321	34	5	2,271	143				1	85	2
North Carolina	4	107	2	3	286	4	2	121	0				1	107	1						
North Dakota				1	51	2	1	34	0				1	44	7				1	2	0
Ohio	12	595	44	8	1,137	81	4	831	34	4	489	7	4	658	47				1	70	0
Oklahoma	1	108	82	1	207	6	1	147	7				1	104	14						
Oregon	2	132	81	3	199	15	1	180	13	1	521	1	2	187	38						
Pennsylvania	16	743	12	5	1,248	46	6	1,625	162	3	1,937	39	3	1,076	124	1	251	52	1	41	0
Rhode Island													1	229	14						
South Carolina	4	129	0	2	165	4	1	146	3				1	43	1						
South Dakota				1	41	0	1	38	1				1	56	12						
Tennessee	5	154	8	4	629	16	3	566	4	3	553	8	2	127	11						
Texas	6	541	76	2	426	11	2	437	27	2	261	7	2	144	12				1	23	0
Utah				1	107	2	1	46	0												
Vermont							1	120	6												
Virginia	4	252	0	4	495	10	2	482	18	1	84	0	1	90	5						
Washington	1	25	0	2	197	5							2	218	67				1	26	0
West Virginia				1	109	1	1	105	2				1	27	3						
Wisconsin	4	183	0	2	556	21	2	367	14	1	546	7	1	97	7						
Wyoming				1	16	0															
Outlying possession																					
Porto Rico				1	97	3							1	52	13						

TABLE 8.—*Students in engineering courses in universities, colleges, and professional schools in 1923–24*

State	General engineering	Chemical engineering	Civil engineering	Electrical engineering	Mechanical engineering	Mining engineering	Metallurgical engineering	Architectural engineering	Ceramic engineering	Agricultural engineering	Industrial engineering	Textile engineering	Total engineering students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U. S.	12,360	4,141	10,024	14,002	10,637	2,771	187	738	317	180	427	494	57,699
Alabama		91	168	403	146	32		24					864
Arizona			43	76	45	62							226
Arkansas	137	6	15	21	8			2					189
California	122	112	440	276	913	229							2,092
Colorado	214	49	232	377	126	493							1,491
Connecticut			2	18	55	4							79
Delaware		19	33	50	20								122
District of Columbia		92	139	150	108								489
Florida	114	10	46	35	10								215
Georgia	243	80	282	438	275	17				5		121	1,461
Idaho [1]	16	21	32	91	28	26	8						233
Illinois [2]	643	195	387	559	848	55		138	88				3,090
Indiana	71	237	617	786	700	17		10					2,438
Iowa	375	97	295	453	202	12		107	25	50			1,616
Kansas [3]	364	68	184	362	132	64				41	54		1,284
Kentucky	278		45		75	19							417
Louisiana [4]	174	59	87	129	72								599
Maine		74	115	173	103								465
Maryland	427		25	23	18								493
Massachusetts [5]	342	443	774	1,253	871	94					26	68	4,443
Michigan [6]	629	236	489	459	470	220		22					2,611
Minnesota	468	148	222	277	135	107		123					1,480
Mississippi	261		95	33	17			1					407
Missouri	303	109	243	311	146	147	29	8		9			1,305
Montana		43	39	129	38	108		25			22		404
Nebraska	14	40	153	283	113			37		14			654
Nevada			42	97	43	48							230
New Hampshire	23	37	12	106	51			28			42		299
New Jersey	179		38	40	561				20				838
New Mexico [7]	90	3	20	36	5	32							198
New York	3,223	441	1,200	1,411	1,467	31	11		113		77		7,974
North Carolina			231	243	70			11				141	696
North Dakota [8]	84	49	68	44	59	13		4					522
Ohio	225	345	673	906	680	109	54	68	71		17		3,148
Oklahoma	243	38	102	148	49	29		32		1			642
Oregon	9	78	146	315	161	47							756
Pennsylvania [9]	875	320	614	938	720	371	60	68			189		4,363
Rhode Island	258	16	23	48	25								370
South Carolina	329	10	134	22	17							95	607
South Dakota		21	133	163	11	44	25						397
Tennessee	109	21	87	104	31								352
Texas	56	215	435	628	364	97				28		69	1,892
Utah	311												311
Vermont	6	28	107	165	41								347
Virginia	394	93	199	342	161	43				32			1,264
Washington [10]	708		64	162	66	87		30					1,178
West Virginia		37	94	148	61	54							394
Wisconsin		160	383	748	320	43							1,654
Wyoming	43		17	23		17							100
Outlying possessions													
Alaska						15							15
Hawaii [11]			46										72
Porto Rico [12]			16	2	6								39

[1] Geology, 11.
[2] Engin.: Municipal and sanitary, 15; railway, 59; fire protection, 103.
[3] Flour-mill engin., 15.
[4] Petroleum engin., 7; sugar technology, 71.
[5] Engin.: Administration, 417; sanitary, 8; naval arch. and marine, 62; electrochem., 74, geology, 11.
[6] Marine eng., 31; aeronautical eng., 53; geodesy and surveying, 2.
[7] Geological engineering, 12.
[8] Commercial engin., 200; geological eng., 1.
[9] Engin.: Sanitary, 9; electrochemical, 51; milling, 7; railway mechanical, 15; marine, 20; administrative, 13; commercial, 93.
[10] Engin.: Hydroelec., 34; commercial, 22; automobile, 5.
[11] Sugar technology, 26.
[12] Sugar technology, 15.

TABLE 9.—*Students in summer schools, short winter courses, extension courses, and correspondence courses in universities, colleges, and professional schools in 1923–24*

State	Summer school (1923)		Short winter courses		Extension courses		Correspondence courses	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Continental United States	76, 155	113, 788	3, 179	833	33, 524	63, 541	19, 852	23, 929
Alabama	1, 510	2, 735			407	1, 135	85	160
Arizona	63	111			36	97	122	145
Arkansas	322	450			550	257	388	380
California	5, 723	8, 585	103	41	2, 067	6, 109	186	468
Colorado	1, 569	2, 720			935	1, 757	488	387
Connecticut	113	18			78	633		
Delaware	28	297			1	14	27	59
District of Columbia	1, 029	1, 166					103	2
Florida	312	1, 301	101	0			534	1, 154
Georgia	1, 571	3, 393	541	237	29	124	61	86
Idaho	148	494	32	0			50	43
Illinois	6, 734	6, 758			819	2, 319	98	384
Indiana	2, 281	3, 328	62	13	1, 541	4, 994	385	559
Iowa	2, 901	4, 199	171	80	36	224	293	559
Kansas	1, 472	2, 625	100	13	223	890	1, 052	1, 599
Kentucky	662	680	12	0	65	44	107	163
Louisiana	1, 306	3, 109			87	398	5	35
Maine	221	179						
Maryland	567	982	14	0	130	265		
Massachusetts	3, 012	2, 442	69	16	133	975	15	5
Michigan	2, 627	1, 363	161	7	287	850		
Minnesota	2, 943	2, 083	186	139	2, 474	1, 823	854	806
Mississippi	535	171	34	4				
Missouri	855	1, 340			1, 443	906	463	734
Montana	249	273	189	22			125	292
Nebraska	1, 217	3, 423	152	19	384	443	481	1, 252
Nevada	16	85	34	30				
New Hampshire	90	53						
New Jersey	411	735	108	8	62	465		
New Mexico	41	179	5	0	164	177		
New York	9, 849	14, 102	224	16	7, 953	13, 173	547	280
North Carolina	1, 401	3, 790			304	1, 286	182	368
North Dakota	218	568	79	20	0	7	228	358
Ohio	4, 382	8, 133	74	2	1, 284	3, 488	26	90
Oklahoma	1, 585	3, 050	81	0	287	1, 092	1, 099	1, 607
Oregon	460	992	66	112	801	1, 122	782	1, 131
Pennsylvania	4, 805	6, 601	70	0	6, 624	9, 163	3, 535	332
Rhode Island					700	852		
South Carolina	766	2, 313			123	56		
South Dakota	422	666	44	9	26	24		
Tennessee	613	998	28	16	7	140	58	91
Texas	4, 004	6, 235	53	0	209	407	1, 403	2, 242
Utah	979	1, 057			1, 211	2, 308	562	689
Vermont	159	895					4	9
Virginia	1, 471	2, 536			356	1, 192		
Washington	1, 076	1, 460	129	29	1, 153	2, 549	308	411
West Virginia	853	1, 413			43	100	101	125
Wisconsin	2, 287	2, 884	257	0	492	1, 683	4, 864	6, 103
Wyoming	297	818					231	821
Outlying possessions								
Alaska			29	7				
Hawaii			32	231			15	53
Porto Rico	54	43						

TABLE 10.—*First degrees conferred on men by universities and colleges, 1923–24*

State	Arts and sciences	Agriculture	Architecture	Commerce	Education	Forestry	Journalism	Music	Engineering (general)	Architectural engineering	Chemical engineering	Civil engineering	Electrical engineering	Mechanical engineering	Mining engineering	Textile engineering
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	19,550	2,206	231	4,573	1,183	187	188	55	102	78	835	1,748	2,047	2,055	501	95
Alabama	185	24	2	24	41					2	8	13	46	19	5	
Arizona	32	18		12	14							3	7	3	7	
Arkansas	86	10			9						2	9	9	1		
California [1]	1,047	97	5	266	10			3	15		14	66	40	179	53	
Colorado [2]	271	37		71		6					14	32	47	20	51	
Connecticut [3]	611	27	4		5	3		3						5		
Delaware	11	6									4	3	8	5		
District of Columbia [4]	325		5	18	24						9	15	20	9		
Florida	35	16			6						1	8	7	4		
Georgia	244	59	8	129	3		4		18		5	63	53	47	4	20
Idaho [5]	49	26		7	19	4					1	5	4	2	1	
Illinois [6]	1,022	121	17	530	98		9	12	12	14	44	79	88	116	10	
Indiana	660	95	5	106	3	3				1	42	80	105	108	6	
Iowa [7]	648	127		117	19	4	4	1	6	15	16	65	69	46	2	
Kansas [8]	535	85	13	12	4		7	4			6	41	44	26	7	
Kentucky	242	26			5							13		29	12	
Louisiana [9]	112	29	1	23	15						16	8	6	20		
Maine	229	21			9	15					16	19	26	30		
Maryland	255	27		19	29						10	15	22	17		
Massachusetts [10]	1,265	81	7	378	25				25	5	105	114	175	125	19	20
Michigan [11]	825	77	29	23	36	31		1			40	147	89	142	67	
Minnesota	526	63		85	283	17				12	11	43	70	40	16	
Mississippi	156	36		28	73					1		23	12	9		
Missouri [12]	461	65	11	147	13		58				17	32	33	22	17	
Montana [13]	35	25		16		10	7			2	9	7	12	5	10	
Nebraska [14]	339	45		89	20		4			2	4	21	23	10		
Nevada	30	3										5	10	1	1	
New Hampshire [15]	388	14	1	28		2					5	8	15	6		
New Jersey [16]	526	17							2			20	8	120		
New Mexico [17]	12	4							3			2	6	2	8	
New York [18]	1,879	153	29	743	67	59	26	3			144	213	181	350	4	
North Carolina	398	23		52	9					6		26	34	10		25
North Dakota	100	18	1		13				1			8	7	6	5	
Ohio [19]	1,289	113	6	170	69		21	8	2	7	79	99	116	118	21	
Oklahoma [20]	282	34		48	33			3		5	7	14	11	4	5	
Oregon [21]	137	78	7	62	15	11	10	1			7	22	39	29	10	
Pennsylvania [22]	1,517	114	53	833	60	10		8		6	77	121	196	164	99	
Rhode Island	57	9									5	1	11	4		
South Carolina	295	40	7	10	6						2	28	22	13		17
South Dakota [23]	97	11		6							2	25	13	1	7	
Tennessee	273	18		19	3				18		3	11	4	1		
Texas [24]	526	97	17	76	25			2			36	56	46	37	15	4
Utah [25]	101	45		67	28						1	10	16	8	10	
Vermont	92	11		14							5	26	32	6		
Virginia [26]	382	12	1	55	24						23	44	62	22	7	
Washington [27]	230	30	2	121	64	12	11	5			6	24	54	21	9	
West Virginia	179	24									7	9	18	8	1	
Wisconsin	544	92		166			27	1			32	50	131	84	12	
Wyoming	10	3		3	4							2		1		
Outlying possessions																
Hawaii [28]	9	4		4	3							9				
Porto Rico [29]	7	7										1		1		

[1] Fine arts, 4.
[2] Metallurgy, 3; engin. geol., 4, petroleum 6.
[3] Fine arts, 10.
[4] Foreign service, 44.
[5] Geology, 1; metallurgy, 1.
[6] Engin.: Fire protec., 20; munic. and sanitary, 4; railway, 17; speech, 1; ceramics, 16; soc. service admin., 2.
[7] Landscape arch., 4; agric. engin., 12; ceramics, 6.
[8] Engin.: Indust., 6; agric., 3; flour mill, 3; fine arts, 2.
[9] Sugar technology, 18.
[10] Engin.: Admin., 73; sanitary, 1; naval arch. and marine, 10; electrochem., 17.
[11] Aeronautical engin., 10; geodesy and surveying, 2; naval arch. and marine engin., 8.
[12] Agric. engin., 1; metallurgy, 12.
[13] Secretarial science, 2; metallurgical engin., 3.
[14] Agric. engin., 6.
[15] Indus. engin., 7.
[16] Ceramics, 8.
[17] Geolog. engin., 3.
[18] Ceramics, 13; met. engin., 1; indus. engin., 13; library science, 3.
[19] Ceramics, 4; metallurg. engin., 10; applied optics, 8; commer. engin., 14.
[20] Agric. engin., 1.
[21] Physical ed., 1; indus. arts, 12; mil. science, 1.
[22] Engin.: Sanitary, 3; electrochem., 10; indus., 44; milling, 1; railway mech. 2; met., 8; marine 3; commer., 19; fine arts, 13; metallurgy, 11.
[23] Metallurgical engin., 6.
[24] Agric. engin., 10.
[25] Engin., automotive, 3; geol.. 3; agric., 18.
[26] Agric. engin., 9.
[27] Commer. engin., 7; fisheries, 5; libr. science, 2; hydroelec. engin., 8; phys. ed., 2; fine arts, 6.
[28] Sugar technology, 3.
[29] Sugar chemistry, 6.

TABLE 11.—*Graduate degrees conferred on men by universities, colleges, and professional schools in 1923–24*

State	A. M.	M. B. A.	M. C. S.	M. F.	M. S.	M. S. in Agri.	M. Education	M. S. in Engineering	M. Th.	LL. M.	Chem. E.	C.E.	E. E.	E. M.	Mech. E.	Ph. D.	J. D.	S. T. M.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Continental U. S.	2,989	243	21	33	1,202	111	74	102	90	174	17	54	48	26	60	914	24	39
Alabama	10				2	4	1	7			1		1		2			
Arizona	6				3									2		1	1	
Arkansas	5				6													
California [1]	160	1			33	23					3	1	11	8	3	55		2
Colorado [2]	26			1	8	1			1				1			3		
Connecticut	32			16	14	1	3	9					1	1	4	41	11	2
Delaware					2								2					
District of Columbia [3]	92				18			1		90			1			20		
Florida	2				3							4	1					
Georgia [4]	25				7							1						
Idaho	1				2	3	1	3							1			
Illinois	252	18			158	13			1	11		2	2		4	149		10
Indiana	47				16	7		5		1	3	5	4	3	3	10		
Iowa [5]	54				139							3			4	41		
Kansas	23				30		3					6	2		3	1		
Kentucky	8				6	3			13			4			2			
Louisiana	22				8					12					1	1		
Maine	3				7						1	1						
Maryland [6]	99				9	21									1	48		
Massachusetts [7]	247	171		3	153	4	50	17	1	11		1	3		1	93	8	1
Michigan [8]	99		13	4	46	1		28		18		1	1		1	22		
Minnesota [9]	37				46			9								24		
Mississippi	8				3													
Missouri [10]	119				15					12	1	1	5	4	3	7		7
Montana	1																	
Nebraska	44				11			2		2			1			6		
Nevada	1				1							1						
New Hampshire	5				6													
New Jersey [11]	82				17				37			2			1	36		
New Mexico						1								1				
New York [12]	699	34	8	7	118	13	3	7	2	27	3	7	1		10	201	4	11
North Carolina [13]	52				25											4		
North Dakota	6				4	4												
Ohio [14]	125				44		6	2			1	1	5	1	5	28		1
Oklahoma	32				14						1							
Oregon [15]	16	3			6													
Pennsylvania [16]	209	6			77	6	7	3	15			2	3	1	6	47		5
Rhode Island	20	1			6											3		
South Carolina	22																	
South Dakota	10				1									1				
Tennessee	29				4	1		2										
Texas [17]	54	5			4			6	18			1				3		
Utah	20				8													
Vermont	1				2													
Virginia	34				30				2			1	2			5		
Washington [18]	60	4		2	6						1	2	1	3		2		
West Virginia	8				2	2		1				1						
Wisconsin [19]	80				81						2	6		1	5	63		
Wyoming	2				1													
Outlying possession																		
Hawaii	2				2													

[1] Doctor of ed., 1; master of literature, 4; graduate in arch., 1.
[2] Doctor of ophthalmology, 1.
[3] Doctor of civil law, 4; in canon law, 6; of science, 1; of sacred theol., 1; licentiate in sacred theol., 7; in canon law, 8; master of patent law, 48.
[4] Doctor of public health, 2.
[5] Agric. engineer, 1.
[6] Doctor of public health, 13; of science in hygiene, 6.
[7] Doctor of public health, 6; of science, 6; science in engin., 1; education, 7; theology, 1; master of religious ed., 12; of arch., 18; landscape arch., 7; public health, 4; pharm. chemist, 6.
[8] Doctor of public health, 2; of science, 4.
[9] Master of science in medicine, 14.
[10] Master of arch., 3; met. engin., 2.
[11] Master of fine arts, 4.
[12] Doctor of theology, 1; of public health, 1; science, 1; master of science in music, 4; of arch., 2; landscape arch., 3.
[13] Doctor of pedagogy, 2; pharm. chemist, 2.
[14] Master of arts in med., 11; of music, 1.
[15] Doctor of divinity, 1.
[16] Doctor of med. science, 2; master of med. science, 25; of arch., 5; engin., 4.
[17] Doctor of theology, 4.
[18] Master of fisheries, 1.
[19] Master of philosophy, 11.

TABLE 12.—*Degrees conferred on women by universities, colleges, and professional schools in 1923–24*

State	First degrees in—													Graduate degrees		
	Arts and sciences	Agriculture	Architecture	Commerce	Education	Engineering	Fine arts	Home economics	Journalism	Library science	Music	Physical education	Secretarial studies	A. M.	M. S.	Ph. D.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	19,449	121	17	375	2,524	9	182	1,426	172	35	477	45	137	2,313	235	150
Alabama	262				3			2			16			8	3	
Arizona	34	1		1	42			1						5		
Arkansas	84				9			14			6					
California	1,351	6		40	14		27	26			23			169		12
Colorado	264			3				46			3			44	2	
Connecticut [1]	88	3			13		2	1			2			2	5	6
Delaware	10				1			10								
District of Columbia [2]	265			1	82			5			7			46	1	5
Florida	82				13			10			3			2		
Georgia	290			4	9			20	2		11			7	2	
Idaho [3]	54				21			7			1			2	1	
Illinois [4]	1,429	6		37	194			60	11	9	58		3	206	52	30
Indiana	661			10	3			55			11			22	3	2
Iowa [5]	702			6	19	1		144			14			50	18	2
Kansas	612	1	1	2	8		22	72	11		16			25	7	1
Kentucky	225	1			10	1		18						2		
Louisiana [6]	96			1	94			7			5			15	3	
Maine	127	1			3			6						4		
Maryland [7]	378			1	13			6			1			13	1	5
Massachusetts [8]	1,574	5		28	109	1							105	138	33	11
Michigan [9]	599	1	5	4	72			72						83	6	5
Minnesota [10]	530			12	57	1		67			3			22	1	3
Mississippi	352							182			2	9		2		
Missouri [11]	396		1	18	147			7	45		5			45	5	2
Montana	69			12				13	6		3		1		1	
Nebraska	336	1		10	90		9	38	5		11			37	2	1
Nevada	29							1								
New Hampshire	38							16							2	
New Jersey [12]	93							15			3				1	1
New Mexico	17							1								
New York [13]	1,939	80	5	64	520	2		51	17	3	32		8	909	35	42
North Carolina	428				8			10			37			15	1	2
North Dakota	75				19									1		
Ohio [14]	1,342	5	3	24	360	1		79	5		47			67	4	4
Oklahoma [15]	323	1		4	50		16	34			17			9	1	
Oregon	193	2		28	52		5	78	4		15	12		7	1	
Pennsylvania [16]	983	2	1	5	182		32	28		5	25		20	124	8	12
Rhode Island	2							10						23	3	1
South Carolina	317				133		2	15			25			9		
South Dakota	121			3				16			1			5		
Tennessee [17]	205	1		1	6			15			1			8		
Texas [18]	866		1		10		5				17			43		
Utah	90			7	70	1		23						9	2	
Vermont	112			9				17						8		
Virginia	334				5									12	3	
Washington [19]	310	1		18	80	1	61	16	9	18	42	3		22	10	
West Virginia	146	1						25						8		
Wisconsin [20]	600	2		22			1	82	57		12	21		83	18	3
Wyoming	16				3			5			2			2		
Outlying possessions																
Hawaii	9				5			1						1		
Porto Rico	4				6											

[1] Master of pedagogy, 1.
[2] Master of science in chem., 2; of com. science, 2; of law, 2; of patent law, 3.
[3] Master of science in educ., 2.
[4] Speech, 29; social service admin., 6.
[5] Landscape architecture, 3.
[6] Bachelor of design, 11.
[7] Doctor of science in hygiene, 3.
[8] Doctor of educ., 1; master of educ., 43; of religious educ., 4; social science, 2; bus. admin., 1: pharm. chemist, 2.
[9] Doctor of science, 1; master of law, 7.
[10] Master of science in med., 1; of arts in educ., 1.
[11] Master of law, 2.
[12] Master of theology, 2.
[13] Doctor of public health, 1; of law, 2; master of law, 2; pharm. chemist, 1.
[14] Master of science in educ., 1; of arts in educ., 2; of science in social admin., 13.
[15] Master of science in education, 1.
[16] Doctor of med. science, 1; social work, 8.
[17] Bachelor of public speaking, 1.
[18] Master of theology, 1.
[19] Master of arts in educ., 2; of fine arts, 1; of forestry, 1.
[20] Master of philosophy, 5.

TABLE 13.—*Degrees conferred on men and on women in certain professional courses by universities, colleges, and professional schools in 1923–24*

State	Theology		Law		Medicine		Dentistry		Pharmacy		Osteopathy		Veterinary medicine, men
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	1,293	26	6,447	395	3,458	184	3,311	45	2,600	239	153	51	95
Alabama	1	0	23	0	------	------	------	----	6	0	------	----	6
Arizona	------	------	20	0	------	------	------	----	------	------	------	----	------
Arkansas	6	0	------	------	10	0	------	----	------	------	------	----	------
California	25	0	215	23	104	22	241	13	167	14	17	6	------
Colorado	11	0	78	2	14	4	34	1	25	3	------	----	12
Connecticut	69	2	72	6	33	1	------	----	------	------	------	----	------
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	66	0	685	29	126	4	66	1	24	7	------	----	------
Florida	------	------	44	2	------	------	------	----	------	------	------	----	------
Georgia	29	0	100	2	84	0	87	0	79	5	------	----	4
Idaho	------	------	7	0	------	------	------	----	------	------	------	----	------
Illinois	144	3	328	9	379	15	363	2	114	6	31	9	------
Indiana	4	0	154	3	68	2	84	0	143	4	------	----	------
Iowa	8	0	68	1	50	0	68	0	57	10	36	6	16
Kansas	2	0	48	3	23	0	------	----	14	7	------	----	10
Kentucky	103	0	58	1	48	2	28	0	81	7	------	----	------
Louisiana	------	------	77	3	80	4	42	0	65	7	------	----	------
Maine	3	0	------	------	------	------	------	----	------	------	------	----	------
Maryland	4	0	90	9	142	15	99	0	61	4	------	----	------
Massachusetts	152	15	626	78	302	9	195	2	69	9	------	----	------
Michigan	11	0	441	17	154	10	120	1	19	5	------	----	------
Minnesota	78	0	165	14	146	10	76	2	14	2	------	----	------
Mississippi	------	------	26	0	------	------	------	----	27	2	------	----	------
Missouri	30	0	254	21	216	6	184	0	98	4	49	18	------
Montana	------	------	6	0	------	------	------	----	10	1	------	----	------
Nebraska	8	0	81	4	87	3	53	0	65	6	------	----	------
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey	66	0	97	8	------	------	------	----	------	------	------	----	------
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	0
New York	132	0	1,344	101	395	44	478	9	634	39	------	----	15
North Carolina	9	0	28	0	------	------	------	----	42	1	------	----	------
North Dakota	------	------	11	0	------	------	------	----	11	3	------	----	------
Ohio	75	0	281	25	171	8	152	3	117	18	------	----	21
Oklahoma	20	6	43	0	21	0	------	----	39	5	------	----	------
Oregon	10	0	51	5	40	1	132	1	15	5	------	----	------
Pennsylvania	92	0	242	7	362	11	428	5	438	46	20	12	5
Rhode Island	0	0	0	0	0	0	0	0	0	0	0	0	0
South Carolina	24	0	48	1	28	0	------	----	23	0	------	----	------
South Dakota	------	------	15	0	------	------	------	----	6	2	------	----	------
Tennessee	7	0	246	11	132	2	153	4	29	2	------	----	------
Texas	48	0	73	2	85	4	33	1	46	6	------	----	2
Utah	------	------	10	1	------	------	------	----	------	------	------	----	------
Vermont	------	------	------	------	32	1	------	----	------	------	------	----	------
Virginia	53	0	113	1	98	6	37	0	20	1	------	----	------
Washington	1	0	54	1	------	------	------	----	23	8	------	----	4
West Virginia	------	------	17	1	------	------	------	----	12	0	------	----	------
Wisconsin	2	0	106	4	28	0	158	0	7	0	------	----	------
Wyoming	------	------	2	0	------	------	------	----	------	------	------	----	------
Outlying possession													
Porto Rico	------	------	16	1	------	------	------	----	6	1	------	----	------

TABLE 14.—*Honorary degrees conferred by universities, colleges, and professional schools in 1923–24*

State	D. D.	LL. D.	L. H. D.	Litt. D.	Sc. D.	Eng. D.	Ped. D.	Mus. D.	Phar. D.	D. C. L.	S. T. D.	A. M.	M. S.	LL. B.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	387	343	22	77	86	7	7	8	3	8	8	84	8	4
Alabama	5	3	----	1	----	----	----	----	----	----	----	----	----	----
Arizona [1]	----	----	----	----	1	----	----	----	----	----	----	----	----	----
Arkansas	6	1	----	----	----	----	----	----	----	----	----	1	----	----
California	4	20	----	----	----	----	----	----	----	----	----	1	----	----
Colorado [2]	1	2	----	----	3	----	----	----	----	----	----	1	----	----
Connecticut	9	8	1	2	4	----	----	----	----	1	----	9	----	----
Delaware	----	1	----	----	----	----	----	----	----	----	----	----	----	----
District of Columbia	3	1	3	1	2	----	----	2	----	----	----	1	2	----
Florida	3	----	----	----	----	----	----	1	----	----	----	----	----	----
Georgia	10	8	----	4	3	----	2	----	----	----	----	----	----	1
Idaho	----	2	----	----	----	----	----	----	----	----	----	----	----	----
Illinois [3]	22	9	4	1	3	----	----	----	----	----	----	3	----	----
Indiana [4]	9	14	----	1	1	----	1	----	----	----	----	1	----	1
Iowa	17	5	----	1	2	----	----	----	----	----	----	2	----	----
Kansas [5]	13	6	----	----	----	----	----	----	----	----	----	----	----	----
Kentucky	21	3	----	----	----	----	----	----	----	----	----	1	----	----
Louisiana	2	6	----	----	----	----	----	----	----	----	----	1	----	----
Maine	3	4	----	2	7	----	----	----	----	----	----	7	1	----
Maryland	4	8	----	2	2	1	1	----	1	----	1	1	1	----
Massachusetts	2	14	3	6	6	----	----	1	1	----	2	18	----	2
Michigan [6]	9	9	----	3	4	3	----	1	----	----	----	4	----	----
Minnesota	4	----	----	1	----	----	----	----	----	----	----	----	----	----
Mississippi	1	1	----	----	----	----	----	----	----	----	----	----	----	----
Missouri	5	8	----	----	----	----	----	----	----	----	----	1	----	----
Montana	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nebraska	8	2	----	----	----	----	----	----	----	----	----	1	----	----
Nevada	----	4	----	----	----	----	----	----	----	----	----	----	----	----
New Hampshire	1	5	----	2	3	----	1	----	----	----	----	3	----	----
New Jersey	2	8	----	5	4	1	----	----	----	----	----	2	----	----
New Mexico	----	1	----	----	----	----	----	----	----	----	----	----	----	----
New York [7]	15	52	6	10	17	----	2	----	----	1	5	7	----	----
North Carolina	15	7	----	2	----	----	----	----	----	----	----	----	----	----
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio [8]	46	36	2	5	2	2	----	----	----	----	----	8	2	----
Oklahoma	5	3	1	----	----	----	----	----	----	----	----	----	----	----
Oregon	3	2	----	----	----	----	----	----	----	----	----	----	----	----
Pennsylvania [9]	53	35	2	10	19	----	----	1	1	3	----	5	1	----
Rhode Island	1	2	----	2	----	----	----	----	----	----	----	1	----	----
South Carolina	7	3	----	----	----	----	----	1	----	----	----	----	----	----
South Dakota	1	1	----	1	----	----	----	----	----	----	----	----	----	----
Tennessee	19	9	----	----	----	----	----	----	----	3	----	----	----	----
Texas	21	23	----	8	----	----	----	----	----	----	----	----	----	----
Utah	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vermont [10]	3	9	----	5	1	----	----	----	----	----	----	2	1	----
Virginia	21	6	----	1	1	----	----	----	----	----	----	----	----	----
Washington	3	----	----	----	----	----	----	----	----	----	----	----	----	----
West Virginia	2	----	----	----	----	----	----	----	----	----	----	----	----	----
Wisconsin	8	2	----	1	1	----	----	1	----	----	----	3	----	----
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outlying possessions														
Hawaii	----	----	----	----	----	----	----	----	----	----	----	1	1	----
Porto Rico [11]	----	----	----	----	----	----	----	----	----	----	----	----	----	----

[1] Bachelor of science in agric., 1.
[2] Engineer of mines, 1.
[3] Master of music, 2.
[4] Bachelor of pedagogy, 1.
[5] Doctor of theol., 1; doctor of bus. admin., 1.
[6] Doctor of jurisprudence, 3; theology, 1; of agriculture, 2.
[7] Civil engineer, 5; elec. engineer, 5; master of humane literature, 1; doctor of bus. admin., 1; mechan. engineer, 3.
[8] Master of educ., 1; doctor of Hebrew law, 2; doctor of educ., 2.
[9] Doctor of com. science, 1; of jurisprudence, 1; master of phar., 5; of military science, 1; bachelor of arts, 1.
[10] Elec. engineer, 1; bachelor of science, 1.
[11] Master of architecture, 1.

TABLE 15.—*Summary of degrees conferred by universities, colleges, and professional schools in 1923–24*

State	Baccalaureate degrees			Professional degrees [1]			Graduate degrees			Honorary degrees
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	36,258	25,027	61,285	17,357	940	18,297	6,447	2,814	9,261	1,096
Alabama	369	283	652	36	0	36	28	11	39	9
Arizona	96	79	175	20	0	20	13	5	18	2
Arkansas	126	113	239	16	0	16	11	0	11	8
California	1,799	1,487	3,286	769	78	847	306	181	487	25
Colorado	562	316	878	174	10	184	42	46	88	8
Connecticut	668	109	777	174	9	183	133	14	147	34
Delaware	37	21	58				4	0	4	1
District of Columbia	469	360	829	967	41	1,008	297	61	358	15
Florida	77	108	185	44	2	46	10	2	12	4
Georgia	657	336	993	383	7	390	38	9	47	28
Idaho	120	83	203	7	0	7	11	5	16	2
Illinois	2,232	1,842	4,074	1,359	44	1,403	620	288	908	44
Indiana	1,214	740	1,954	453	9	462	104	27	131	29
Iowa	1,161	889	2,050	303	17	320	242	70	312	27
Kansas	798	745	1,543	97	10	107	68	33	101	21
Kentucky	327	255	582	318	10	328	36	2	38	25
Louisiana	248	214	462	264	14	278	44	18	62	9
Maine	365	137	502	3	0	3	12	4	16	24
Maryland	394	399	793	396	28	424	197	22	219	22
Massachusetts	2,454	1,822	4,276	1,344	113	1,457	833	235	1,068	55
Michigan	1,527	753	2,280	745	33	778	239	102	341	39
Minnesota	1,166	670	1,836	479	28	507	130	28	158	5
Mississippi	338	545	883	53	2	55	11	2	13	2
Missouri	889	619	1,508	831	49	880	179	54	233	14
Montana	143	104	247	16	1	17	1	1	2	
Nebraska	563	500	1,063	294	13	307	66	40	106	11
Nevada	50	30	80				3	0	3	4
New Hampshire	474	54	528				11	2	13	15
New Jersey	701	111	812	163	8	171	179	4	183	22
New Mexico	40	18	58				2	0	2	1
New York	3,881	2,721	6,602	2,998	193	3,191	1,167	992	2,159	130
North Carolina	583	483	1,066	79	1	80	85	18	103	24
North Dakota	159	94	253	22	3	25	14	1	15	
Ohio	2,154	1,866	4,020	817	54	871	218	91	309	108
Oklahoma	447	445	892	123	11	134	47	11	58	9
Oregon	442	389	831	248	12	260	26	8	34	5
Pennsylvania	3,372	1,291	4,663	1,587	81	1,668	358	145	503	139
Rhode Island	87	12	99				30	27	57	6
South Carolina	440	492	932	123	1	124	23	9	32	11
South Dakota	168	141	309	21	2	23	12	5	17	3
Tennessee	350	230	580	567	19	586	36	8	44	31
Texas	947	899	1,846	287	13	300	89	44	133	52
Utah	310	191	501	10	1	11	30	11	41	
Vermont	186	138	324	32	1	33	3	8	11	23
Virginia	641	339	980	321	8	329	72	15	87	29
Washington	619	559	1,178	82	9	91	100	36	136	3
West Virginia	246	172	418	29	1	30	15	8	23	2
Wisconsin	1,139	797	1,936	301	4	305	249	109	358	16
Wyoming	23	26	49	2	0	2	3	2	5	
Outlying possessions										
Hawaii	32	15	47				4	1	5	2
Porto Rico	22	10	32	22	2	24				1

[1] First degrees in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 16.—*Property of universities, colleges, and professional schools in 1923–24*

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States	33,025,478	$175,323,131	$168,257,572	$713,348,357	$137,417,736	$814,718,813
Alabama	211,733	1,087,814	1,357,918	4,998,570	1,704,750	3,424,526
Arizona	55,000	410,190	432,000	1,187,844	475,500	485,111
Arkansas	122,100	887,000	404,577	3,416,258	1,299,958	1,553,845
California	1,454,507	10,523,587	6,705,153	32,628,466	5,074,453	51,015,404
Colorado	409,141	2,518,301	1,520,165	8,240,775	435,700	3,183,661
Connecticut	1,919,500	6,142,303	835,777	34,644,881	12,766,072	48,180,627
Delaware	30,000	359,700	304,550	1,240,984	390,894	480,568
District of Columbia	597,358	1,405,390	1,812,474	7,655,516	1,069,714	4,455,251
Florida	87,915	686,454	706,695	3,020,902	828,622	1,828,450
Georgia	359,652	2,095,008	3,217,468	12,188,556	3,169,650	6,823,871
Idaho	102,000	631,760	266,500	1,577,181	276,000	4,640,616
Illinois	2,369,964	10,269,926	12,778,030	38,795,194	5,185,549	61,362,981
Indiana	750,851	4,271,375	2,328,132	15,337,581	1,719,944	14,080,476
Iowa	848,679	6,278,706	4,766,866	18,044,364	3,379,188	14,233,765
Kansas	542,959	4,235,195	2,492,866	10,600,399	1,230,538	6,699,708
Kentucky	356,513	2,004,726	2,160,864	6,973,291	2,081,594	8,300,413
Louisiana	232,869	2,340,606	1,923,094	5,672,555	998,614	7,874,728
Maine	340,860	961,717	234,506	4,176,830	615,928	7,166,585
Maryland	607,851	4,957,217	2,092,992	33,391,072	11,152,761	22,996,678
Massachusetts	3,762,335	10,038,609	12,452,212	55,856,866	13,056,035	128,015,424
Michigan	924,060	7,806,061	5,952,363	18,062,288	1,378,501	6,666,419
Minnesota	821,758	6,474,190	5,183,095	19,911,252	3,446,418	13,116,426
Mississippi	166,025	1,868,923	623,855	6,439,773	1,900,509	2,536,562
Missouri	930,358	5,246,541	3,788,843	18,922,227	3,270,043	23,221,465
Montana	111,610	765,771	439,306	4,458,505	876,000	1,933,107
Nebraska	324,271	2,496,263	2,691,177	7,625,245	281,974	5,396,578
Nevada	39,900	261,063	110,000	526,268	72,516	330,076
New Hampshire	242,000	1,387,800	1,121,190	6,885,300	2,722,700	8,030,000
New Jersey	1,014,575	801,681	1,802,386	9,394,186	711,282	24,685,750
New Mexico	62,303	543,952	238,000	852,782	142,500	954,386
New York	3,875,441	17,082,105	31,915,112	92,814,781	9,012,337	113,468,000
North Carolina	443,164	2,894,901	3,550,175	14,852,664	5,709,338	9,735,884
North Dakota	130,810	1,263,985	369,056	3,001,367	499,157	3,697,996
Ohio	1,880,685	9,714,643	9,913,269	38,708,672	7,664,801	33,768,635
Oklahoma	146,272	1,616,978	600,521	5,214,239	1,007,800	6,397,618
Oregon	335,415	1,945,545	1,538,005	6,293,590	1,158,000	4,197,828
Pennsylvania	2,356,539	15,617,043	14,658,932	61,165,705	8,968,830	60,866,726
Rhode Island	353,800	397,000	985,208	3,692,681	579,139	9,039,553
South Carolina	343,259	2,541,782	3,809,926	11,101,848	3,561,373	3,048,518
South Dakota	143,410	841,418	654,719	3,555,073	807,090	3,745,428
Tennessee	375,491	2,154,134	3,480,972	8,982,338	2,786,431	12,888,059
Texas	677,154	6,847,566	5,706,857	22,036,444	5,051,444	30,021,508
Utah	167,460	1,008,212	214,100	3,131,233	85,000	619,381
Vermont	193,090	621,175	173,079	2,973,231	861,808	4,333,768
Virginia	571,128	2,778,443	2,642,011	16,375,300	4,028,493	12,239,409
Washington	337,986	2,074,229	1,816,140	6,704,234	466,992	9,931,492
West Virginia	149,605	907,948	881,736	4,343,698	1,124,878	2,380,726
Wisconsin	690,113	4,947,750	4,474,700	13,925,348	2,110,858	9,138,902
Wyoming	56,009	310,445	130,000	1,750,000	220,000	1,525,925
Outlying possessions						
Alaska	5,134	68,194	1,770	98,571	----------	----------
Hawaii	35,256	260,149	824,982	387,257	43,315	----------
Porto Rico	21,500	171,000	56,000	220,500	----------	9,000

TABLE 17.—*Receipts of universities, colleges, and professional schools in 1923–24*

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	$81,171,612	$8,934,749	$28,028,858	$40,431,608	$18,828,593	$73,423,956	$13,641,424	$22,632,735	$46,726,677	$12,375,326	$42,047,049	$388,242,587	$341,515,910
Alabama	638,509	130,328	507,078	195,882	----------	658,449	276,720	138,708	150,000	50,769	226,374	2,972,817	2,822,817
Arizona	52,831	25,666	54,663	77,680	122,634	485,128	124,092	----------	----------	----------	63,108	1,005,802	1,005,802
Arkansas	342,622	39,068	201,341	55,017	----------	529,207	263,555	78,216	501,925	75,878	229,905	2,316,734	1,814,809
California	4,127,297	378,561	869,017	2,150,194	277,293	4,698,575	224,817	2,443,734	2,174,458	458,158	3,536,335	21,338,439	19,163,981
Colorado	805,060	26,612	63,542	185,553	331,087	1,386,037	145,869	----------	74,103	44,290	280,689	3,342,842	3,268,739
Connecticut	1,548,744	400,631	198,726	2,802,981	28,658	328,473	128,501	1,176,640	3,757,930	596,295	326,282	11,293,861	7,535,931
Delaware	73,924	----------	79,815	22,516	----------	162,242	100,742	----------	----------	4,900	19,618	463,757	463,757
District of Columbia	1,003,066	97,246	215,984	203,607	----------	----------	323,769	77,449	112,845	34,339	494,689	2,562,994	2,450,149
Florida	167,939	20,594	155,173	108,372	317,937	641,548	156,609	800	17,450	22,143	109,355	1,717,920	1,700,470
Georgia	1,279,420	85,087	992,291	391,077	----------	689,389	271,114	434,644	748,316	393,796	464,569	5,749,703	5,001,387
Idaho	82,335	22,517	----------	134,340	54,375	720,387	151,057	----------	36,634	26,588	125,034	1,353,267	1,316,633
Illinois	6,533,351	431,521	1,295,127	3,217,125	243,213	4,000,843	323,878	4,139,111	5,126,380	753,873	1,617,626	27,682,048	22,555,668
Indiana	2,329,595	278,570	546,949	408,812	420,526	2,585,086	263,861	898,890	1,017,820	153,761	1,092,735	9,996,605	8,978,785
Iowa	2,314,973	313,772	740,690	587,621	1,324,000	4,622,310	310,270	128,533	307,381	447,379	2,480,408	13,577,337	13,269,956
Kansas	1,175,712	85,134	470,359	236,713	122,500	2,344,050	234,263	225,125	387,934	209,803	903,310	6,394,903	6,006,969
Kentucky	656,602	112,306	408,561	336,886	----------	773,078	282,253	421,994	838,446	349,120	514,968	4,694,214	3,855,768
Louisiana	534,290	50,498	254,780	456,294	1,458,519	654,361	232,754	442,334	322,648	186,411	267,697	4,860,586	4,537,938
Maine	414,416	89,000	149,291	276,129	160,000	390,278	144,061	----------	573,144	8,885	94,379	2,299,583	1,726,439
Maryland	1,416,337	177,109	585,440	1,114,076	----------	635,032	2,302,457	365,874	1,590,886	163,745	456,998	8,807,954	7,217,068
Massachusetts	8,459,515	1,025,175	2,892,199	6,554,544	161,797	987,372	111,234	1,655,460	9,474,802	810,184	1,890,808	34,023,090	24,548,288
Michigan	1,978,738	100,488	196,082	444,324	2,636,463	4,337,650	250,998	44,679	191,546	332,084	3,004,355	13,517,407	13,325,861
Minnesota	1,713,984	201,170	1,545,292	608,952	1,182,492	3,612,834	262,663	529,414	125,197	1,183,128	697,629	11,662,755	11,537,558
Mississippi	392,990	36,485	582,501	103,146	----------	686,821	235,649	----------	64,000	40,190	577,143	2,718,925	2,654,925
Missouri	2,074,464	154,396	906,531	1,372,436	406,697	1,659,853	297,046	407,156	1,149,962	245,092	540,196	9,213,829	8,063,867
Montana	153,687	43,293	140,367	116,529	268,666	779,105	139,738	----------	82,000	36,659	67,724	1,827,768	1,745,768

Nebraska	829,587	65,375	280,736	295,694		1,582,009	191,019	67,571	124,604	251,006	766,804	4,454,405	4,329,801
Nevada	41,741	9,530	39,613	14,593	40,559	190,041	108,663				59,370	504,110	504,110
New Hampshire	666,982	288,174	265,748	417,526	5,000	334,103	111,263	71,003	124,135	142,415	143,337	2,569,686	2,445,551
New Jersey	1,331,984	290,877	137,125	1,041,155	341,623	429,817	175,474	419,956	1,129,936	116,918	305,296	5,720,161	4,590,225
New Mexico	36,909	4,922	49,246	75,559	15,000	193,067	152,706				102,357	629,766	629,766
New York	13,020,642	859,858	1,949,723	5,779,254	537,030	4,144,457	1,099,245	1,409,009	5,912,136	790,861	7,963,611	43,465,826	37,553,690
North Carolina	989,596	295,047	1,146,150	442,135	1,959,650	1,710,329	342,130	797,230	909,044	336,180	451,014	9,378,505	8,469,461
North Dakota	128,782	20,859	115,100	160,447	70,041	1,479,257	155,269	55,000	5,000	9,508	127,317	2,326,580	2,321,580
Ohio	4,325,467	475,249	1,098,674	1,909,814	2,006,715	4,063,750	283,598	2,348,022	2,631,782	725,347	1,677,169	21,545,587	18,913,805
Oklahoma	404,578	28,950	156,339	279,252	581,450	1,861,396	247,028	67,348	132,954	103,698	382,504	4,245,497	4,112,543
Oregon	559,055	27,039	204,772	190,059	56,000	2,275,321	173,778	165,000	335,749	117,487	192,797	4,297,057	3,961,308
Pennsylvania	8,455,665	942,159	1,915,014	3,141,928	92,608	2,455,103	423,435	1,503,255	2,078,989	1,120,418	3,587,299	25,715,873	23,636,884
Rhode Island	635,695	70,336	191,065	417,317		115,941	104,006	328,962	440,483	500	333,593	2,637,898	2,197,415
South Carolina	712,238	58,657	790,711	173,790	327,565	1,484,891	225,906	133,517	201,940	146,090	305,557	4,560,862	4,358,922
South Dakota	261,122	42,083	129,251	119,865	318,000	997,439	177,051	25,000	26,018	144,177	202,614	2,442,620	2,416,602
Tennessee	1,032,891	160,637	482,523	616,057		773,583	309,042	230,978	397,676	521,179	546,615	5,071,181	4,673,505
Texas	1,992,509	369,692	2,288,105	1,503,479	409,268	3,307,058	485,311	401,774	1,103,662	293,008	1,120,223	13,274,089	12,170,427
Utah	333,288		23,594	52,375	17,000	680,072	146,092	10,416	7,658	358,804	92,167	1,721,466	1,713,808
Vermont	330,000	60,025	156,657	191,751		162,230	123,473	108,312	612,521	11,510	234,923	1,991,402	1,378,881
Virginia	1,694,853	315,088	1,697,658	620,244	244,453	1,135,474	284,005	482,858	860,042	158,387	922,625	8,415,687	7,555,645
Washington	753,055	88,677	261,826	244,370	246,369	1,689,163	186,644	76,274	116,119	31,299	278,121	3,971,917	3,855,798
West Virginia	278,097	33,268	140,782	111,848	555,000	965,500	224,317	103,250	119,232	35,088	187,800	2,754,182	2,634,950
Wisconsin	2,043,622	87,304	416,013	383,329	1,257,625	2,767,378	244,502	219,239	631,190	333,976	1,967,880	10,352,058	9,720,868
Wyoming	42,853	15,716	40,634	88,961	230,780	258,469	109,497				14,122	801,032	801,032
Outlying possessions													
Alaska	786					45,000	50,000					95,786	95,786
Hawaii	2,675	2,332	13,756		105,000	168,850	50,680			500	31,848	375,641	375,641
Porto Rico	33,947			495		210,131	50,000				7,327	301,900	301,900

TABLE 18.—*Professors and instructors in publicly controlled universities, colleges, and professional schools in 1923–24*

State	Institutions	Preparatory departments		Collegiate departments[1]		Professional departments[2]		Other departments		Total number, excluding duplicates	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	144	759	376	11,872	3,223	3,262	140	179	61	15,478	3,667
Alabama	3	7	8	160	48	20	0	5	0	188	48
Arizona	2			88	19	6	0			94	19
Arkansas	1	6	6	74	11	42	0	4	1	126	18
California	11	67	18	765	241	259	34	3	1	1,094	294
Colorado	3	32	18	256	61	78	8			333	81
Connecticut	1	17	0	45	6					45	6
Delaware	1	5	1	44	14					47	15
District of Columbia	1	12	5	12	5					12	5
Florida	2	13	14	91	45	9	0	0	13	105	58
Georgia	5	32	6	235	66	61	0	77	0	366	69
Idaho	2	20	6	99	29	5	0	4	2	113	37
Illinois	4	7	10	540	127	262	23			709	155
Indiana	2			392	55	64	0	8	2	460	55
Iowa	4	50	28	526	179	102	4	2	1	675	208
Kansas	4	24	5	362	137	78	1			464	143
Kentucky	2	2	3	181	32	149	1			321	36
Louisiana	2	4	2	104	44	4	0	13	9	112	53
Maine	1			109	13					109	13
Maryland	2	14	0	354	21	256	1			624	22
Massachusetts	2	38	2	100	6					131	8
Michigan	8			767	96	233	7			994	103
Minnesota	6	74	41	532	223	344	17			878	266
Mississippi	3	10	1	114	72	22	0			135	73
Missouri	3	36	6	293	87	25	4			318	91
Montana	3			137	34	7	0			144	34
Nebraska	1	19	15	145	67	133	4	17	22	297	101
Nevada	1			50	14					50	14
New Hampshire	1			80	9					80	9
New Jersey	0	0	0	0	0	0	0	0	0	0	0
New Mexico	3	13	3	58	14					71	17
New York	5	56	64	482	139					538	203
North Carolina	3	11	0	256	89	32	0			299	89
North Dakota	3	41	27	108	48	27	3	4	2	164	61
Ohio	6	2	3	889	213	271	5	31	0	1,165	221
Oklahoma	5	17	12	212	113	90	5			309	120
Oregon	2			306	98	42	1			348	99
Pennsylvania	2			306	24					306	24
Rhode Island	1	7	0	34	10					34	10
South Carolina	6	4	0	197	79	61	0			258	79
South Dakota	3	9	7	143	35	19	1	3	3	165	45
Tennessee	1	25	1	94	20	108	0			197	21
Texas	8	22	15	474	202	58	9	8	5	541	218
Utah	2	18	1	153	56	19	0			163	56
Vermont	1			109	15	45	0			139	15
Virginia	5	6	0	316	10	220	4			536	14
Washington	2	14	8	348	119	21	2			377	128
West Virginia	3	7	16	130	38	21	0			155	43
Wisconsin	1	12	15	557	114	64	6			633	135
Wyoming	1	6	9	45	26	5	0			56	35
Outlying possessions											
Alaska	1			8	2					8	2
Hawaii	1			35	5					35	5
Porto Rico	1	14	28	43	22	15	0			67	41

[1] Including engineering.
[2] Includes law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 19.—*Students in publicly controlled universities, colleges, and professional schools in 1923–24*

State	Preparatory departments [1]		Collegiate departments [2]		Graduate departments		Professional departments [3]		All other departments [4]		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	9,713	4,652	122,725	72,490	7,480	3,638	18,838	953	11,561	8,912	166,860	88,770
Alabama	137	64	2,706	1,108	37	13	335	5	125	84	3,241	1,192
Arizona	------	------	927	538	62	34	86	3	89	73	1,089	644
Arkansas	225	90	781	472	11	6	113	1	22	47	1,152	552
California	187	216	6,847	7,949	1,063	815	1,161	110	264	305	9,522	9,395
Colorado	216	43	2,449	1,125	69	76	296	32	42	39	3,032	1,295
Connecticut	71	0	290	99	4	1	------	------	44	15	374	110
Delaware	70	0	313	223	11	0	------	------	------	------	383	223
Dist. of Columbia	26	23	51	25	------	------	------	------	------	------	77	48
Florida	170	31	985	873	21	0	231	0	133	91	1,358	995
Georgia	860	1	3,016	1,133	32	5	293	9	979	25	4,758	1,173
Idaho	152	110	980	653	41	15	73	4	130	255	1,360	943
Illinois	96	83	6,770	2,800	523	153	1,130	47	111	85	8,491	3,079
Indiana	------	------	4,468	2,661	262	134	639	26	88	97	5,290	2,891
Iowa	483	75	4,706	2,834	590	235	1,007	26	130	311	6,782	3,462
Kansas	179	31	3,796	2,313	265	142	390	22	87	74	4,715	2,582
Kentucky	40	28	1,515	835	40	14	537	13	38	72	2,111	962
Louisiana	45	62	1,034	670	62	10	54	2	67	99	1,262	843
Maine	14	0	942	245	44	18	------	------	24	7	1,020	270
Maryland	113	0	3,618	245	71	6	1,527	39	264	119	5,263	407
Massachusetts	262	17	523	49	61	6	------	------	15	3	858	75
Michigan	------	------	8,321	3,245	560	223	1,733	59	------	------	10,604	3,521
Minnesota	792	354	4,721	3,617	712	235	1,248	91	427	448	7,473	4,297
Mississippi	128	1	1,673	1,322	15	5	264	6	37	39	2,044	1,373
Missouri	341	58	3,034	1,760	144	82	187	4	144	45	3,840	1,949
Montana	------	------	1,164	799	42	17	82	14	78	64	1,366	894
Nebraska	480	428	2,810	2,787	292	243	750	86	231	556	4,421	3,901
Nevada	------	------	479	276	8	7	------	------	52	33	539	316
New Hampshire	------	------	868	251	9	6	------	------	28	16	905	283
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
New Mexico	156	8	438	270	8	2	------	------	44	17	646	291
New York	1,590	1,736	6,630	2,638	70	0	------	------	4,705	2,533	12,995	6,907
North Carolina	256	0	2,371	1,352	167	20	339	4	75	146	3,197	1,522
North Dakota	321	166	1,221	854	39	6	131	9	61	74	1,649	1,017
Ohio	68	64	8,616	5,922	521	293	1,536	66	1,546	1,837	11,950	7,929
Oklahoma	320	174	2,786	2,450	93	47	458	27	107	144	3,666	2,705
Oregon	16	2	3,143	2,116	85	53	378	51	188	91	3,679	2,309
Pennsylvania	108	1	3,046	342	124	12	------	------	42	14	3,320	369
Rhode Island	10	0	367	85	3	0	------	------	9	5	376	86
South Carolina	125	0	1,723	1,427	61	27	335	6	48	324	2,292	1,738
South Dakota	316	58	990	620	21	9	135	13	90	138	1,535	761
Tennessee	319	0	906	459	29	6	423	7	108	50	1,668	472
Texas	193	146	5,010	3,870	158	118	706	35	170	151	6,141	4,290
Utah	288	106	1,456	1,143	83	35	153	2	274	111	2,254	1,397
Vermont	------	------	574	466	0	2	120	6	2	6	691	469
Virginia	50	0	3,217	438	115	20	901	26	212	52	4,453	523
Washington	103	36	4,749	3,115	230	177	382	72	19	13	5,483	3,397
West Virginia	187	262	1,382	915	83	57	241	6	35	26	1,907	1,262
Wisconsin	156	114	3,990	2,827	530	246	448	24	67	81	5,135	3,211
Wyoming	44	64	323	274	9	7	16	0	110	97	493	440
Outlying possessions												
Alaska	------	------	24	24	------	------	------	------	6	15	24	24
Hawaii	------	------	283	109	9	5	------	------	90	218	382	292
Porto Rico	401	591	164	284	------	------	149	16	11	4	725	890

[1] Including secondary schools.
[2] Includes also engineering schools.
[3] Includes students in law, medicine, dentistry, pharmacy and veterinary medicine.
[4] Includes students in music, art, oratory, business, etc., unless enrolled in 4-year courses leading to a collegiate degree.

TABLE 20.—*Property of publicly controlled universities, colleges, and professional schools in 1923–24*

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States	8,365,363	$76,583,295	$54,383,288	$229,416,141	$32,868,685	$89,659,881
Alabama	98,000	570,534	371,368	2,549,700	849,000	1,932,056
Arizona	55,000	410,190	432,000	1,187,844	475,500	485,111
Arkansas	48,000	422,000	84,500	608,500	160,000	132,667
California	635,000	5,736,940	3,398,942	12,152,469	104,271	9,593,355
Colorado	217,796	1,767,568	922,262	5,698,741	----------	399,525
Connecticut	35,000	434,825	106,375	1,846,830	676,550	287,000
Delaware	30,000	359,700	304,550	1,240,984	390,894	480,568
District of Columbia	7,000	15,000	400,000	700,000	400,000	13,000
Florida	48,470	516,095	685,000	2,551,000	780,000	291,000
Georgia	94,676	993,709	1,384,830	3,448,520	881,120	659,058
Idaho	93,000	600,489	235,000	1,357,681	118,000	4,269,523
Illinois	582,194	3,861,484	1,484,291	7,606,101	209,039	895,703
Indiana	232,418	1,962,238	786,687	6,054,304	----------	1,966,528
Iowa	347,324	4,125,386	2,475,865	8,203,175	914,288	979,842
Kansas	238,406	2,798,536	1,082,584	4,806,954	175,000	713,373
Kentucky	73,536	661,739	538,305	1,771,256	270,000	184,075
Louisiana	63,711	581,270	587,848	1,278,650	200,000	318,963
Maine	65,526	339,057	14,006	733,116	163,487	643,992
Maryland	98,660	2,641,990	799,759	17,876,538	7,832,126	117,644
Massachusetts	72,905	1,227,006	287,263	1,611,155	194,315	240,667
Michigan	645,821	6,808,657	3,234,167	14,690,940	800,712	3,304,221
Minnesota	420,908	4,817,454	3,575,342	9,980,354	861,046	5,736,560
Mississippi	101,425	1,527,621	322,520	4,062,204	1,237,135	1,095,530
Missouri	270,567	1,947,762	1,140,860	3,575,172	34,000	2,227,310
Montana	99,000	659,771	377,806	3,541,267	476,000	1,417,054
Nebraska	180,000	1,657,054	1,997,540	3,367,200	23,000	1,082,094
Nevada	39,900	261,063	110,000	526,268	72,516	330,076
New Hampshire	50,000	387,800	121,190	1,885,300	722,700	1,030,000
New Jersey	0	0	0	0	0	0
New Mexico	62,303	543,952	238,000	852,782	142,500	954,386
New York	215,834	1,414,803	7,351,225	25,861,844	10,000	----------
North Carolina	183,482	1,874,498	1,127,597	8,544,851	3,648,131	1,509,031
North Dakota	122,810	1,196,005	322,056	2,649,667	401,157	3,194,117
Ohio	554,952	4,156,495	4,308,965	11,499,176	1,488,855	6,220,888
Oklahoma	104,253	1,371,716	263,898	4,052,314	492,000	5,502,622
Oregon	219,769	1,495,667	706,948	4,153,529	532,928	369,184
Pennsylvania	89,429	829,965	415,786	2,816,193	602,481	517,000
Rhode Island	24,500	282,000	10,000	700,000	----------	55,766
South Carolina	170,967	1,937,650	2,512,992	5,563,879	1,902,000	461,730
South Dakota	89,340	679,000	188,000	1,635,800	515,000	2,059,348
Tennessee	65,052	706,027	1,343,157	1,651,033	75,000	425,000
Texas	306,401	4,179,156	2,388,729	7,847,735	996,106	11,351,029
Utah	109,062	658,516	56,100	2,171,900	----------	355,418
Vermont	114,000	359,200	100,000	1,670,000	303,000	1,203,927
Virginia	232,850	1,177,016	1,110,569	6,505,776	1,226,836	3,915,880
Washington	272,547	1,720,020	1,292,842	4,443,704	271,992	8,326,641
West Virginia	92,560	729,980	640,000	2,694,600	520,000	114,900
Wisconsin	335,000	2,868,246	2,615,564	7,439,135	500,000	770,594
Wyoming	56,009	310,445	130,000	1,750,000	220,000	1,525,925
Outlying possessions						
Alaska	5,134	68,194	1,770	98,571	----------	----------
Hawaii	35,256	260,149	824,982	387,257	43,315	----------
Porto Rico	21,500	171,000	56,000	220,500	----------	9,000

TABLE 21.—*Receipts of publicly controlled universities, colleges, and professional schools in 1923–24*

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	$16,277,864	$1,191,906	$6,951,440	$3,713,648	$18,128,069	$69,598,345	$12,933,061	$2,475,555	$1,447,116	$1,499,088	$19,012,103	$153,228,195	$151,781,079
Alabama	288,549	33,861	222,636	91,848		658,449	276,720			4,500	149,882	1,726,445	1,726,445
Arizona	52,831	25,666	54,663	77,680	122,634	485,128	124,092				63,108	1,005,802	1,005,802
Arkansas	81,927	3,491		6,903		529,207	263,555	3,932		22,411	167,578	1,079,004	1,079,004
California	1,276,038	54,358	10,354	305,604	277,293	4,698,575	224,817	502,917	732,189	121,536	1,595,533	9,799,214	9,067,025
Colorado	509,831	2,824		26,338	331,087	1,386,037	145,869				260,586	2,662,572	2,662,572
Connecticut	68,695		88,947	6,750	28,658	328,473	128,501	1,004			173,096	824,124	824,124
Delaware	73,924		79,815	22,516		162,242	100,742			4,900	19,618	463,757	463,757
Dist. of Columbia	7,471						128,616				7,870	143,957	143,957
Florida	99,493		78,189	10,523	317,937	641,548	156,609			3,500	107,645	1,415,444	1,415,444
Georgia	516,009		177,285	46,257		689,389	271,114	318,833		71,109	265,057	2,355,053	2,355,053
Idaho	48,149	18,647		120,398	54,375	720,387	151,057				105,509	1,218,522	1,218,522
Illinois	682,237	26,006	56,635	32,451	243,213	4,000,843	323,878			24,260	385,249	5,774,772	5,774,772
Indiana	540,998	3,964		62,973	420,526	2,585,086	263,861	850,370		42,678	835,612	5,606,068	5,606,068
Iowa	896,281	145,278	66,494	46,719	1,324,000	4,622,310	310,270			14,305	1,832,892	9,258,549	9,258,549
Kansas	410,891	13,428	233,071	35,486	122,500	2,344,050	234,263	3,550			510,097	3,907,336	3,907,336
Kentucky	251,836		45,303	8,644		773,078	282,253	40,000	52,700	13,894	299,777	1,767,485	1,714,785
Louisiana	65,517		70,228	14,556	1,458,519	654,361	232,754				237,274	2,733,209	2,733,209
Maine	157,303		117,082	26,492	160,000	390,278	144,061				86,741	1,081,957	1,081,957
Maryland	425,025	24,270	93,019	6,832		466,282	2,302,457				164,327	3,482,212	3,482,212
Massachusetts	81,924	9,930	88,752	10,613	161,797	987,372	94,568				145,235	1,580,191	1,580,191
Michigan	1,337,266	23,714		190,251	2,636,463	4,337,650	250,998		48,885	158,126	2,728,354	11,711,707	11,662,822
Minnesota	872,548		806,246	245,287	1,182,492	3,612,834	262,663	45,020		775,054	592,879	8,395,023	8,395,023
Mississippi	122,382		359,577	66,384		686,821	235,649			1,600	559,278	2,031,691	2,031,691
Missouri	364,557	4,396	49,518	86,649	406,697	1,659,853	297,046	63,152	13,170	5,694	395,625	3,346,357	3,333,187
Montana	127,627	32,543	82,767	84,629	268,666	779,105	139,738				67,724	1,582,799	1,582,799

TABLE 21.—*Receipts of publicly controlled universities, colleges, and professional schools in 1923–24*—Continued

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Nebraska	$364,825	$15,773	$109,865	$55,836		$1,582,009	$191,019				$697,383	$3,016,710	$3,016,710
Nevada	41,741	9,530	39,613	14,593	$40,559	190,041	108,663				59,370	504,110	504,110
New Hampshire	127,046	45,822	61,627	37,973	5,000	334,103	111,263				143,337	866,171	866,171
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0
New Mexico	36,909	4,922	49,246	75,559	15,000	193,067	152,706				102,357	629,766	629,766
New York	585,831				200,000	2,325,196	797,832	$10,000			6,768	3,925,627	3,925,627
North Carolina	343,108	114,934	586,299	83,123	1,959,650	1,710,329	342,130			$24,631	365,430	5,529,634	5,529,634
North Dakota	101,752	12,458	92,000	132,019	70,041	1,479,257	155,269			9,508	113,596	2,165,900	2,165,900
Ohio	1,109,119	174,766	255,683	338,821	2,006,715	4,061,279	283,598	71,106	$407,086	79,015	826,618	9,613,806	9,206,720
Oklahoma	127,731	6,207	94,311	222,005	581,450	1,861,396	247,028				311,557	3,451,685	3,451,685
Oregon	238,038		122,164	18,447	56,000	2,275,321	173,778				91,095	2,974,843	2,974,843
Pennsylvania	501,004	39,297	74,435	26,020	70,737	1,119,459	403,778	190,312		2,210	433,857	2,861,109	2,861,109
Rhode Island	13,565	8,026	80,828	2,500		115,941	104,006			500	52,808	378,174	378,174
South Carolina	166,936	11,436	289,121	19,696	327,565	1,484,891	225,906				261,883	2,787,434	2,787,434
South Dakota	135,371	19,881		74,969	318,000	997,439	177,051	25,000			169,941	1,917,652	1,917,652
Tennessee	190,157	19,307	36,559	23,029		773,583	309,042			8,299	222,453	1,582,429	1,582,429
Texas	336,071	41,380	1,095,542	389,023	409,268	3,307,058	485,311				831,988	6,895,641	6,895,641
Utah	233,333			52,279	17,000	680,072	146,092				63,269	1,192,045	1,192,045
Vermont	162,917	25,553	59,465	39,797		98,562	123,473		167,986	1,800	209,851	889,404	721,418
Virginia	581,813	85,742	642,890	196,144	244,453	1,135,474	284,005	269,074	25,100	40,614	698,979	4,204,288	4,179,188
Washington	606,539	64,957	173,722	162,093	246,369	1,689,163	186,644				218,129	3,347,616	3,347,616
West Virginia	125,607	6,630	89,968	6,309	555,000	959,500	224,317			4,175	92,854	2,064,360	2,064,360
Wisconsin	746,289	47,193	176,887	21,669	1,257,625	2,767,378	244,502	81,285		64,769	1,267,912	6,675,509	6,675,509
Wyoming	42,853	15,716	40,634	88,961	230,780	258,469	109,497				14,122	801,032	801,032
Outlying possessions													
Alaska	786					45,000	50,000					95,786	95,786
Hawaii	2,675	2,332	13,756		105,000	168,850	50,680			500	31,848	375,641	375,641
Porto Rico	33,947			495		210,131	50,000				7,327	301,900	301,900

TABLE 22.—*Professors and instructors in privately controlled universities, colleges, and professional schools in 1923–24*

State	Institutions	Preparatory departments		Collegiate departments [1]		Professional departments [2]		Other departments		Total number, excluding duplicates	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	769	1,856	1,381	17,000	5,930	10,119	282	894	1,194	28,867	8,267
Alabama	9	61	16	111	49	8	0	6	21	164	86
Arizona	0	0	0	0	0	0	0	0	0	0	0
Arkansas	10	21	20	65	33	11	0	8	40	98	90
California	28	94	56	657	210	533	33	32	17	1,303	316
Colorado	7	12	8	185	53	89	1	0	9	243	67
Connecticut	6			429	36	168	6			595	42
Delaware	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	10	4	6	472	57	529	12	26	1	1,025	76
Florida	2	3	5	28	10	4	0	4	12	39	27
Georgia	22	33	32	267	176	245	2	11	16	521	221
Idaho	2			22	10					22	10
Illinois	52	183	106	1,028	399	1,089	41	82	115	2,311	605
Indiana	23	23	38	396	180	109	1	34	33	560	251
Iowa	28	67	33	387	191	50	2	63	81	532	303
Kansas	17	59	15	226	109	24	2	50	40	321	158
Kentucky	22	74	75	142	76	53	1	2	15	249	142
Louisiana	9	22	27	174	81	291	10	11	8	478	108
Maine	4			88	5	7	0			95	5
Maryland	18	68	30	382	183	260	10	1	1	700	220
Massachusetts	29	47	20	1,798	574	1,073	23			2,836	602
Michigan	13	38	24	249	107	72	0	12	15	362	146
Minnesota	21	100	57	257	142	96	1	18	30	427	197
Mississippi	11	12	35	65	89			9	12	78	123
Missouri	44	65	121	533	280	651	15	9	79	1,192	418
Montana	2	11	3	19	7			2	1	30	9
Nebraska	13	58	19	166	82	134	0	20	32	370	128
Nevada	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	2	12	0	186	0	10	0			208	0
New Jersey	13	30	6	449	64	90	5	3	1	563	74
New Mexico	0	0	0	0	0	0	0	0	0	0	0
New York	56	81	54	2,959	749	1,811	38	64	30	4,811	842
North Carolina	25	33	87	260	188	29	1	8	46	320	299
North Dakota	1	2	3	18	8			3	3	20	11
Ohio	44	116	44	832	361	441	3	86	74	1,429	469
Oklahoma	6	6	18	68	35	5	0	12	19	88	66
Oregon	12	29	24	99	47	113	4	4	8	230	81
Pennsylvania	60	156	52	2,107	414	1,359	62	208	95	3,743	602
Rhode Island	3			131	4	5	1			136	5
South Carolina	17	7	21	129	131	21	0	7	29	154	168
South Dakota	6	22	18	62	30			4	8	81	53
Tennessee	24	44	75	298	115	276	1	16	55	575	212
Texas	37	75	106	415	240	181	4	43	114	670	410
Utah	5	37	27	67	36			0	2	97	57
Vermont	3	8	0	80	14					83	14
Virginia	25	19	68	237	196	43	0	17	69	312	302
Washington	5	39	5	83	23	12	0	5	9	137	37
West Virginia	6	21	22	68	33			4	12	82	63
Wisconsin	17	64	5	306	103	227	3	10	42	577	152
Wyoming	0	0	0	0	0	0	0	0	0	0	0

[1] Including engineering.
[2] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 23.—*Students in privately controlled universities, colleges, and professional schools in 1923–24*

State	Preparatory departments [1]		Collegiate departments [2]		Graduate departments		Professional departments [3]		All other departments [4]		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	29,112	18,381	167,092	123,992	10,964	6,717	67,027	4,698	21,583	30,947	290,841	179,653
Alabama	674	224	994	1,242			22	0	18	305	1,688	1,641
Arizona	0	0	0	0	0	0	0	0	0	0	0	0
Arkansas	401	308	915	693			78	0	60	597	1,392	1,140
California	1,708	398	6,127	3,598	608	361	3,244	213	478	482	11,922	5,052
Colorado	213	115	1,629	1,202	29	38	535	19	56	145	2,422	1,474
Connecticut			3,665	596	376	104	747	35	54	53	4,832	775
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	65	70	3,659	2,169	597	286	4,241	340	881	668	9,145	3,515
Florida	47	27	160	223	16	23	48	7	124	196	395	476
Georgia	809	1,022	2,006	2,534	103	48	1,388	28	3	361	4,309	3,991
Idaho			203	304							203	304
Illinois	3,224	1,534	10,570	11,618	2,919	2,442	7,123	538	5,502	5,057	28,268	20,624
Indiana	378	410	5,553	3,634	8	10	1,263	55	827	640	7,697	4,603
Iowa	1,021	311	4,509	5,072	10	21	574	61	896	2,199	6,602	6,988
Kansas	775	178	2,799	2,796	4	9	156	42	803	1,803	4,277	4,625
Kentucky	1,974	1,681	1,363	1,307	1	3	880	45	5	205	4,219	3,178
Louisiana	352	388	1,341	1,334	30	75	968	48	612	133	3,261	1,956
Maine			1,159	487	1	0	35	5	23	7	1,218	494
Maryland	634	323	2,894	3,486	623	117	840	36	93	267	4,709	4,176
Massachusetts	1,317	151	17,163	11,377	1,194	588	6,847	626	1,314	282	27,727	12,947
Michigan	667	403	2,638	1,444	33	9	905	29	247	503	4,475	2,365
Minnesota	1,144	606	2,504	2,376	4	3	1,115	51	95	559	4,815	3,313
Mississippi	109	449	704	1,157	4	0			74	386	828	1,876
Missouri	712	980	5,012	4,357	213	60	4,392	318	382	1,252	10,416	6,590
Montana	131	27	124	80					8	29	259	115
Nebraska	576	235	1,616	1,502			841	12	269	814	3,266	2,430
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	140	0	2,243	0			42	0			2,425	0
New Jersey	483	40	3,656	808	260	0	1,345	112	38	10	5,782	965
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0
New York	906	465	29,979	17,288	2,043	1,446	14,006	1,128	844	1,349	47,628	21,463
North Carolina	783	1,119	2,684	2,884	33	10	282	3	120	413	3,825	4,440
North Dakota	9	16	132	161					23	71	164	248
Ohio	2,180	454	8,863	7,453	47	35	2,244	147	798	2,017	13,845	9,719
Oklahoma	78	186	995	1,415	17	8	108	82	82	360	1,247	2,036
Oregon	252	288	719	788	72	38	841	97	170	390	1,975	1,548
Pennsylvania	2,477	799	18,563	9,535	1,355	802	6,921	435	4,779	3,480	33,979	14,956
Rhode Island			1,666	402	85	72	229	14	28	11	2,008	499
South Carolina	84	396	1,235	2,139			148	2	57	373	1,491	2,909
South Dakota	131	142	547	492					92	325	749	921
Tennessee	867	1,164	2,981	2,718	47	12	1,606	40	524	630	5,852	4,452
Texas	1,026	1,476	5,240	6,803	104	71	1,126	98	451	1,754	7,872	9,916
Utah	481	678	671	772	10	8			16	40	1,178	1,446
Vermont	90	0	624	261							714	261
Virginia	369	886	2,410	2,800	8	4	502	7	101	959	3,345	4,468
Washington	693	90	748	614	97	3	84	0	45	92	1,622	737
West Virginia	173	236	637	580					130	451	940	1,251
Wisconsin	959	106	3,192	1,491	13	11	1,301	25	461	1,279	5,855	2,770
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0

[1] Including secondary schools.
[2] Includes also engineering students.
[3] Includes students in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine
[4] Includes students in music, art, oratory, business, etc., unless enrolled in four-year courses leading to a collegiate degree.

TABLE 24.—*Property of privately controlled universities, colleges, and professional schools in 1923–24*

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States	24,660,115	$98,739,836	$113,874,284	$483,932,216	$104,549,051	$725,058,932
Alabama	113,733	517,280	986,550	2,448,870	855,750	1,492,470
Arizona	0	0	0	0	0	0
Arkansas	74,100	465,000	320,077	2,807,758	1,139,958	1,421,178
California	819,507	4,786,647	3,306,211	20,475,997	4,970,182	41,422,049
Colorado	191,345	750,733	597,903	2,542,034	435,700	2,784,136
Connecticut	1,884,500	5,707,478	729,402	32,798,051	12,089,522	47,893,627
Delaware	0	0	0	0	0	0
Dist. of Columbia	590,358	1,390,390	1,412,474	6,955,516	669,714	4,442,251
Florida	39,445	170,359	21,695	469,902	48,622	1,537,450
Georgia	264,976	1,101,299	1,832,638	8,740,036	2,288,530	6,164,813
Idaho	9,000	31,271	31,500	219,500	158,000	371,093
Illinois	1,787,770	6,408,442	11,293,739	31,189,093	4,976,510	60,467,278
Indiana	518,433	2,309,137	1,541,445	9,283,277	1,719,944	12,113,948
Iowa	501,355	2,153,320	2,291,001	9,841,189	2,464,900	13,253,923
Kansas	304,553	1,436,659	1,410,282	5,793,445	1,055,538	5,986,335
Kentucky	282,977	1,342,987	1,622,559	5,202,035	1,811,594	8,116,338
Louisiana	169,158	1,759,336	1,335,246	4,393,905	798,614	7,555,765
Maine	275,334	622,660	220,500	3,443,714	452,441	6,522,593
Maryland	509,191	2,315,227	1,293,233	15,514,534	3,320,635	22,879,034
Massachusetts	3,689,430	8,811,603	12,164,949	54,245,711	12,861,720	127,774,757
Michigan	278,239	997,404	2,718,196	3,371,348	577,789	3,362,198
Minnesota	400,850	1,656,736	1,607,753	9,930,898	2,585,372	7,379,866
Mississippi	64,600	341,302	301,335	2,377,569	663,374	1,441,032
Missouri	659,791	3,298,779	2,647,983	15,347,055	3,236,043	20,994,155
Montana	12,610	106,000	61,500	917,238	400,000	516,053
Nebraska	144,271	839,209	693,637	4,258,045	258,974	4,314,484
Nevada	0	0	0	0	0	0
New Hampshire	192,000	1,000,000	1,000,000	5,000,000	2,000,000	7,000,000
New Jersey	1,014,575	801,681	1,802,386	9,394,186	711,282	24,685,750
New Mexico	0	0	0	0	0	0
New York	3,659,607	15,667,302	24,563,887	66,952,937	9,002,337	113,468,000
North Carolina	259,682	1,020,403	2,422,578	6,307,813	2,061,207	8,226,853
North Dakota	8,000	67,980	47,000	351,700	98,000	503,879
Ohio	1,325,733	5,558,148	5,604,304	27,209,496	6,175,946	27,547,747
Oklahoma	42,019	245,262	336,623	1,161,925	515,800	894,996
Oregon	115,646	449,878	831,057	2,140,061	625,132	3,828,644
Pennsylvania	2,267,110	14,787,078	14,243,146	58,349,512	8,366,349	60,349,726
Rhode Island	329,300	115,000	975,208	2,992,681	579,139	8,983,787
South Carolina	172,292	604,132	1,296,934	5,537,969	1,659,373	2,586,788
South Dakota	54,070	162,418	466,719	1,919,273	292,090	1,686,080
Tennessee	310,439	1,448,107	2,137,815	7,331,305	2,711,431	12,463,059
Texas	370,753	2,668,410	3,318,128	14,188,709	4,055,338	18,670,479
Utah	58,398	349,696	158,000	959,333	85,000	263,963
Vermont	79,090	261,975	73,079	1,303,231	558,808	3,129,841
Virginia	338,278	1,601,427	1,531,442	9,869,524	2,801,657	8,323,529
Washington	65,439	354,209	523,298	2,260,530	195,000	1,604,851
West Virginia	57,045	177,968	241,736	1,649,098	604,878	2,265,826
Wisconsin	355,113	2,079,504	1,859,136	6,486,213	1,610,858	8,368,308
Wyoming	0	0	0	0	0	0

TABLE 25.—*Receipts of privately controlled universities, colleges, and professional schools in 1923–24*

State	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$64,893,748	$7,742,843	$21,077,418	$36,717,960	$5,234,498	$20,157,180	$45,279,561	$10,876,238	$23,034,946	$235,014,392	$189,734,831
Alabama	349,960	96,467	284,442	104,034		138,708	150,000	46,269	76,492	1,246,372	1,096,372
Arizona	0	0	0	0	0	0	0	0	0	0	0
Arkansas	260,695	35,577	201,341	48,114		74,284	501,925	53,467	62,327	1,237,730	735,805
California	2,851,259	324,203	858,663	1,844,590		1,940,817	1,442,269	336,622	1,940,802	11,539,225	10,096,956
Colorado	295,229	23,788	63,542	159,215			74,103	44,290	20,103	680,270	606,167
Connecticut	1,480,049	400,631	109,779	2,796,231		1,175,636	3,757,930	596,295	153,186	10,469,737	6,711,807
Delaware	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	995,595	97,246	215,984	203,607	[1] 195,153	77,449	112,845	34,339	486,819	2,419,037	2,306,192
Florida	68,446	20,594	76,984	97,849		800	17,450	18,643	1,710	302,476	285,026
Georgia	763,411	85,087	815,006	344,820		115,811	748,316	322,687	199,512	3,394,650	2,646,334
Idaho	34,186	3,870		13,942			36,634	26,588	19,525	134,745	98,111
Illinois	5,851,114	405,515	1,238,492	3,184,674		4,139,111	5,126,380	729,613	1,232,377	21,907,276	16,780,896
Indiana	1,788,597	274,606	546,949	345,839		48,520	1,017,820	111,083	257,123	4,390,537	3,372,717
Iowa	1,418,692	168,494	674,196	540,902		128,533	307,381	433,074	647,516	4,318,788	4,011,407
Kansas	764,821	71,706	237,288	201,227		221,575	387,934	209,803	393,213	2,487,567	2,099,633
Kentucky	404,766	112,306	363,258	328,242		381,994	785,746	335,226	215,191	2,926,729	2,140,983
Louisiana	468,773	50,498	184,552	441,738		442,334	322,648	186,411	30,423	2,127,377	1,804,729
Maine	257,113	89,000	32,209	249,637			573,144	8,885	7,638	1,217,626	644,482
Maryland	991,312	152,839	492,421	1,107,244	[2] 168,750	365,874	1,590,886	163,745	292,671	5,325,742	3,734,856
Massachusetts	8,377,591	1,015,245	2,803,447	6,543,931	[1] 16,666	1,655,460	9,474,802	810,184	1,745,573	32,442,899	22,968,097
Michigan	641,472	76,774	196,082	254,073		44,679	142,661	173,958	276,001	1,805,700	1,663,039
Minnesota	841,436	201,170	739,046	363,665		484,394	125,197	408,074	104,750	3,267,732	3,142,535
Mississippi	270,608	36,485	222,924	36,762			64,000	38,590	17,865	687,234	623,234
Missouri	1,709,907	150,000	857,013	1,285,787		344,004	1,136,792	239,398	144,571	5,867,472	4,730,680
Montana	26,060	10,750	57,600	31,900			82,000	36,659		244,969	162,969

Nebraska	464,762	49,602	170,871	239,858	----------	67,571	124,604	251,006	69,421	1,437,695	1,313,091
Nevada	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	539,936	242,352	204,121	379,553	----------	71,003	124,135	142,415	----------	1,703,515	1,579,380
New Jersey	1,331,984	290,877	137,125	1,041,155	[3] 946,914	419,956	1,129,936	116,918	305,296	5,720,161	4,590,225
New Mexico	0	0	0	0	0	0	0	0	0	0	0
New York	12,434,811	859,858	1,949,723	5,779,254	[4] 2,457,704	1,399,009	5,912,136	790,861	7,956,843	39,540,199	33,628,963
North Carolina	646,488	180,113	559,851	359,012	----------	797,230	909,044	311,549	85,584	3,848,871	2,939,827
North Dakota	27,030	8,401	23,100	28,428	----------	55,000	5,000	----------	13,721	160,680	155,680
Ohio	3,216,348	300,483	842,991	1,570,993	[5] 2,471	2,276,916	2,224,696	646,332	850,551	11,931,781	9,707,085
Oklahoma	276,847	22,743	62,028	57,247	----------	67,348	132,954	103,698	70,947	793,812	660,858
Oregon	321,017	27,039	82,608	171,612	----------	165,000	335,749	117,487	101,702	1,322,214	986,465
Pennsylvania	7,954,661	902,862	1,840,579	3,115,908	[6] 1,377,172	1,312,943	2,078,989	1,118,208	3,153,442	22,854,764	20,775,775
Rhode Island	622,130	62,310	110,237	414,817	----------	328,962	440,483	----------	280,785	2,259,724	1,819,241
South Carolina	545,302	47,221	501,590	154,094	----------	133,517	201,940	146,090	43,674	1,773,428	1,571,488
South Dakota	125,751	22,202	129,251	44,896	----------	----------	26,018	144,177	32,673	524,968	498,950
Tennessee	842,734	141,330	445,964	593,028	----------	230,978	397,676	512,880	324,162	3,488,752	3,091,076
Texas	1,656,438	328,312	1,192,563	1,114,456	----------	401,774	1,103,662	293,008	288,235	6,378,448	5,274,786
Utah	99,955	----------	23,594	96	----------	10,416	7,658	358,804	28,898	529,421	521,763
Vermont	167,083	34,472	97,192	151,954	[2] 63,668	108,312	444,535	9,710	25,072	1,101,998	657,463
Virginia	1,113,040	229,346	1,054,768	424,100	----------	213,784	834,942	117,773	223,646	4,211,399	3,376,457
Washington	146,516	23,720	88,104	82,277	----------	76,274	116,119	31,299	59,992	624,301	508,182
West Virginia	152,490	26,638	50,814	105,539	[2] 6,000	103,250	119,232	30,913	94,946	689,822	570,590
Wisconsin	1,297,333	40,111	239,126	361,660	----------	137,954	631,190	269,207	699,968	3,676,549	3,045,359
Wyoming	0	0	0	0	0	0	0	0	0	0	0

[1] From United States Government.
[2] From State.
[3] $175,474 from United States Government; $771,440 from the State.
[4] $301,413 from United States Government; $2,156,291 from the State.
[5] From city (Oberlin) for library.
[6] $19,657 from United States Government; $1,357,515 from the State.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Auburn	Alabama Polytechnic Institute.	1872	107	7	1,347	122	155	10	7	3	0
	Arts and sciences		36	2	267	29	14	5			
	Graduate				21	4			1	3	
	Special		5	0	106	20					
	Agriculture		20	0	158	1	24	0	4	0	
	Architecture		5	2	36	2	2	0			
	Architectural engineering.		5	0	24	0	2	0			
	Chemical engineering		8	0	57	0	5	0			
	Civil engineering		4	0	126	0	9	0			
	Electrical engineering		6	0	331	0	41	0	1	0	
	Mechanical engineering		8	0	113	0	16	0	1	0	
	Education		3	0	127	17	30	3			
	Home economics		0	3	0	67	0	2			
	Pharmacy		2	0	70	2	6	0			
	Veterinary medicine		5	0	17	0	6	0			
	Summer school (1923)		40	12	518	345					
	Extension courses		16	7	28	161					
	Military drill				988	0					
Montevallo	Alabama College	1896	9	36	30	626	0	30			0
	High school		0	8	30	64					
	Arts and sciences		7	12	0	137	0	11			
	Special				0	39					
	Education		1	7	0	262					
	Home economics		0	8	0	196	0	14			
	Fine arts		0	2	0	5					
	Music		1	8	0	45	0	5			
	Physical education		0	3	0	13					
	Summer school (1923)		12	16	0	252					
	Extension courses		5	1	0	236					
University	University of Alabama	1831	72	5	1,864	444	143	69	18	6	0
	Noncollegiate		7	0	107	0					
	Arts and sciences		49	5	750	328	66	69			
	Graduate				16	9			15	6	
	Special				19	25					
	Chemical engineering		[1] 10	0	33	1	3	0	1	0	
	Civil engineering				42	0	4	0			
	Electrical engineering				72	0	5	0			
	Mechanical engineering				33	0	3	0	1	0	
	Mining engineering				32	0	5	0			
	Industrial management				23	0	2	0			
	Commerce		22	0	381	6	21	0			
	Education		6	0	97	34	11	0	1	0	
	Fine arts		0	1	8	66					
	Music		0	3	11	38					
	Law		5	0	176	2	23	0			
	Medicine		8	0	72	1					
	Summer school (1923)		42	13	534	1,076					
	Extension courses				355	661					
	Correspondence courses				85	160					
	Military drill				971	0					
ALASKA											
Fairbanks	Alaska Agricultural College and School of Mines.	1922	8	2	24	24					
	Arts and sciences		8	0	4	6					
	Special				6	15					
	Agriculture		1	0	1	0					
	Commerce		1	1	4	12					
	Mining engineering		2	0	15	0					
	Home economics		0	1	0	6					
	Military drill				13	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ARIZONA											
Phoenix	Junior College (arts and sciences).	1920	5	1	115	40					
Tucson	University of Arizona	1891	89	18	974	604	116	79	13	5	2
	Arts and sciences		36	11	358	319	32	34			
	Graduate				62	34			10	5	
	Special				89	73					
	Agriculture		21	0	96	1	18	1			
	Commerce		6	0	71	10	12	1			
	Education		6	2	61	178	14	42			
	Civil engineering		3	0	43	0	3	0			
	Electrical engineering		2	0	76	0	7	0			
	Mechanical engineering		3	0	45	0	3	0			
	Mining engineering		6	0	62	0	7	0	2	0	
	Home economics		0	5	0	59	0	1			
	Law		6	0	86	3	20	0	1	0	
	Summer school (1923)		13	3	63	111					
	Extension courses				36	97					
	Correspondence courses				122	145					
	Military drill				792	0					
ARKANSAS											
Fayetteville	University of Arkansas	1872	126	18	1,152	552	67	44	9	0	0
	Noncollegiate		6	6	225	90					
	Arts and sciences		34	4	379	142	17	21			
	Graduate				11	6			9	0	
	Special				22	17					
	Agriculture		24	0	110	0	10	0			
	Education		5	3	103	224	9	9			
	Architectural engineering.				2	0					
	Chemical engineering				6	0	2	0			
	Civil engineering		3	0	15	0	9	0			
	Electrical engineering		3	0	21	0	9	0			
	Mechanical engineering		5	0	8	0	1	0			
	General engineering				137	0					
	Home economics		0	4	0	106	0	14			
	Music		4	1	0	30					
	Medicine		42	0	113	1	10	0			
	Summer school (1923)		20	10	322	450					
	Extension courses				550	257					
	Correspondence courses		30	6	388	380					
	Military drill				348	0					
CALIFORNIA											
Bakersfield	Junior College (arts and sciences).	1913	9	7	47	53					
Berkeley	University of California	1869	973	198	8,776	8,216	1,120	894	136	89	12
	Noncollegiate		67	18	187	216					
	Arts and sciences		337	127	3,556	6,615	377	701			
	Graduate				1,063	815			80	76	
	Special				264	305					
	Agriculture		117	1	480	20	97	6	27	0	
	Commerce		41	3	1,146	157	179	40			
	Education		46	24	97	1,467	10	47	19	13	
	Civil engineering		[1] 95	2	214	0	32	0	2	0	
	Mechanical engineering				672	0	107	0	4	0	
	Mining engineering				177	0	44	0	4	0	
	Fine arts		7	3	11	96	4	27			
	Home economics		1	8	2	123	0	26			
	Law		23	0	324	24	69	11			
	Medicine		139	26	207	54	31	12			
	Dentistry		85	7	405	12	84	7			
	Pharmacy		12	1	225	20	83	7			
	Music		3	1	14	148	3	10			
	Summer school (1923)		348	61	3,794	7,589					
	Extension courses				836	4,484					
	Correspondence courses				186	468					
	Military drill				3,707	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—continued											
Eureka	Junior College (arts and sciences).	1913	3	7	6	16					
Fullerton	do	1913	21	16	78	90					
Hollister	do	1919	4	7	38	89					
Ontario	Chaffey Junior College (arts and sciences).	1916	20	21	100	154					
Pomona	Junior College (arts and sciences).	1915	6	7	27	36					
Riverside	do	1916	28	4	116	81					
Sacramento	do	1916	13	12	164	415					
Santa Ana	do	1915	9	11	148	228					
Santa Maria	do	1920	8	4	22	17					
COLORADO											
Boulder	University of Colorado	1877	221	52	1,729	978	315	40	22	24	1
	Noncollegiate		4	2	59	0					
	Arts and sciences		83	40	778	856	183	31			
	Graduate				65	75			21	24	
	General engineering		[1] 72	2	203	1					
	Chemical engineering				45	1	7	0			
	Civil engineering				104	0	23	0			
	Electrical engineering				180	0	39	0	1	0	
	Mechanical engineering				88	0	19	0			
	Music				2	33	0	1			
	Law		5	6	111	4	18	1			
	Medicine		60	0	102	16	14	4			
	Pharmacy		13	2	32	12	12	3			
	Summer School (1923)				1,080	1,808					
	Extension courses		50	2	848	947					
	Correspondence courses		41	12	488	387					
Fort Collins	Colorado Agricultural College.	1881	74	29	810	317	74	45	4	1	0
	Secondary		28	16	157	43					
	General science				15	19	3	7			
	Graduate				4	1			4	1	0
	Special				42	39					
	Agriculture		58	12	264	0	37	0			
	Civil engineering		[1] 29	7	107	0	7	0			
	Electrical engineering				66	0	8	0			
	Mechanical engineering				38	0	1	0			
	Unclassified engineering				10	0					
	Forestry				56	0	6	0			
	Home economics				0	215		38			
	Veterinary medicine				51	0	12	0			
	Summer school (1923)		42	27	181	216					
	Military drill				468	0					
Golden	Colorado School of Mines (engineering)	1874	38	0	493	0	67	0			3
	Summer school (1923)				135	0					
	Military drill				283	0					
CONNECTICUT											
Storrs	Connecticut Agricultural College.	1881	45	6	374	110	33	13	2	0	0
	Secondary		17		71	0					
	Agriculture		43	2	249	19	27	3			
	Graduate				4	1			2	0	
	Education		2	4	1	77	1	9			
	Home economics				0	3	0	1			
	Mechanical engineering		3	0	40	0	5	0			
	Special				44	15					
	Military drill				177	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
DELAWARE											
Newark	University of Delaware	1834	47	15	383	223	37	21	4	0	1
	Noncollegiate		5	1	70	0					
	Arts and sciences		21	9	146	98	11	10			
	Graduate				11	0			4	0	
	Agriculture		11	0	34	0	6	0			
	Chemical engineering		3	0	19	0	4	0			
	Civil engineering		2	0	33	0	3	0			
	Electrical engineering		2	0	50	0	8	0			
	Mechanical engineering		4	0	20	0	5	0			
	Education		1	2	0	82	0	0			
	Home economics		0	3	0	43	0	10			
	Summer school (1923)		5	8	28	297					
	Extension courses				1	14					
	Military drill				276	0					
DISTRICT OF COLUMBIA											
Washington	Gallaudet College (Columbia Institution for the Deaf).	1864	12	5	77	48	15	4	3	2	9
	Preparatory		12	5	26	23					
	Arts and sciences		12	5	51	25	15	4	3	2	
FLORIDA											
Gainesville	University of Florida	1884	89	0	1,346	0	90	0	8	0	0
	Noncollegiate		12	0	158	0					
	Arts and sciences		28	0	508	0	20	0			
	Graduate				21	0			2	0	
	Special				133	0					
	Agriculture		37	0	157	0	16	0			
	Chemical engineering		[1] 36	0	10	0	1	0			
	Civil engineering				46	0	8	0	4	0	
	Electrical engineering				35	0	7	0	1	0	
	Mechanical engineering				10	0	4	0			
	Unclassified engineering				114	0					
	Education		24	0	105	0	6	0	1	0	
	Law		6	0	196	0	28	0			
	Pharmacy		3	0	35	0					
	Summer school (1923)		35	10	282	746					
	Correspondence courses		29	9	534	1,154					
	Military drill				916	0					
Tallahassee	Florida State College for Women.	1905	16	58	12	995	0	75			0
	High school		1	14	12	31					
	Arts and sciences		15	25	0	398	0	52			
	Special				0	25					
	Education		1	14	0	382	0	13			
	Home economics		0	6	0	93	0	10			
	Music		0	13	0	66					
	Summer school (1923)		14	22	30	555					
GEORGIA											
Athens	University of Georgia	1801	112	18	1,406	177	139	30	6	1	11
	Noncollegiate		30	6	404	0					
	Arts and sciences		32	0	277	44	38	7			
	Graduate				28	5			6	1	
	Special				26	4					
	Agriculture		15	0	113	0	29	0			
	Commerce		5	0	248	2	24	2			
	Education		8	5	29	39	2	9			
	Agricultural engineering		2	0	5	0					
	Civil engineering		2	0	36	0	11	0			
	Electrical engineering		1	0	8	0					
	Forestry		2	0	15	0					
	Home economics		0	10	0	67	0	10			
	Journalism		2	0	45	11	4	2			

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA—con.											
Athens	University of Georgia—Con.										
	Law		5	0	132	3	24	0			
	Pharmacy		2	0	17	2	3	0			
	Veterinary medicine		6	0	23	0	4	0			
	Summer school (1923)		50	35	539	1,535					
	Short winter courses				541	237					
	Correspondence courses		6	1	36	64					
	Military drill				460	0					
Atlanta	Georgia School of Technology	1888	181	0	3,071	20	243	0	1	0	0
	Noncollegiate				419	0					
	Graduate				4	0			1	0	
	Special		77	0	953	0					
	General engineering		[1] 143	0	243	0	18	0			
	Chemical engineering				80	0	5	0			
	Civil engineering				246	0	41	0			
	Electrical engineering				430	0	53	0			
	Mechanical engineering				275	0	47	0			
	Textile engineering				121	0	20	0			
	Architecture				97	0	8	0			
	Industrial education				3	0	1	0			
	Commerce				622	20	50	0			
	Summer school (1923)				405	0					
	Military drill				1,544	0					
Augusta	Medical College of Georgia	1830	48	0	121	4	31	0	2	0	0
Dahlonega	North Georgia Agricultural College.	1872	17	2	160	12	12	0			0
	Preparatory		2	0	37	1					
	Arts and sciences		8	1	50	7	5	0			
	Mining engineering		2	0	17	0	4	0			
	Agriculture		2	0	14	0	1	0			
	Commerce		3	1	42	4	2	0			
	Summer school (1923)		3	2	4	47					
	Military drill				134	0					
Milledgeville	Georgia State College for Women.	1891	8	49	0	960	0	32			0
	Arts and sciences		8	49	0	939	0	32			
	Special				0	21					
	Summer school (1923)		9	36	39	1,027					
HAWAII											
Honolulu	University of Hawaii	1907	35	5	382	292	32	15	4	1	2
	Arts and sciences		25	5	137	38	9	9			
	Graduate				9	5			4	1	
	Special				90	218					
	Agriculture		20	1	19	1	4	0			
	Commerce		14	1	48	0	4	0			
	Education		25	5	7	26	3	5			
	Civil engineering		[1] 19	1	46	0	9	0			
	Sugar technology				26	0	3	0			
	Home economics		9	4	0	4	0	1			
	Extension courses				32	231					
	Correspondence courses				15	53					
	Military drill				212	0					
IDAHO											
Moscow	University of Idaho	1892	89	23	1,030	554	108	63	11	5	2
	Noncollegiate		10	0	46	0					
	Arts and sciences		47	22	208	258	30	33			
	Graduate				41	15			3	2	
	Special				70	70					
	Agriculture		19	0	113	2	26	0	3	1	
	Architecture				10	0					
	Commerce		5	2	168	33	7	1			
	Education		3	0	85	115	19	21	1	2	
	Chemical engineering		[1] 10	0	16	0	1	0			
	Civil engineering				28	0	5	0			

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IDAHO—contd.											
Moscow	University of Idaho—Con.										
	Electrical engineering				74	0	4	0			
	Mechanical engineering				25	0	2	0	1	0	
	Mining engineering				25	1	1	0			
	Metallurgy				8	0	1	0	3	0	
	Geology				11	0	1	0			
	Forestry		4	0	70	0	4	0			
	Home economics		0	6	0	71	0	7			
	Law		3	0	48	0	7	0			
	Music		4	3	1	5	0	1			
	Summer school (1923)		20	4	89	123					
	Correspondence		12	3	50	43					
	Military drill				646	0					
Pocatello	Idaho Technical Institute [2]	1915	24	14	330	389					
	Noncollegiate		10	6	106	110					
	Arts and sciences		15	6	33	22					
	Special				6	9					
	General engineering		2	0	16	0					
	Chemical engineering		1	0	5	0					
	Civil engineering		1	0	3	1					
	Electrical engineering		1	0	17	0					
	Mechanical engineering		1	0	3	0					
	Mining engineering				1	0					
	Agriculture		2	0	13	4					
	Commerce		2	3	38	41					
	Education		1	1	10	80					
	Home economics		0	2	0	25					
	Music		4	2	54	176					
	Pharmacy		2	0	25	4					
	Summer school (1923)		12	4	59	371					
ILLINOIS											
Chicago	Crane Junior College	1911	32	8	957	246					
	Arts and sciences		32	8	562	229					
	General engineering				273	2					
	Commerce				122	15					
	Summer school (1923)		18	1	193	41					
Do	Medill College of Commerce and Administration.[2]	1917	3	3	40	89					
Joliet	Junior College (arts and sciences).	1902	13	6	77	76					
Urbana	University of Illinois	1868	661	138	7,417	2,668	1,288	435	196	53	0
	High school		7	10	96	83					
	Arts and sciences		294	85	1,111	1,472	210	244			
	Graduate				523	153			167	48	
	Special				111	85					
	Agriculture		102	24	586	28	121	6	14	0	
	Commerce		77	1	1,970	156	315	25			
	Education		30	10	355	135	75	75	13	5	
	Architecture				90	4	9	0			
	Architectural engineering.		[1] 149	1	138	0	14	0			
	Chemical engineering				93	0	24	0			
	Civil engineering				256	0	45	0	1	0	
	Electrical engineering				374	0	56	0	1	0	
	Ceramic engineering				87	1	16	0			
	Mechanical engineering				263	0	59	0			
	Mining engineering				55	0	10	0			
	Municipal and sanitary engineering.				15	0	4	0			
	Railway engineering				59	0	17	0			
	General engineering				119	0	12	0			
	Home economics				0	399	0	60			
	Journalism				113	52					
	Library science		2	14	2	45	0	9			
	Music		9	7	12	97	1	8			
	Law		8	0	202	5	54	0			

[1] Engineering faculty.

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—contd.											
Urbana	University of Illinois—Con.										
	Medicine		189	10	413	18	70	1			
	Dentistry		52	10	146	7	62	1			
	Pharmacy		13	3	369	17	114	6			
	Summer school (1923)		139	19	1,365	699					
	Military drill				3,046	0					
INDIANA											
Bloomington	Indiana University	1824	232	36	2,768	2,437	291	230	50	20	2
	Arts and sciences		159	36	1,891	2,057	156	220			
	Graduate				184	126			50	20	
	Special				12	8					
	Commerce		9	1	134	27	35	8			
	Education				10	3					
	Home economics		0	8	0	130					
	Fine arts		2	0	2	5					
	Music		6	2	7	57					
	Law		7	0	126	5	32	0			
	Medicine		53	0	402	19	68	2			
	Summer school (1923)		86	24	876	991					
	Extension courses		103	15	1,080	4,326					
	Correspondence courses		44	11	356	559					
	Military drill				836	0					
La Fayette	Purdue University	1874	228	19	2,522	454	397	83	36	3	0
	General science		103	9	195	268	15	30			
	Graduate				78	8			17	3	
	Special				67	25					
	Agriculture		50	0	428	0	92	0	7	0	
	Chemical engineering		[1] 70	0	170	0	30	0	1	0	
	Civil engineering				416	0	63	0	4	0	
	Electrical engineering				562	0	76	0	4	0	
	Mechanical engineering				544	0	90	0	3	0	
	Forestry		1	0	18	0	3	0			
	Home economics		0	10	0	176	0	52			
	Pharmacy		4	0	111	2	28	1			
	Summer school (1923)		31	8	232	113					
	Military drill				1,379	0					
IOWA											
Ames	Iowa State College of Agriculture and Mechanic Arts.	1869	377	110	3,144	1,176	362	176	101	13	0
	Secondary		42	14	382	0					
	General science		159	36	185	110	21	28			
	Graduate				287	45			101	13	
	Special				57	53					
	Agriculture		60	0	745	0	127	0			
	Landscape architecture		3	1	34	6	4	3			
	Education		7	8	63	0	12	0			
	Agricultural engineering		9	0	50	0	12	0			
	Architectural engineering		6	1	99	1	15	1			
	Chemical engineering		4	0	94	0	12	0			
	Civil engineering		21	0	285	0	46	0			
	Electrical engineering		10	0	429	0	45	0			
	Mechanical engineering		24	0	190	0	34	0			
	Mining engineering		1	0	12	0	2	0			
	Ceramics		2	1	25	0	6	0			
	Trades and industries		3	0	14	0	2	0			
	Unclassified engineering				17	6					
	Forestry		5	0	93	0	4	0			
	Home economics		0	48	0	947	0	144			
	Journalism		3	0	34	0	4	0			
	Music		2	1	20	30					
	Veterinary medicine		16	0	81	0	16	0			
	Summer school (1923)		141	58	1,025	449					
	Military drill				987	0					

[1] Engineering faculty

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—contd.											
Burlington	Junior College (arts and sciences).	1920	2	1	25	36					
Iowa City	State University of Iowa	1855	292	95	3,550	2,190	524	236	128	52	0
	High school		8	14	101	75					
	Arts and sciences		191	81	1,724	1,671	168	213			
	Graduate				303	190			128	52	
	Engineering		68	2	351	1	58	0			
	Commerce		25	2	226	18	102	6			
	Music				53	228	0	7			
	Law		10	0	208	5	41	1			
	Medicine		51	4	376	9	50	0			
	Dentistry		22	0	223	1	68	0			
	Pharmacy		3	0	119	11	37	9			
	Summer school (1923)				1,172	1,447					
	Correspondence courses				371	449					
	Military drill				1,307	0					
Mason City	Junior College (arts and sciences).	1918	4	2	63	60					
KANSAS											
Coffeyville	Junior College (arts and sciences).		2	0	16	22					
Garden City	do	1919	2	5	23	56					
Lawrence	University of Kansas	1866	244	60	2,498	1,486	322	243	43	24	0
	High school				17	17					
	Arts and sciences		119	47	1,587	1,216	180	205			
	Graduate				138	98			43	24	
	Chemical engineering		12	1	68	0	6	0			
	Engineering [1]		14	0	364	0	46	0			
	Mining engineering		2	0	64	0	7	0			
	Industrial engineering		2	0	53	1	6	0			
	Architecture		3	0	52	3	4	1			
	Education		10	3	259	389	4	8			
	Fine arts		13	8	110	352	2	22			
	Law		7	0	128	0	30	0			
	Medicine		57	1	130	9	23	0			
	Pharmacy		5	0	77	13	14	7			
	Summer school (1923)		94	15	697	798					
	Extension courses				111	266					
	Correspondence courses				650	1,151					
	Military drill				195	0					
Manhattan	Kansas State Agricultural College.	1863	216	78	2,178	1,018	221	118	24	7	0
	Noncollegiate		24	5	162	14					
	Arts and sciences		95	42	292	227	28	28			
	Graduate				127	44			24	7	
	Special				87	74					
	Agriculture		47	0	411	4	85	1			
	Commerce		3	0	229	21	11	2			
	Agricultural engineering		35	0	41	0	3	0			
	Civil engineering		25	0	184	0	19	0			
	Electrical engineering				362	0	30	0			
	Mechanical engineering		33	0	132	0	16	0			
	Flour-mill engineering		30	0	15	0	3	0			
	Home economics		0	24	0	521	0	72			
	Journalism		5	0	77	81	7	11			
	Music		8	12	14	102	0	4			
	Veterinary medicine		9	0	55	0	10	0			
	Architecture		11	0	77	4	9	0			
	Summer school (1923)		108	30	471	507					
	Extension courses				0	38					
	Correspondence courses		5	3	380	415					
	Military drill				1,098	0					

[1] Includes civil, electrical, and mechanical engineering.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY											
Lexington	University of Kentucky	1865	135	25	1,378	671	164	102	17	1	0
	High school		2	3	40	28					
	Arts and sciences		70	12	667	429	61	71			
	Graduate				26	7			17	1	
	Special				3	13					
	Agriculture		26	0	121	1	26	1			
	Education		5	2	33	70	5	10			
	Unclassified engineering		[1] 28	2	277	1					
	Civil engineering				44	1	13	1			
	Mechanical and electrical engineering.				75	0	29	0			
	Mining engineering				19	0	12	0			
	Home economics		0	6	0	115	0	18			
	Law		5	0	73	6	18	1			
	Summer school (1923)		55	8	414	380					
	Extension courses				65	44					
	Correspondence courses		24	5	104	160					
	Military drill				577	0					
Louisville	University of Louisville	1837	186	11	733	291	106	35	5	1	0
	Arts and sciences		52	10	279	218	23	33			
	Graduate				14	7			5	1	
	Special				35	59					
	Law		14	0	60	0	7	0			
	Medicine		85	1	234	7	48	2			
	Dentistry		45	0	170	0	28	0			
	Summer school (1923)		13	2	54	60					
LOUISIANA											
Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	1860	91	26	1,127	428	108	42	16	2	0
	High school		4	2	45	62					
	Arts and sciences		36	12	365	188	24	26			
	Graduate				62	10			16	2	
	Special				27	17					
	Agriculture		30	5	145	1	29	0			
	Education		25	10	24	69	4	9			
	Chemical engineering		[1] 40	7	29	0	13	0			
	Civil engineering				32	0	2	0			
	Electrical engineering				74	0	6	0			
	Mechanical engineering				17	0	2	0			
	Petroleum engineering				7	0					
	Sugar engineering				71	0	18	0			
	Unclassified engineering				174	0					
	Home economics		8	10	0	58	0	7			
	Law		4	0	54	2	10	0			
	Music		12	6	1	21					
	Summer school (1923)		67	16	402	530					
	Military drill				636	0					
La Fayette	Southwestern Louisiana Institute.	1901	21	27	135	415	19	31			0
	Arts and sciences		16	9	71	39	8	6			
	Special		1	3	39	61					
	Education		4	15	25	315	11	25			
	Summer school (1923)		31	20	245	562					
	Extension courses		6	2	62	178					
	Correspondence courses		7	3	5	35					
MAINE											
Orono	University of Maine	1868	109	13	1,020	270	176	43	10	4	6
	Noncollegiate				14	0					
	Arts and sciences		60	7	256	196	40	33			
	Graduate				44	18			10	4	
	Special				24	7					
	Agriculture		17	1	92	1	21	1			
	Education		2	1	35	9	9	3			
	Chemical engineering		10	0	73	1	16	0			
	Civil engineering		5	0	115	0	19	0			

[1] Engineering faculty

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MAINE—contd.											
Orono	University of Maine—Con.										
	Electrical engineering		5	0	173	0	26	0			
	Mechanical engineering		8	0	103	0	30	0			
	Forestry		3	0	111	0	15	0			
	Home economics		0	4	0	45	0	6			
	Summer school (1923)		28	1	163	92					
	Military drill				462	0					
MARYLAND											
Annapolis	United States Naval Academy.	1845	244	0	2,499	0					0
College Park	University of Maryland	1859	380	22	2,764	407	423	43	33	2	5
	Noncollegiate		14	0	113	0					
	Arts and sciences		36	15	257	44	25	7			
	Graduate				71	6			33	2	
	Special				264	119					
	Agriculture		39	0	163	1	27	0			
	Commerce		21	0	406	122	19	1			
	Education		3	4	29	50	8	13			
	Unclassified engineering		[1] 11	0	198	0					
	Civil engineering				25	0	7	0			
	Electrical engineering				23	0	6	0			
	Mechanical engineering				18	0	7	0			
	Home economics		0	3	0	28	0	6			
	Law		24	0	530	22	90	9			
	Medicine		186	0	332	8	74	3			
	Dentistry		27	0	484	2	99	0			
	Pharmacy		19	1	181	7	61	4			
	Summer school (1923)		33	17	230	268					
	Extension courses				117	22					
	Military drill				385	0					
MASSACHUSETTS											
Amherst	Massachusetts Agricultural College.	1821	92	7	617	70	81	6	6	0	0
	Noncollegiate		22	1	156	17					
	Graduate				61	6			6	0	
	Agriculture		70	6	400	47	81	6			
	Summer school (1923)				17	110					
	Military drill				225	0					
Lowell	Lowell Textile School	1897	39	1	241	5	29	0			0
	General textile courses		16	1	106	0					
	Textile engineering		20	0	67	1	15	0			
	Textile coloring		10	0	56	1	14	0			
	Special				15	3					
MICHIGAN											
Ann Arbor	University of Michigan	1841	594	12	7,327	2,180	1,420	526	185	92	14
	Arts and sciences		266	8	3,428	1,690	626	433			
	Graduate				493	216			182	92	
	General engineering		[1] 195	0	381	2					
	Chemical engineering				176	0	26	0			
	Civil engineering				346	0	111	0			
	Electrical engineering				277	0	61	0			
	Mechanical engineering				333	0	119	0			
	Marine engineering				31	0	8	0			
	Aeronautical engineering.				44	0	10	0			
	Geodesy and surveying				2	0	2	0			
	Architecture		13	0	224	24	29	5			
	Education		10	0	106	195	36	72			
	Law		13	0	492	5	123	1	2	0	
	Medicine		72	4	568	34	130	9	1	0	
	Dentistry		21	0	354	8	120	1			
	Pharmacy		4	0	72	8	19	5			
	Summer school (1923)		247	0	2,110	969					
	Extension courses		6	1	230	745					
	Military drill				455	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN—con.											
Bay City	Junior College (arts and sciences).	1922	10	7	59	42					
Detroit	College of the City of Detroit (arts and sciences).	1917	46	34	1,215	460					
	Summer school (1923)		13	1	177	66					
	Evening courses		15	2	500	300					
Do	Detroit College of Medicine and Surgery.	1868	117	3	212	4	24	1	1	0	0
East Lansing	Michigan Agricultural College.	1857	169	28	1,233	455	181	78	22	3	2
	Applied science		95	14	210	48	10	5			
	Graduate				68	7			9	3	
	Agriculture		35	0	412	5	77	1	9	0	
	Unclassified engineering				195	1					
	Chemical engineering		5	0	33	0	12	0			
	Civil engineering		7	0	93	0	27	0	1	0	
	Electrical engineering		5	0	80	0	20	0	1	0	
	Mechanical engineering		13	0	55	0	13	0	1	0	
	Forestry		3	0	63	0	22	0	1	0	
	Home economics		0	14	0	398	0	72			
	Veterinary medicine		6	0	35	0					
	Summer school (1923)		55	9	285	139					
	Short winter courses				161	7					
	Military drill				530	0					
Grand Rapids	Junior College	1914	21	14	251	323					
	Arts and sciences		13	11	173	268					
	General engineering		3	0	50	0					
	Commerce		2	1	13	8					
	Education		1	1	3	10					
	Fine arts		0	1	10	24					
	Music		2	0	2	13					
Highland Park	Junior College (arts and sciences).		10	5	87	57					
Houghton	Michigan College of Mines (engineering).	1886	27	0	220	0	67	0			0
MINNESOTA											
Coleraine	Itasca Junior College	1922	7	6	31	14					
	Arts and sciences		6	6	27	14					
	General engineering		1	0	4	0					
Eveleth	Junior College	1918	11	6	70	43					
	Arts and sciences		7	6	61	43					
	Electrical engineering		4	0	9	0					
Hibbing	Junior College	1916	13	9	134	89					
	Arts and sciences		8	9	50	78					
	General engineering				15	0					
	Chemical engineering		2	0	5	0					
	Electrical engineering		1	0	19	0					
	Mining engineering		1	0	4	0					
	Commerce		1	0	41	1					
	Home economics				0	10					
Minneapolis	University of Minnesota	1869	843	234	7,128	4,039	1,166	326	128	28	0
	Noncollegiate		74	41	792	354					
	Arts and sciences		236	69	2,288	1,771	223	174			
	Graduate				712	235			54	25	
	Special				427	448					
	Agriculture		133	39	275	6	63	0	30	1	
	Commerce		36	10	249	35	82	12			
	Education		30	53	234	1,177	283	57	12	1	
	Unclassified engineering				424	4					
	Architectural engineering		11	0	111	12	12	0			
	Chemical engineering		3	0	135	8	11	1	5	0	
	Civil engineering		10	0	201	2	43	0	1	0	
	Electrical engineering		13	0	268	0	70	0			
	Mechanical engineering		18	0	135	0	44	0	3	0	
	Mining engineering				103	0	16	0			

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MINNESOTA—con.											
Minneapolis	University of Mfnnesota—Continued.										
	Forestry		6	0	116	0	17	0			
	Home economics		1	20	0	401	0	67			
	Law		12	0	266	14	66	1			
	Medicine		225	12	474	40	146	10	23	1	
	Dentistry		98	4	397	7	76	2			
	Pharmacy		9	1	111	30	14	2			
	Summer school (1923)		371	52	2,943	1,787					
	Extension courses				2,474	1,823					
	Correspondence courses				834	806					
	Military drill				1,708	0					
Rochester	Junior College	1916	3	5	59	56					
	Arts and sciences		3	5	50	56					
	Engineering				9	0					
Virginia	Junior College (arts and sciences).	1921	1	6	51	56					
MISSISSIPPI											
Agricultural College.	Mississippi Agricultural and Mechanical College.	1880	90	2	1,338	4	182	0	3	0	0
	Noncollegiate		10	1	128	1					
	Arts and sciences		24	0	95	0	14	0			
	Graduate				9	0			3	0	
	Special				30	3					
	Agriculture		44	0	393	0	36	0			
	Commerce		9	1	225	0	22	0			
	Education		3	0	127	0	73	0			
	Architectural engineering.		[1] 31	0	1	0	1	0			
	Civil engineering				36	0	15	0			
	Electrical engineering				33	0	12	0			
	Mechanical engineering				17	0	9	0			
	Unclassified engineering				261	0					
	Summer school (1923)		30	1	362	11					
	Short winter courses				34	4					
	Military drill				809	0					
Columbus	Mississippi State College for Women.	1885	4	70	0	1,225	0	191			0
	Arts and sciences		4	55	0	1,034	0	169			
	Special				0	33					
	Physical education		0	2	0	39	0	9			
	Home economics		0	4	0	119	0	13			
	Music		0	9	0	186					
University	University of Mississippi	1848	41	1	706	144	110	28	2	2	1
	Arts and sciences		21	1	319	124	43	26			
	Graduate				6	5			2	2	
	Special				7	3					
	Civil engineering		10	0	59	0	8	0			
	Commerce		10	0	103	6	6	0			
	Education		3	0	4	0					
	Law		3	0	118	2	26	0			
	Medicine		11	0	67	0					
	Pharmacy		8	0	79	4	27	2			
MISSOURI											
Columbia	University of Missouri	1847	287	64	3,166	1,280	421	302	87	19	5
	Noncollegiate		36	6	341	58					
	Arts and sciences		120	28	1,164	785	116	100			
	Special				144	45					
	Graduate				144	82			60	14	
	Agriculture		47	10	348	35	65	0			
	Commerce		16	0	125	5	46	3			
	Education		19	15	17	276	13	147	12	0	
	Agricultural engineering		3	0	9	0	1	0			
	Chemical engineering		8	0	60	0	7	0	1	0	

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
Columbia	University of Missouri—Con.										
	Civil engineering		11	0	196	0	28	0	1	0	
	Electrical engineering		7	0	234	0	24	0	4	0	
	General engineering				6	0					
	Mechanical engineering		6	0	84	0	7	0	3	0	
	Mining engineering		2	0	147	0	17	0	4	0	
	Metallurgy		4	0	29	0	12	0	2	0	
	Unclassified engineering				36	0					
	Home economics		0	10	0	325	0	7	0	5	
	Journalism		11	2	139	90	58	45			
	Law		7	0	112	2	27	0			
	Medicine		18	4	75	2					
	Summer school (1923)		70	15	633	530					
	Extension courses				26	23					
	Correspondence courses		34	5	463	734					
	Military drill				1,355	0					
Kansas City	Junior College	1915	28	14	609	582					
	Arts and sciences		18	14	457	582					
	General engineering		10	0	152	0					
St. Joseph	Junior College (arts and sciences).	1915	3	13	65	87					
MONTANA											
Bozeman	Montana State College of Agriculture and Mechanic Arts	1893	66	18	494	234	66	25	0	1	0
	Arts and sciences		24	9	43	46	4	5			
	Graduate				25	6			0	1	
	Agriculture		25	0	136	0	25	0			
	Architectural engineering		3	0	25	0	2	0			
	Chemical engineering		2	0	41	2	9	0			
	Civil engineering		2	0	39	0	7	0			
	Electrical engineering		2	0	129	0	12	0			
	Mechanical engineering		5	0	38	0	5	0			
	Industrial engineering				22	0					
	Home economics		0	6	0	88	0	13			
	Music		1	0	2	21					
	Applied art		0	2	0	39	0	6			
	Secretarial work		2	1	24	55	2	1			
	Summer school (1923)		10	1	68	14					
	Short courses				189	22					
	Military drill				270	0					
Butte	Montana State School of Mines (engineering)	1900	12	0	102	6	13	0			0
Missoula	State University of Montana	1895	66	16	770	654	72	69	1	0	0
	Arts and sciences		46	14	387	454	23	49			
	Graduate				17	11			1	0	
	Special				78	64					
	Forestry		5	0	83	1	10	0			
	Commerce		3	0	61	29	16	12			
	Journalism		2	0	61	51	7	6			
	Music		3	2	1	30	0	1			
	Law		5	0	45	2	6	0			
	Pharmacy		2	0	37	12	10	1			
	Summer school (1923)		26	5	181	259					
	Correspondence courses				125	292					
	Military drill				350	0					
NEBRASKA											
Lincoln	University of Nebraska	1871	297	101	4,421	3,901	564	316	61	23	1
	Noncollegiate		19	15	480	428					
	Arts and sciences		134	51	1,046	1,052	175	144			
	Graduate				292	243			58	23	
	Special				231	556					
	Agriculture		52	16	247	0	45	1			
	Commerce		47	6	858	93	89	10			
	Education		26	13	152	1,613	20	90			
	Agricultural engineering		7	0	14	0	6	0			
	Architectural engineering		5	0	37	0	2	0			

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con.											
Lincoln	University of Nebraska—Continued.										
	Chemical engineering		2	0	40	0	4	0			
	Civil engineering		5	0	152	1	21	0			
	Electrical engineering		6	0	283	0	23	0	2	0	
	Mechanical engineering		6	0	113	0	10	0	1	0	
	Unclassified engineering				14	0					
	Fine arts		17	15	16	135	0	9			
	Home economics				0	278	0	38			
	Journalism		11	0	51	41	4	5			
	Music		17	22	18	130	0	10			
	Law		9	0	203	4	50	2			
	Medicine		79	1	319	67	49	3			
	Dentistry		29	0	92	1	33	0			
	Pharmacy		16	3	136	14	33	4			
	Summer school (1923)		64	49	950	1,918					
	Extension courses				306	209					
	Short winter courses				152	19					
	Correspondence courses				464	1,295					
	Military drill				1,521	0					
NEVADA											
Reno	University of Nevada	1886	50	14	539	316	50	30	3	0	4
	Arts and sciences		28	9	266	221	30	29			
	Graduate				8	27			2	0	
	Special				52	33					
	Agriculture		6	0	35	1	3	0			
	Education		3	1	1	24					
	Civil engineering		2	0	41	1	5	0	1	0	
	Electrical engineering		2	0	97	0	10	0			
	Mechanical engineering		3	0	43	0	1	0			
	Mining engineering		4	0	48	0	1	0			
	Home economics		0	4	0	42	0	1			
	Summer school (1923)		9	4	16	85					
	Short courses				34	30					
	Military drill				228	0					
NEW HAMPSHIRE											
Durham	University of New Hampshire.	1868	80	9	905	283	89	54	3	2	5
	Arts and sciences		40	5	427	218	39	38			
	Graduate				9	6			3	2	
	Special				28	16					
	Agriculture		19	1	134	0	14	0			
	Architectural engineering		4	0	28	0	1	0			
	Chemical engineering		5	0	37	0	5	0			
	Electrical engineering		3	0	106	0	15	0			
	Industrial engineering				42	0	7	0			
	Mechanical engineering		7	0	51	0	6	0			
	Unclassified engineering				23	0					
	Forestry		2	0	20	0	2	0			
	Home economics		0	3	0	43	0	16			
	Summer school (1923)		21	4	90	53					
	Military drill				529	0					
NEW MEXICO											
Albuquerque	State University of New Mexico.	1891	23	12	280	231	12	16			1
	Arts and sciences		13	10	176	218	9	16			
	Graduate				3	2					
	Special				23	10					
	General engineering		[1] 10	2	36	0					
	Chemical engineering				3	0					
	Civil engineering				13	1					
	Electrical engineering				24	0	3	0			
	Geological engineering				2	0					
	Summer school (1923)		12	7	41	179					
	Extension courses		6	2	27	127					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW MEXICO—continued											
Socorro	New Mexico School of Mines	1859	7	0	76	1	14	0	1	0	0
	General engineering		7	0	14	0	3	0			
	Mining engineering				32	0	8	0			
	Geological engineering				10	0	3	0	1	0	
	Unclassified engineering				8	0					
	Special				12	1					
State College	New Mexico College of Agriculture and Mechanic Arts.	1890	41	5	290	59	14	2	1	0	0
	Noncollegiate		13	3	156	8					
	Arts and sciences		6	2	15	9	3	1			
	Graduate				5	0			1	0	
	Special				9	6					
	Agriculture		13	0	37	0	4	0			
	Commerce		1	1	6	6					
	Unclassified engineering				46	0					
	Civil engineering		[1] 8	0	6	0	2	0			
	Electrical engineering				12	0	3	0			
	Mechanical engineering				5	0	2	0			
	Home economics				0	30	0	1			
	Summer school (1923)		9	2	137	50					
	Short courses				5	0					
	Military drill				113	0					
NEW YORK											
Albany	New York State Library School.	1887	6	13	10	45	3	14			0
	Summer school (1923)		0	3	1	46					
New York	College of the City of New York.	1849	310	20	11,510	2,893	344	3	8	0	0
	Preparatory		56	0	1,590	0					
	Arts and sciences		203	0	4,979	0	308	0			
	Graduate				55	0			8	0	
	Special				4,705	2,533					
	General engineering		43	0	86	0	21	0			
	Commerce		100	3	1,118	80	12	1			
	Education		127	19	664	360	3	2			
	Summer school (1923)		80	1	1,896	271					
	Military drill				1,914	0					
Do	Hunter College of the City of New York.	1870	24	170	0	4,011	0	237	0	1	0
	Preparatory		0	64	0	1,736					
	Arts and sciences		24	106	0	2,275	0	237	0	1	
	Summer school (1923)				0	894					
	Extension courses				0	4,613					
Syracuse	New York State College of Forestry.	1912	35	0	340	0	59	0	5	0	0
	Forestry		35	0	325	0	59	0			
	Graduate				15	0			5	0	
	Military drill				65	0					
West Point	United States Military Academy.	1802	163	0	1,100	0					0
NORTH CAROLINA											
Chapel Hill	University of North Carolina.	1795	159	0	1,978	89	202	16	54	12	6
	Arts and sciences		141	0	799	45	88	15			
	Graduate				92	16			50	12	
	Special				64	20					
	Civil engineering		[1] 8	0	68	0	7	0			
	Electrical engineering				89	0	16	0			
	Commerce				505	0	40	0			
	Education				22	4					
	Law		8	0	161	3	9	0			
	Medicine		11	0	71	0					
	Pharmacy		13	0	107	1	42	1	4	0	
	Summer school (1923)		75	21	608	886					
	Extension courses		7	0	300	601					
	Correspondence courses		25	0	179	368					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—contd.											
Greensboro	North Carolina College for Women.	1892	35	89	0	1,432	0	141	0	3	0
	Arts and sciences		35	89	0	1,303	0	127			
	Graduate				0	4			0	3	
	Special				0	125					
	Home economics		0	8	0	156					
	Music		3	8	0	115	0	14			
	Summer school (1923)				0	1,339					
	Extension courses				0	540					
Raleigh	North Carolina State College of Agriculture and Engineering.	1889	105	0	1,219	1	125	0	14	0	0
	Noncollegiate		11	0	256	0					
	General science		43	0	28	0	3	0			
	Graduate				75	0			14	0	
	Special				11	1					
	Agriculture		16	0	162	0	23	0			
	Business administration		7	0	144	1	12	0			
	Education		3	0	15	0	9	0			
	Architectural engineering.		2	0	11	0	6	0			
	Civil engineering		4	0	163	0	19	0			
	Electrical engineering		4	0	154	0	18	0			
	Mechanical engineering		9	0	70	0	10	0			
	Textile engineering		6	0	141	0	25	0			
	Summer school (1923)		24	17	147	606					
	Military drill				722	0					
NORTH DAKOTA											
Agricultural College.	North Dakota Agricultural College.	1890	75	19	751	390	54	29	5	0	0
	Noncollegiate		29	13	245	92					
	Arts and sciences		34	12	146	131	8	7			
	Graduate				22	3			5	0	
	Agriculture		25	1	85	1	18	0			
	Architecture		11	2	21	0	1	0			
	Education		34	12	42	72	5	8			
	Architectural engineering.		[1] 20	2	4	0					
	Civil engineering				45	0	4	0			
	Mechanical engineering				47	0	3	0			
	Chemical engineering				48	1	4	1			
	Home economics		8	11	0	83	0	10			
	Pharmacy		12	3	44	7	11	3			
	Veterinary medicine				2	0					
	Summer school (1923)		31	5	64	213					
	Short winter courses				79	20					
	Military drill				428	0					
University	University of North Dakota,	1884	78	34	863	585	116	82	9	1	0
	High school		4	6	41	32					
	Arts and sciences		66	16	529	394	77	63			
	Graduate				17	3			9	1	
	Special		1	2	0	32					
	Unclassified engineering		[1] 27	0	73	0					
	General engineering				11	0	1	0			
	Civil engineering				23	0	4	0			
	Electrical engineering				44	0	7	0			
	Mechanical engineering				12	0	3	0			
	Mining engineering				13	0	5	0			
	Education		18	10	56	154	8	19			
	Law		5	0	51	2	11	0			
	Medicine		10	0	34	0					
	Summer school (1923)		30	8	139	306					
	Extension courses		0	1	0	7					
	Correspondence courses		31	3	228	358					
	Military drill				482	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH DAKOTA—continued											
Wahpeton	North Dakota State School of Science.[2]	1903	11	8	118	102					
	Preparatory				35	42					
	Arts and sciences		8	8	22	18					
	Special		3	0	61	42					
OHIO											
Akron	Municipal University of Akron.	1872	43	11	589	415	42	36	5	3	1
	Arts and sciences		27	7	307	176	21	19			
	Graduate				7	3			1	0	
	Civil engineering		[1] 9	0	52	0	7	0			
	Electrical engineering				57	0	1	0			
	Mechanical engineering				47	0	1	0			
	Industrial engineering				17	0	2	0			
	Commerce		3	0	82	17	6	0			
	Education		4	2	24	164	4	12	4	3	
	Home economics		0	2	0	58	0	5			
	Summer school (1923)		8	4	56	277					
	Evening courses				418	711					
	Extension courses				0	22					
	Military drill				324	0					
Athens	Ohio University	1808	83	35	680	1,016	77	98			0
	Arts and sciences		50	18	550	350	34	46			
	Commerce		2	3	222	46	25	5			
	Education		33	18	130	666	16	47			
	Music		3	6	8	47	2	0			
	Summer school (1923)				350	1,034					
	Extension courses				552	1,650					
Cincinnati	University of Cincinnati	1874	303	45	2,694	2,065	285	162	23	16	4
	Arts and sciences		59	27	394	516	67	76			
	Graduate		5	0	94	116			23	16	
	Special		31	0	1,030	1,230					
	Chemical engineering		[1] 76	0	135	0	16	0			
	Civil engineering				181	0	24	0			
	Electrical engineering				235	0	18	0			
	Mechanical engineering				184	0	22	0			
	Metallurgical engineering.				12	0	4	0			
	Commercial engineering				200	0	14	0			
	Geological engineering				1	0					
	Architecture				25	10					
	Home economics				0	22					
	Applied arts		0	5	0	40					
	Education		20	13	8	134	8	83			
	Law		12	0	49	3	18	1			
	Medicine		115	0	230	17	63	1			
	Dentistry		26	0	163	3	31	1			
	Summer school (1923)				673	281					
	Military drill				701	0					
Columbus	Ohio State University	1872	629	79	6,429	2,725	810	412	126	34	0
	Arts and sciences		509	74	1,358	936	142	132			
	Graduate				420	174			122	34	
	Special				158	155					
	Agriculture				600	20	113	5			
	Architecture				61	6	6	3			
	Commerce				1,335	204	158	24			
	Education				213	1,092	24	169			
	Architectural engineering.				67	1	7	1			
	Chemical engineering				117	1	21	0			
	Civil engineering				260	1	39	0			
	Electrical engineering				418	0	51	0	1	0	
	General engineering				2	0	2	0			
	Mechanical engineering				264	0	50	0	2	0	
	Mining engineering				52	0	5	0	1	0	
	Ceramic engineering				71	0	4	0			

[1] Engineering faculty.

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Columbus	Ohio State University—Con.										
	Metallurgical engineering				42	0	6	0			
	Unclassified engineering				35	1					
	Home economics				0	352	0	68			
	Law		5	0	301	10	48	4			
	Medicine		83	5	290	10	42	4			
	Dentistry		15	0	151	4	62	2			
	Pharmacy		5	0	282	19	1	0			
	Applied optics		2	0	44	5	8	0			
	Veterinary medicine		10	0	70	0	21	0			
	Summer school (1923)		151	15	1,370	1,089					
	Short winter courses				74	2					
	Military drill				3,021	0					
Oxford	Miami University	1824	70	40	778	910	77	65			7
	High school		2	3	68	64					
	Arts and sciences		50	5	626	205	65	33			
	Education		18	32	84	641	12	32			
	Summer school (1923)		39	21	198	709					
	Extension courses		7	3	114	446					
Toledo	University of the City of Toledo.	1872	37	11	780	798	16	24	3	5	0
	Arts and sciences		33	10	370	237	14	16	3	5	
	Education		4	3	4	75	2	8			
	Special				358	452					
	Summer school (1923)				73	199					
OKLAHOMA											
Chickasha	Oklahoma College for Women.	1909	5	30	0	577	0	39			0
	Preparatory		0	3	0	51					
	Arts and sciences		5	19	0	526	0	34			
	Music		0	8	0	63	0	5			
Claremore	Oklahoma Military Academy.[2]	1921	9	0	159	0					
	Preparatory		5	0	124	0					
	Arts and sciences		4	0	35	0					
	Military drill				159	0					
Miami	Northeastern Oklahoma Junior College.	1920	4	4	60	85					
	Agriculture		2	0	25	40					
	Education		2	2	40	60					
	Home economics		0	2	0	35					
Norman	University of Oklahoma	1892	196	55	2,313	1,491	377	253	29	9	0
	High school		4	2	50	70					
	Arts and sciences		67	26	1,205	1,044	206	188			
	Graduate				70	37			28	8	
	Special				34	51					
	Unclassified engineering				172	0					
	Chemical engineering				16	0	4	0	1	0	
	Civil engineering		3	0	65	0	9	0			
	Electrical engineering		3	0	71	0	7	0			
	Mechanical engineering		10	0	28	0	2	0			
	Mining engineering				28	1	5	0			
	Architectural engineering.				2	0					
	Commerce		9	1	95	5	18	2			
	Journalism		3	2	21	16					
	Education		7	2	76	94	21	33	0	1	
	Home economics		0	6	0	83					
	Fine arts		12	14	22	200	2	25			
	Law		5	0	207	6	43	0			
	Medicine		71	2	147	7	21	0			
	Pharmacy		14	3	104	14	39	5			
	Summer school (1923)				748	1,413					
	Extension courses				77	519					
	Correspondence courses				740	1,118					
	Military drill				892	0					

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OKLAHOMA—con.											
Stillwater	Oklahoma Agricultural and Mechanical College.	1891	95	31	1,134	552	103	61	7	1	0
	Noncollegiate		8	7	146	53					
	Arts and sciences		32	14	83	80	9	8			
	Graduate				23	10			7	1	
	Special				73	93					
	Agriculture		30	0	192	1	34	1			
	Commerce		6	1	268	31	30	2			
	Education		12	1	90	128	10	16			
	Agricultural engineering		1	0	1	0	1	0			
	Architectural engineering.		4	0	30	0	5	0			
	Chemical engineering		5	0	22	0	3	0			
	Civil engineering		2	0	37	0	5	0			
	Electrical engineering		2	0	77	0	4	0			
	Mechanical engineering		3	0	21	0	2	0			
	Industrial art		1	2	0	5					
	Home economics		0	10	0	151	0	34			
	Unclassified engineering				71	0					
	Summer school (1923)		11	4	550	762					
	Short winter courses				81	0					
	Correspondence courses				328	451					
	Military drill				857	0					
OREGON											
Corvallis	Oregon State Agricultural College.	1870	192	63	2,154	1,098	270	131	5	1	0
	Noncollegiate				16	2					
	Graduate				23	11			5	1	
	Special				129	56					
	Agriculture				426	12	78	2			
	Commerce				577	336	41	24			
	Education				40	180	7	22			
	Chemical engineering				77	1	7	0			
	Civil engineering				146	0	22	0			
	Electrical engineering				315	0	39	0			
	Mechanical engineering				161	0	29	0			
	Mining engineering				47	0	10	0			
	Industrial arts				67	0	12	0			
	Forestry				112	0	11	0			
	Home economics				0	468	0	78			
	Music				1	16					
	Pharmacy				149	36	13	5			
	Military science and tactics.				4	0	1	0			
	Summer school (1923)				190	276					
	Short winter courses				66	112					
	Military drill				1,030	0					
Eugene	University of Oregon	1876	156	36	1,525	1,211	159	151	20	6	2
	Arts and sciences		64	21	617	511	57	72			
	Graduate				62	42			17	6	
	Special				59	35					
	Architecture		7	2	34	3	7	0			
	Commerce		9	1	359	61	21	4	3	0	
	Journalism		4	0	94	109	10	4			
	Education		8	4	19	126	8	30			
	Physical education		7	5	28	85	1	12			
	Fine arts		7	2	13	100	0	5			
	Music		5	5	8	89	1	12			
	Sociology		3	0	3	35	3	11			
	Law		5	0	49	2	11	0			
	Medicine		37	1	180	13	40	1			
	Summer school (1923)		53	19	231	599					
	Extension courses				801	1,122					
	Correspondence courses				662	1,117					
	Military drill				542	0					

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA											
Mount Alto	Pennsylvania State Forest School (forestry).	1903	7	0	68	0	10	0			0
	Summer school (1923)		6	0	6	10					
State College	Pennsylvania State College	1855	299	24	3,252	369	511	73	23	4	0
	Noncollegiate				108	1					
	Arts and sciences		121	10	544	110	77	17			
	Graduate				124	12			19	4	
	Special				42	14					
	Agriculture		78	2	537	4	114	2			
	Architecture		5	1	21	0					
	Commerce		9	0	423	9	66	1			
	Education		11	1	141	154	32	42			
	Architectural engineering.		6	0	68	0	6	0			
	Civil engineering		13	0	208	0	25	0			
	Electrical engineering		10	0	387	0	64	0	1	0	
	Mechanical engineering		17	0	232	0	44	0	2	0	
	Mining engineering		14	0	174	0	27	0	1	0	
	Sanitary engineering		2	0	9	0	3	0			
	Electrochemical engineering.		3	0	51	0	10	0			
	Industrial engineering		13	0	161	1	40	0			
	Milling engineering		1	0	7	0	1	0			
	Railway mechanical engineering.				15	0	2	0			
	Home economics		0	11	0	64	0	11			
	Summer school (1923)		109	41	640	1,348					
	Short winter courses				70	0					
	Correspondence courses		12	0	3,352	253					
	Military drill				1,408	0					
PORTO RICO											
Rio Piedras	University of Porto Rico	1903	67	41	725	890	44	12			1
	Noncollegiate		14	28	401	591					
	Arts and sciences		26	3	69	62	7	4			
	Special				11	4					
	Agriculture		14	1	35	1	7	0			
	Architecture		9	1	6	1					
	Education		7	16	16	197	0	6			
	Civil engineering		[1] 13	1	16	0	1	0			
	Electrical engineering				1	1					
	Mechanical engineering				6	0	1	0			
	Sugar engineering				15	0	6	0			
	Home economics		2	6	0	22					
	Law		9	0	97	3	16	1			
	Pharmacy		6	0	52	13	6	1			
	Summer school (1923)		6	2	54	43					
	Military drill				311	0					
RHODE ISLAND											
Kingston	Rhode Island State College	1890	34	10	376	86	40	12	1	0	0
	Noncollegiate		7	0	10	0					
	Applied science		14	3	76	19	10	2			
	Graduate				3	0			1	0	
	Special				9	5					
	Agriculture		7	0	38	0	9	0			
	Commerce		1	0	29	1					
	Education		2	2	2	0					
	Chemical engineering		4	0	16	0	5	0			
	Civil engineering		1	0	23	0	1	0			
	Electrical engineering		1	0	48	0	11	0			
	Mechanical engineering		4	0	25	0	4	0			
	Unclassified engineering				110	0					
	Home economics		0	5	0	65	0	10			
	Military drill				293	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH CAROLINA											
Charleston	College of Charleston	1790	13	0	112	82	15	9			0
	Arts and sciences		13	0	104	77	15	9			
	Graduate				2	0					
	Special				6	5					
	Summer school (1923)		6	0	123	56					
Do	Medical College of the State of South Carolina.	1823	56	0	189	4	51	0			0
	Medicine		52	0	146	3	28	0			
	Pharmacy		11	0	43	1	23	0			
Do	The Citadel, the Military College of South Carolina (arts and sciences).	1842	21	0	217	0	40	0			0
Clemson College	Clemson Agricultural College.	1893	79	1	1,057	0	128	0	1	0	0
	Noncollegiate		4	0	125	0					
	General science		16	0	24	0	1	0			
	Agriculture		23	1	316	0	40	0	1	0	
	Architecture		3	0	31	0	7	0			
	Education		3	0	19	0	6	0			
	Chemical engineering		[1] 30	0	10	0	2	0			
	Civil engineering				69	0	20	0			
	Electrical engineering				22	0	22	0			
	Mechanical engineering				17	0	13	0			
	Textile engineering				95	0	17	0			
	Unclassified engineering				329	0					
	Summer school (1923)		24	9	315	276					
	Military drill				998	0					
Columbia	University of South Carolina	1805	74	3	717	192	104	9	19	6	3
	Arts and sciences		64	3	349	163	41	9			
	Graduate				59	24			19	6	
	Special				42	49					
	Civil engineering				64	1	8	0			
	Commerce		4	0	108	2	10	0			
	Journalism		1	0	14	9					
	Education		4	0	92	32					
	Law		5	0	146	2	45	0			
	Summer school (1923)		33	4	195	237					
Rock Hill	Winthrop College	1886	15	75	0	1,460	0	173	0	3	0
	Arts and sciences		10	31	0	75	0	16			
	Graduate				0	3			0	3	
	Special				0	270					
	Education		12	75	0	930	0	133			
	Home economics		0	7	0	127	0	15			
	Music		0	17	0	48	0	9			
	Summer school (1923)		21	31	148	1,472					
SOUTH DAKOTA											
Brookings	South Dakota State College of Agriculture and Mechanic Arts.	1884	78	23	767	319	61	36	1	0	0
	Noncollegiate		7	4	295	28					
	Arts and sciences		30	10	94	88	24	15			
	Graduate				11	1			1	0	
	Special				19	46					
	Agriculture		26	0	123	0	11	0			
	Commerce		2	1	62	38	6	3			
	Civil engineering		2	0	52	0	10	0			
	Electrical engineering		2	0	55	0	4	0			
	Mechanical engineering		4	0	6	0					
	Home economics		0	5	0	109	0	16			
	Music		3	3	0	7					
	Pharmacy		4	0	56	12	6	2			
	Summer school (1923)		27	17	224	166					
	Short winter courses				44	9					
	Military drill				406	0					

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH DAKOTA—continued											
Rapid City	South Dakota State School of Mines.	1885	17	1	208	12	28	0	1	0	0
	Special				0	12					
	Chemical engineering				20	0	2	0			
	Civil engineering				53	0	7	0			
	Electrical engineering				66	0	6	0			
	Mining engineering				44	0	7	0			
	Metallurgical engineering.				25	0	6	0	1	0	
Vermilion	University of South Dakota.	1882	70	21	560	430	45	56	10	5	0
	High school		2	3	21	30					
	Arts and sciences		45	10	289	301	18	55			
	Graduate				10	8			10	5	
	Special				71	73					
	Chemical engineering		[1] 9	0	1	0					
	Civil engineering				28	0	8	0			
	Electrical engineering				42	0	3	0			
	Mechanical engineering				5	0	1	0			
	Music		6	8	25	80	0	1			
	Law		7	0	41	0	15	0			
	Medicine		8	1	38	1					
	Summer school (1923)		20	8	84	140					
	Extension courses		27	3	26	24					
	Military drill				274	0					
TENNESSEE											
Knoxville	University of Tennessee	1794	197	21	1,668	472	178	72	3	3	0
	Noncollegiate		25	1	319	0					
	Arts and sciences		63	20	289	298	39	48			
	Graduate				29	6			3	3	
	Special				108	50					
	Agriculture		31	6	112	6	18	1			
	Commerce		55	18	249	2	14	1			
	Education				13	40	3	6			
	Chemical engineering		[1] 24	0	21	0	3	0			
	Civil engineering				87	0	11	0			
	Electrical engineering				104	0	4	0			
	Mechanical engineering				31	0	1	0			
	Home economics		0	6	0	113	0	15			
	Law		4	0	58	0	13	0			
	Medicine		70	0	205	3	46	1			
	Dentistry		34	0	118	3	16	0			
	Pharmacy				42	1	10	0			
	Summer school (1923)		42	23	315	704					
	Short winter course				28	16					
	Correspondence courses				58	91					
	Military drill				598	0					
TEXAS											
Arlington	North Texas Agricultural College.[2]	1917	25	11	220	100					
	Preparatory		7	8	56	7					
	Arts and sciences		9	5	45	41					
	Special		8	5	59	42					
	General engineering		4	0	28	0					
	Civil engineering				2	0					
	Electrical engineering				6	0					
	Mechanical engineering				1	0					
	Agriculture		1	0	18	0					
	Commerce		1	0	5	1					
	Home economics		0	3	0	9					
	Summer school (1923)		17	4	62	202					
	Military drill				180	0					

[1] Engineering faculty.

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—con.											
Austin	University of Texas	1883	264	87	3,256	1,906	507	167	53	38	0
	Arts and sciences		156	70	1,566	1,622	185	157			
	Graduate				119	118			41	38	
	Chemical engineering		3	0	62	0	5	0	3	0	
	Civil engineering		6	0	148	0	20	0	3	0	
	Electrical engineering		4	0	186	0	20	0	1	0	
	Mechanical engineering		7	0	99	0	10	0			
	Mining engineering		9	1	85	12	15	0			
	Architecture		4	0	48	3	3	1			
	Commerce		12	2	252	31	76	0	5	0	
	Education		10	5	306	942					
	Law		9	1	354	11	73	2			
	Medicine		41	6	246	17	68	2			
	Pharmacy		3	2	83	7	32	5			
	Summer school (1923)				1,210	1,933					
	Extension courses				118	68					
	Correspondence courses				1,134	1,487					
Beaumont	South Park Junior College (arts and sciences).	1923	9	4	78	75					
College Station	Agricultural and Mechanical College of Texas.	1876	174	0	2,114	20	246	0	4	0	0
	Noncollegiate				43	0					
	General science		68	0	95	20					
	Graduate				39	0			4	0	
	Special				76	0					
	Agriculture		110	0	685	0	97	0			
	Architecture		5	0	140	0	13	0			
	Education		7	0	69	0	19	0			
	Agricultural engineering		4	0	28	0	10	0			
	Chemical engineering		15	0	117	0	22	0			
	Civil engineering		9	0	254	0	31	0			
	Electrical engineering		8	0	350	0	25	0			
	Mechanical engineering		13	0	222	0	23	0			
	Textile engineering		3	0	69	0	4	0			
	Veterinary medicine		5	0	23	0	2	0			
	Summer school (1923)		70	0	1,491	491					
	Short winter courses				53	0					
	Military drill				1,700	0					
Denton	College of Industrial Arts	1903	25	85	0	1,625	0	176			0
	High school				0	76					
	Arts and sciences		25	85	0	1,504	0	176			
	Special				0	45					
	Summer school (1923)				0	732					
El Paso	Junior College of the City of El Paso (arts and sciences).	1920	11	9	77	227					
	Summer school (1923)		7	7	6	110					
Stephenville	John Tarleton Agricultural College.[2]	1917	29	17	359	268					
	Preparatory		15	7	94	63					
	Arts and sciences		27	16	230	171					
	Special				35	64					
	Summer school (1923)				124	350					
	Correspondence courses				30	74					
	Military drill				321	0					
Wichita Falls	Junior College (arts and sciences).	1922	4	5	37	69					
UTAH											
Logan	Agricultural College of Utah	1890	63	12	722	284	88	37	17	1	0
	Noncollegiate		18	1	162	33					
	Arts and sciences		30	4	127	135	21	19			
	Graduate				37	5			17	1	
	Special				9	3					
	Agriculture		23	0	172	0	37	0			
	Commerce		10	1	131	29	12	1			
	Mechanic arts		13	0	84	0	18	0			
	Home economics		4	6	0	79	0	17			

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
UTAH—continued											
Logan	Agricultural College of Utah—Continued.										
	Summer school (1923)		57	10	333	119					
	Extension courses				146	129					
	Correspondence courses				230	175					
	Military drill				284	0					
Salt Lake City	University of Utah	1850	100	44	1,532	1,113	181	112	11	9	0
	Noncollegiate				126	73					
	Arts and sciences		59	25	210	265	59	39			
	Graduate				46	30			11	9	
	Special				265	108					
	Engineering		24	0	311	0	51	0			
	Commerce		8	0	319	36	45	6			
	Education		15	22	102	599	16	66			
	Law		7	0	107	2	10	1			
	Medicine		12	0	46	0					
	Summer school (1923)		40	14	447	664					
	Correspondence courses		24	6	208	418					
	Extension courses		61	9	418	836					
	Military drill				292	0					
VERMONT											
Burlington	University of Vermont and State Agricultural College.	1880	139	15	691	469	111	73	1	1	9
	Arts and sciences		58	13	210	225	24	46			
	Graduate				0	2			1	1	
	Special				2	6					
	Agriculture		25	6	54	0	11	0			
	Commerce				133	50	14	9			
	Education		3	10	0	111					
	Civil engineering		23	0	42	0	9	0			
	Electrical engineering				83	0	15	0			
	Mechanical engineering				41	0	6	0			
	Unclassified engineering				6	0					
	Home economics				0	80	0	17			
	Medicine		45	0	120	6	32	1			
	Summer school (1923)		23	6	48	479					
	Military drill				513	0					
VIRGINIA											
Blacksburg	Virginia Agricultural and Mechanical College and Polytechnic Institute	1872	103	0	1,076	34	113	0	11	0	0
	Noncollegiate		6	0	50	0					
	Arts and sciences		36	0	59	14	4	0			
	Graduate				30	1			9	0	
	Special				99	18					
	Agriculture		24	0	111	0	12	0			
	Commerce		2	0	62	0	6	0			
	Education		6	0	83	0	19	0			
	Agricultural engineering		3	0	32	0	9	0			
	Chemical engineering		2	0	43	0	7	0			
	Civil engineering		3	0	95	1	8	0			
	Electrical engineering		4	0	246	0	28	0	2	0	
	Mechanical engineering		15	0	127	0	13	0			
	Mining engineering		2	0	39	0	7	0			
	Summer school (1923)		36	0	187	36					
	Military drill				850	0					
Charlottesville	University of Virginia	1825	169	0	1,810	74	233	7	49	9	0
	Arts and sciences		80	0	879	1	92	1			
	Graduate				85	19			49	9	
	Special				84	27					
	General engineering		[1] 40	0	9	0					
	Chemical engineering				24	0	6	0			
	Civil engineering				48	0	10	0			
	Electrical engineering				50	0	12	0			
	Mechanical engineering				34	0	9	0			

[1] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—contd.											
Charlottesville	University of Virginia—Con.										
	Mining engineering				4	0					
	Architecture		2	0	43	0	1	0			
	Forestry		2	0	18	0					
	Education		13	0	41	31	5	5			
	Fine arts		2	0	69	0					
	Music		2	0	30	0					
	Law		7	0	245	3	69	0			
	Medicine		40	0	189	6	29	1			
	Summer school (1923)		81	29	799	1,792					
	Extension courses		10	5	50	450					
Lexington	Virginia Military Institute	1839	47	0	594	0	95	0			0
	Liberal arts		5	0	82	0	39	0			
	Unclassified engineering		35	0	385	0					
	Chemical engineering		4	0	26	0	10	0			
	Civil engineering		4	0	55	0	24	0			
	Electrical engineering		5	0	46	0	22	0			
	Summer school (1923)		10	0	69	0					
	Military drill				594	0					
Richmond	Medical College of Virginia	1832	173	4	467	17	126	6			0
	Medicine		138	3	293	12	69	5			
	Dentistry		38	2	84	0	37	0			
	Pharmacy		15	1	90	5	20	1			
Williamsburg	College of William and Mary	1693	44	10	506	398	45	55	5	5	3
	Arts and sciences		44	10	477	391	45	55	5	5	
	Special				29	7					
	Summer school (1923)		31	19	212	501					
	Extension courses		33	3	231	516					
WASHINGTON											
Pullman	State College of Washington	1892	144	49	1,739	967	162	106	20	4	0
	Noncollegiate		14	8	103	36					
	Arts and sciences		48	15	634	433	51	52			
	Graduate				39	16			18	4	
	Special				19	13					
	Agriculture		24	0	217	5	30	1			
	Education		6	3	100	131	25	19			
	Architectural engineering		2	0	28	2					
	Civil engineering		4	0	64	0	6	0	2	0	
	Electrical engineering		13	0	162	0	12	0			
	Hydroelectrical engineering				34	0	8	0			
	Mechanical engineering		13	0	66	0	8	0			
	Mining engineering		4	0	34	0	5	0			
	Commercial electrical engineering				15	0	4	0			
	Commercial mechanical engineering				7	0	2	0			
	Automobile engineering				5	0					
	Unclassified engineering				16	0					
	Fine arts		2	2	8	30	0	3			
	Home economics		0	11	0	140	0	16			
	Music		5	6	14	98	2	12			
	Pharmacy		2	1	124	28	3	0			
	Veterinary medicine		5	0	26	0	4	0			
	Physical education		5	3	24	35	2	3			
	Summer school (1923)		29	5	184	172					
	Short winter courses				129	29					
	Extension courses				634	1,266					
	Correspondence courses				100	135					
	Military drill				818	0					

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WASHINGTON—continued											
Seattle	University of Washington	1861	233	79	3,744	2,430	454	406	46	32	0
	Arts and sciences		116	55	1,011	1,481	103	206			
	Graduate		73	2	191	161			34	30	
	Engineering		31	0	691	1	80	1	4	0	
	Mining engineering		7	0	53	0	4	0	1	0	
	Fisheries		5	0	51	1	5	0	1	0	
	Library science		3	2	2	18	2	18			
	Forestry		5	0	147	1	12	0	2	1	
	Commerce		29	2	1,177	168	121	18	4	0	
	Journalism		5	1	22	20	11	9			
	Education		8	0	58	110	39	61			
	Fine arts		15	16	109	441	11	84	0	1	
	Law		6	0	138	5	46	1			
	Pharmacy		8	1	94	39	20	8			
	Summer school (1923)		126	16	870	1,239					
	Extension courses				482	1,242					
	Correspondence courses				208	276					
	Military drill				2,549	0					
WEST VIRGINIA											
Keyser	Potomac State School[2]	1902	8	9	148	129					
	Preparatory		5	8	75	81					
	Arts and sciences		4	5	69	28					
	Special				4	20					
	Agriculture		1	0	8	0					
	Education		0	1	8	20					
	Home economics		0	1	0	14					
	Music		0	2	6	33					
	Summer school (1923)		7	3	39	123					
Montgomery	New River State School [2]	1907	11	14	195	470					
	Preparatory		2	8	112	181					
	Arts and sciences		9	6	83	289					
	Summer school (1923)		7	9	140	346					
	Extension courses		2	2	41	89					
	Correspondence courses		1	2	101	125					
Morgantown	West Virginia University	1868	136	20	1,564	663	193	104	15	7	0
	Arts and sciences		64	15	726	473	97	77			
	Graduate				83	57			10	7	
	Special				31	6					
	Agriculture		34	9	110	41	24	1	2	0	
	Chemical engineering		2	0	37	0	7	0	1	0	
	Civil engineering		4	0	94	0	9	0	1	0	
	Electrical engineering		3	0	148	0	18	0	1	0	
	Mechanical engineering		10	0	61	0	8	0			
	Mining engineering		2	0	54	0	1	0			
	Home economics				0	84	0	25			
	Music		2	7	16	180					
	Law		6	0	109	1	17	1			
	Medicine		12	0	105	2					
	Pharmacy		3	0	27	3	12	0			
	Summer school (1923)		69	29	485	394					
	Military drill				687	0					
WISCONSIN											
Madison	University of Wisconsin	1848	633	135	5,135	3,211	810	581	235	106	4
	Noncollegiate		12	15	156	114					
	Arts and sciences		342	77	1,584	1,523	283	411			
	Graduate				530	246			221	106	
	Special				67	81					
	Agriculture		91	4	334	7	92	2			
	Commerce		12	3	716	80	130	22			
	Education		16	1	74	457					
	Chemical engineering		7	0	135	0	32	0	2	0	
	Civil engineering		12	0	285	0	33	0	6	0	
	Electrical engineering		17	0	412	0	79	0			

[2] Junior college.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN—con.											
Madison	University of Wisconsin—Continued.										
	Mechanical engineering		24	0	223	0	69	0	5	0	
	Mining engineering		4	0	41	2	12	0	1	0	
	Home economics		0	20	0	313	0	82			
	Journalism		4	1	161	163	17	34			
	Law		11	0	231	8	56	2			
	Medicine		48	5	120	9					
	Pharmacy		5	1	97	7	7	0			
	Music		10	6	11	116	0	7			
	Library science		1	5	0	34					
	Physical education		17	12	25	132	0	21			
	Summer school (1923)		227	54	2,068	2,642					
	Extension courses				473	1,174					
	Correspondence courses		88	30	4,864	6,103					
	Short winter courses				257	0					
	Military drill				2,402	0					
WYOMING											
Laramie	University of Wyoming	1867	56	35	493	440	26	26	3	2	0
	High school		6	9	44	64					
	Arts and sciences		21	11	115	110	10	16			
	Graduate				9	7			3	2	
	Special				110	97					
	Agriculture		10	0	32	0	3	0			
	Commerce		2	1	62	31	3	0			
	Education		3	7	14	89	4	3			
	Civil engineering		2		17	0	2	0			
	Electrical and mechanical engineering		4	0	23	0	1				
	Mining engineering		1	0	17	0	1	0			
	Unclassified engineering				43	0					
	Home economics		0	3	0	44	0	5			
	Law		5	0	16	0	2	0			
	Music		2	4	0	5	0	2			
	Summer school (1923)		23	24	297	818					
	Correspondence courses				331	821					
	Military drill				231	0					

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Property, 1923–24*

Institutions	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Productive funds
1	2	3	4	5	6	7
Alabama Polytechnic Institute	35,000	$315,000	$80,000	$964,000	$161,000	$282,500
Alabama College	8,000	127,800	16,000	695,000	425,000	357,116
University of Alabama	55,000	127,734	275,368	890,700	263,000	1,292,440
Alaska Agricultural College and School of Mines	5,134	68,194	1,770	98,571		
University of Arizona	55,000	410,190	432,000	1,187,844	475,500	485,111
University of Arkansas	48,000	422,000	84,500	608,500	160,000	132,667
University of California	635,000	5,736,940	3,398,942	12,152,469	104,271	9,593,355
University of Colorado	148,600	735,775	425,000	4,100,000		75,000
Colorado Agricultural College	51,885	641,361	391,650	1,130,000		324,525
Colorado School of Mines	17,311	390,432	105,612	468,741		
Connecticut Agricultural College	35,000	434,825	106,375	1,846,830	676,550	287,000
University of Delaware	30,000	359,700	304,550	1,240,984	390,894	480,568
Gallaudet College (D. C.)	7,000	15,000	400,000	700,000	400,000	13,000
University of Florida	30,470	308,095	600,000	1,278,000	150,000	291,000
Florida State College for Women	18,000	208,000	85,000	1,273,000	630,000	
University of Georgia	58,350	305,385	898,000	1,849,000	450,000	434,058
Georgia School of Technology	16,026	514,324	291,830	849,520	66,120	200,000
Medical College of Georgia	4,300	62,000	75,000	50,000		25,000
North Georgia Agricultural College	5,000	12,000	10,000	110,000	25,000	
Georgia State College for Women	11,000	100,000	110,000	590,000	340,000	
University of Hawaii	35,256	260,149	824,982	387,257	43,315	
University of Idaho	85,000	486,500	85,000	1,070,000	60,000	3,909,523
Idaho Technical Institute	8,000	113,989	150,000	287,681	58,000	360,000
University of Illinois	582,194	3,861,484	1,484,291	7,606,101	209,039	895,703
Indiana University	161,000	850,000	327,258	3,647,787		1,626,528
Purdue University (Ind.)	71,418	1,112,238	459,429	2,406,517	0	340,000
Iowa State College of Agriculture and Mechanic Arts	112,824	1,927,418	625,855	4,263,223	521,399	694,953
State University of Iowa	234,500	2,197,968	1,850,010	3,939,952	392,889	284,889
University of Kansas	160,000	1,543,750	411,000	2,602,300	175,000	151,000
Kansas State Agricultural College	78,406	1,254,786	671,584	2,204,654		562,373
University of Kentucky	59,856	526,971	276,305	1,338,684	270,000	184,075
University of Louisville (Ky.)	13,680	134,768	262,000	432,572		
Louisiana State University and Agricultural and Mechanical College	56,488	506,270	492,848	648,000	100,000	318,963
Southwestern Louisiana Institute	7,223	75,000	95,000	630,650	100,000	
University of Maine	65,526	339,057	14,006	733,116	163,487	643,992
United States Naval Academy (Md.)	61,670	2,000,000	461,659	16,315,677	7,466,626	
University of Maryland	36,990	641,990	338,100	1,560,861	365,500	117,644
Massachusetts Agricultural College	71,349	872,006	177,624	1,280,305	194,315	240,667
Lowell Textile School (Mass.)	1,556	355,000	109,639	330,850		
University of Michigan	550,806	5,488,292	2,680,142	11,795,083	639,712	2,300,726
Detroit College of Medicine and Surgery (Mich.)	15,000					
Michigan Agricultural College	48,000	1,013,000	450,000	2,450,000	161,000	1,003,495
Michigan College of Mines	32,015	307,365	104,025	445,857		
University of Minnesota	420,908	4,817,454	3,575,342	9,980,354	861,046	5,736,560
Mississippi Agricultural and Mechanical College	44,925	923,621	157,520	1,652,704	321,135	239,788
Mississippi State College for Women	16,500	154,000	150,000	1,209,500	596,000	156,489
University of Mississippi	40,000	450,000	15,000	1,200,000	320,000	699,253
University of Missouri	270,567	1,947,762	1,140,860	3,575,172	34,000	2,227,310
Montana State College of Agriculture and Mechanic Arts	27,200	304,771	205,306	1,206,617	65,000	774,354
Montana State School of Mines	5,800	70,000		541,650		
State University of Montana	66,000	285,000	172,500	1,793,000	411,000	642,700
University of Nebraska	180,000	1,657,054	1,997,540	3,367,200	23,000	1,082,094
University of Nevada	39,900	261,063	110,000	526,268	72,516	330,076
University of New Hampshire	50,000	387,800	121,190	1,885,300	722,700	1,030,000
State University of New Mexico	36,000	230,135	185,000	378,500	62,500	112,000
New Mexico School of Mines	5,000	67,178	12,000	155,575	30,000	330,000
New Mexico College of Agriculture and Mechanic Arts	21,303	246,639	41,000	318,707	50,000	512,386
College of the City of New York	77,000	885,003	2,560,400	4,082,444		
Hunter College of the City of New York	25,615	30,000		3,140,000		
New York State College of Forestry	5,219	199,800	50,000	275,000	10,000	
United States Military Academy (N. Y.)	108,000	300,000	4,740,825	18,364,400		

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institutions	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Productive funds
1	2	3	4	5	6	7
University of North Carolina	137,982	$764,146	$252,021	$3,578,572	$1,328,022	$1,384,031
North Carolina College for Women	27,000	470,398	762,345	3,010,320	1,694,829	----------
North Carolina College of Agriculture and Engineering	18,500	639,954	113,231	1,955,959	625,280	125,007
North Dakota Agricultural College	36,810	505,534	143,710	915,271	114,125	1,043,000
University of North Dakota	81,000	606,845	153,346	1,436,960	187,479	1,700,000
North Dakota State School of Science	5,000	83,626	25,000	297,436	99,553	451,110
Municipal University of Akron (Ohio)	20,000	153,292	336,000	450,950	----------	70,970
Ohio University	86,000	335,197	401,646	1,010,723	175,000	----------
University of Cincinnati (Ohio)	110,000	877,396	712,860	2,039,010	209,639	4,904,301
Ohio State University	247,952	2,304,480	2,464,811	5,901,876	264,059	1,086,517
Miami University (Ohio)	76,000	391,130	143,648	1,646,617	840,157	148,000
University of the City of Toledo (Ohio)	15,000	95,000	250,000	450,000	----------	11,100
Oklahoma College for Women	10,000	115,544	41,783	779,515	280,000	----------
Oklahoma Military Academy	1,000	10,000	10,000	215,000	125,000	----------
Northeastern Oklahoma Junior College	1,000	6,000	5,000	100,000	----------	----------
University of Oklahoma	60,000	691,005	79,201	1,819,972	----------	3,200,000
Oklahoma Agricultural and Mechanical College	32,253	549,167	127,914	1,137,827	87,000	2,302,622
Oregon Agricultural College	62,947	854,444	562,870	2,236,939	338,486	211,184
University of Oregon	156,822	641,223	144,078	1,916,590	194,442	158,000
Pennsylvania State Forest School	1,578	18,466	230,000	128,473	----------	----------
Pennsylvania State College	87,851	811,499	185,786	2,687,720	602,481	517,000
University of Porto Rico	21,500	171,000	56,000	220,500	----------	9,000
Rhode Island State College	24,500	282,000	10,000	700,000	----------	55,766
College of Charleston (S. C.)	23,185	75,000	100,000	175,000	15,000	307,300
Medical College of the State of South Carolina	5,800	107,766	40,000	201,800	----------	----------
The Citadel, the Military College of South Carolina	6,000	162,772	900,000	1,217,187	590,000	----------
Clemson Agricultural College (S. C.)	30,400	633,416	362,329	1,371,492	298,000	154,430
University of South Carolina	80,000	411,660	645,000	812,400	352,000	----------
Winthrop College (S. C.)	25,582	547,036	465,663	1,786,000	647,000	----------
South Dakota State College of Agriculture and Mechanic Arts	30,000	267,000	96,000	795,800	235,000	2,059,348
South Dakota State School of Mines	9,340	172,000	42,000	240,000	----------	----------
University of South Dakota	50,000	240,000	50,000	600,000	280,000	----------
University of Tennessee	65,052	706,027	1,343,157	1,651,033	75,000	425,000
North Texas Agricultural College	2,965	66,181	42,161	237,805	21,560	----------
University of Texas	255,011	2,550,803	1,893,054	2,905,215	----------	11,067,029
Agricultural and Mechanical College of Texas	28,425	1,118,611	160,041	3,061,382	481,475	209,000
College of Industrial Arts (Tex.)	15,000	341,501	179,177	1,293,043	446,445	----------
John Tarleton Agricultural College (Tex.)	5,000	102,060	114,296	350,290	46,626	75,000
Agricultural College of Utah	35,700	208,516	56,100	1,179,600	----------	288,918
University of Utah	73,362	450,000	----------	992,300	----------	66,500
University of Vermont and State Agricultural College	113,803	359,200	100,000	1,670,000	303,000	1,203,927
Virginia Agricultural and Mechanical College and Polytechnic Institute	36,150	431,089	206,650	1,661,510	290,700	344,312
University of Virginia	130,000	445,900	600,000	2,178,558	96,500	3,351,402
Virginia Military Institute	24,000	33,785	133,684	999,708	353,636	60,000
Medical College of Virginia	7,700	161,242	70,235	832,000	----------	----------
College of William and Mary (Va.)	35,000	105,000	100,000	834,000	486,000	160,186
State College of Washington	90,000	583,805	231,592	1,491,187	224,845	1,939,364
University of Washington	182,547	1,136,215	1,061,250	2,952,517	47,147	6,387,257
Potomac State School (W. Va.)	3,000	20,000	85,000	300,000	150,000	----------
New River State School (W. Va.)	8,560	75,000	125,000	400,000	150,000	----------
West Virginia University	81,000	634,980	430,000	1,994,600	220,000	114,900
University of Wisconsin	335,000	2,868,246	2,615,564	7,439,135	500,000	770,594
University of Wyoming	56,009	310,445	130,000	1,750,000	220,000	1,525,925

TABLE 28.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*

Institution	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowment
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Polytechnic Institute	$83,667		$14,545	$21,440		$411,815	$269,685				$78,113	$879,265	$879,265
Alabama College	33,865		156,955	21,392		67,134	3,134				30,321	312,801	312,801
University of Alabama	171,017	$33,861	51,136	49,016		179,500	3,901			$4,500	41,448	534,379	534,379
Alaska Agricultural College and School of Mines	786					45,000	50,000					95,786	95,786
University of Arizona	52,831	25,666	54,663	77,680	$122,634	485,128	124,092				63,108	1,005,802	1,005,802
University of Arkansas	81,927	3,491		6,903		529,207	263,555	$3,932		22,411	167,578	1,079,004	1,079,004
University of California	1,276,038	54,358	10,354	305,604	277,293	4,698,575	224,817	502,917	$732,189	121,536	1,595,533	9,799,214	9,067,025
University of Colorado	325,725			4,500	181,000	693,000					119,372	1,323,597	1,323,597
Colorado Agricultural College	126,334			21,838	150,087	481,121	145,869				138,895	1,064,144	1,064,144
Colorado School of Mines	57,772	2,824				211,916					2,319	274,831	274,831
Connecticut Agricultural College	68,695		88,947	6,750	28,658	328,473	128,501	1,004			173,096	824,124	824,124
University of Delaware	73,924		79,815	22,516		162,242	100,742			4,900	19,618	463,757	463,757
Gallaudet College (D. C.)	7,471						128,616				7,870	143,957	143,957
University of Florida	64,493		78,189	10,523	200,000	448,817	155,109			3,500	102,494	1,063,125	1,063,125
Florida State College for Women	35,000				117,937	192,731	1,500				5,151	352,319	352,319
University of Georgia	244,511			42,670		308,250	271,114	202,293		42,815	226,887	1,338,540	1,338,540
Georgia School of Technology	230,899		3,862			181,459		116,540		3,294		536,054	536,054
Medical College of Georgia	7,121			1,587		66,180				25,000	38,170	138,058	138,058
North Georgia Agricultural College	6,157			2,000		31,000						39,157	39,157
Georgia State College for Women	27,321		173,423			102,500						303,244	303,244
University of Hawaii	2,675	2,332	13,756		105,000	168,850	50,680			500	31,848	375,641	375,641
University of Idaho	35,450	18,647		105,398		583,262	146,757				89,787	979,301	979,301
Idaho Technical Institute	12,699			15,000	54,375	137,125	4,300				15,722	239,221	239,221
University of Illinois	682,237	26,006	56,635	32,451	243,213	4,000,843	323,878			24,260	385,249	5,774,772	5,774,772
Indiana University	338,751			45,973	280,260	1,110,349		850,370			257,599	2,883,302	2,883,302
Purdue University (Ind.)	202,247	3,964		17,000	140,266	1,474,737	263,861			42,678	578,013	2,722,766	2,722,766
Iowa State College of Agriculture and Mechanic Arts	387,985	77,629		32,475	726,500	2,268,081	282,706			14,305	669,625	4,459,306	4,459,306
State University of Iowa	508,296	67,649	66,494	14,244	597,500	2,354,229	27,564				1,163,267	4,799,243	4,799,243
University of Kansas	242,219	13,428	185,194	10,511	62,500	1,181,500						1,695,352	1,695,352
Kansas State Agricultural College	168,672		47,877	24,975	60,000	1,162,550	234,263	3,550			510,097	2,211,984	2,211,984
University of Kentucky	85,089		45,303	8,644		642,442	282,253	40,000	1,700	13,894	231,172	1,350,497	1,348,797
University of Louisville (Ky.)	166,747					130,636			51,000		68,605	416,988	365,988
Louisiana State University and Agricultural and Mechanical College	47,445			14,556	1,458,519	493,361	232,754				211,020	2,457,655	2,457,655
Southwestern Louisiana Institute	18,072		70,228			161,000					26,254	275,554	275,554

TABLE 28.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowment
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
University of Maine	$157,303	.....	$117,082	$26,492	$160,000	$390,278	$144,061	.....	.....	.....	$86,741	$1,081,957	$1,081,957
United States Naval Academy (Md.)	.....	.....	.....	.....	.....	.....	2,123,848	.....	.....	.....	.....	2,123,848	2,123,848
University of Maryland	425,025	$24,270	93,019	6,832	.....	466,282	178,609	.....	.....	.....	164,327	1,358,364	1,358,364
Massachusetts Agricultural College	37,008	9,930	88,752	10,613	161,797	882,389	94,568	.....	.....	.....	135,235	1,420,292	1,420,292
Lowell Textile School (Mass.)	44,916	.....	.....	.....	.....	104,983	.....	.....	.....	.....	10,000	159,899	159,899
University of Michigan	1,139,294	.....	.....	119,585	2,352,713	3,011,083	11,084	.....	$48,885	$158,081	2,378,989	9,219,714	9,170,829
Michigan Agricultural College	172,599	23,714	.....	70,666	65,000	1,185,000	239,914	.....	.....	45	349,365	2,106,303	2,106,303
Michigan College of Mines	25,373	.....	.....	.....	218,750	141,567	.....	.....	.....	.....	.....	385,690	385,690
University of Minnesota	872,548	.....	806,246	245,287	1,182,492	3,612,834	262,663	$45,020	.....	775,054	592,879	8,395,023	8,395,023
Mississippi Agricultural and Mechanical College	47,604	.....	152,896	14,387	.....	367,620	233,099	.....	.....	1,600	504,926	1,322,132	1,322,132
Mississippi State College for Women	36,357	.....	148,061	9,389	.....	158,611	2,550	.....	.....	.....	23,286	378,254	378,254
University of Mississippi	38,421	.....	58,620	42,608	.....	160,590	.....	.....	.....	.....	31,066	331,305	331,305
Univeristy of Missouri	364,557	4,396	49,518	86,649	406,697	1,659,853	297,046	63,152	13,170	5,694	395,625	3,346,357	3,333,187
Montana State College of Agriculture and Mechanic Arts	58,735	4,080	9,393	41,781	124,411	346,700	138,938	.....	.....	.....	58,120	782,158	782,158
Montana State School of Mines	1,396	.....	.....	.....	.....	73,355	.....	.....	.....	.....	.....	74,751	74,751
State University of Montana	67,496	28,463	73,374	42,848	144,255	359,050	800	.....	.....	.....	9,604	725,890	725,890
University of Nebraska	364,825	15,773	109,865	55,836	.....	1,582,009	191,019	.....	.....	.....	697,383	3,016,710	3,016,710
University of Nevada	41,741	9,530	39,613	14,593	40,559	190,041	108,663	.....	.....	.....	59,370	504,110	504,110
University of New Hampshire	127,046	45,822	61,627	37,973	5,000	334,103	111,263	.....	.....	.....	143,337	866,171	866,171
State University of New Mexico	19,883	4,922	21,365	35,762	15,000	92,500	.....	.....	.....	.....	12,844	202,276	202,276
New Mexico School of Mines	4,557	.....	8,874	16,800	.....	28,067	.....	.....	.....	.....	13,189	71,487	71,487
New Mexico College of Agriculture and Mechanic Arts	12,468	.....	19,007	22,997	.....	72,500	152,706	.....	.....	.....	76,324	356,003	356,003
College of the City of New York	568,396	.....	.....	.....	.....	1,138,881	.....	.....	.....	.....	6,768	1,714,045	1,714,045
Hunter College of the City of New York	.....	.....	.....	.....	.....	971,685	.....	.....	.....	.....	.....	971,685	971,685
New York State College of Forestry	17,435	.....	.....	.....	200,000	214,630	.....	10,000	.....	.....	.....	442,065	442,065
United States Military Academy (N. Y.)	.....	.....	.....	.....	.....	.....	797,832	.....	.....	.....	.....	797,832	797,832
University of North Carolina	165,030	84,005	126,565	75,623	825,000	678,043	.....	.....	.....	24,631	.....	1,978,897	1,978,897
North Carolina College for Women	106,778	.....	318,978	.....	675,000	358,590	2,813	.....	.....	.....	18,258	1,480,417	1,480,417
North Carolina College of Agriculture and Engineering	71,300	30,929	140,756	7,500	459,650	673,696	339,317	.....	.....	.....	347,172	2,070,320	2,070,320
North Dakota Agricultural College	52,256	.....	15,047	60,627	37,200	906,069	152,269	.....	.....	9,508	94,622	1,327,598	1,327,598
University of North Dakota	46,261	11,265	68,004	54,220	25,841	538,778	.....	.....	.....	.....	18,974	763,343	763,343
North Dakota State School of Science	3,235	1,193	8,949	17,172	7,000	34,410	3,000	.....	.....	.....	.....	74,959	74,959
Municipal University of Akron (Ohio)	39,547	.....	.....	4,028	.....	171,760	.....	.....	.....	.....	4,385	219,720	219,720
Ohio University	108,087	117,985	.....	11,237	257,450	387,635	.....	.....	.....	.....	.....	882,394	882,394

University of Cincinnati (Ohio)	363,764			253,807		405,539			403,304	62,970	19,407	1,508,791	1,105,487
Ohio State University	472,808		91,371	63,249	1,437,218	2,518,139	278,773			14,568	785,035	5,661,161	5,661,161
Miami University (Ohio)	99,406	56,781	164,312	6,500	312,047	384,993	4,825	71,106	3,782	1,477	17,791	1,123,020	1,119,238
University of the City of Toledo (Ohio)	25,507					193,213						218,720	218,720
Oklahoma College for Women	2,733		57,494		225,000	134,000	152					419,379	419,379
Oklahoma Military Academy					1,000	37,500						38,500	38,500
Northeastern Oklahoma Junior College	1,500					34,500						36,000	36,000
University of Oklahoma	86,211			114,274	200,000	937,627					54,967	1,393,079	1,393,079
Oklahoma Agricultural and Mechanical College	37,287	6,207	36,817	107,731	155,450	717,769	246,876				256,590	1,564,727	1,564,727
Oregon Agricultural College	119,577		122,164	11,059		1,326,501	173,778				91,095	1,844,174	1,844,174
University of Oregon	118,461			7,388	56,000	948,820						1,130,669	1,130,669
Pennsylvania State Forest School	340	2,000	7,600		11,000	46,000						66,940	66,940
Pennsylvania State College	500,664	37,297	66,835	26,020	59,737	1,073,459	403,778	190,312		2,210	433,857	2,794,169	2,794,169
University of Porto Rico	33,947			495		210,131	50,000				7,327	301,900	301,900
Rhode Island State College	13,565	8,026	80,828	2,500		115,941	104,006			500	52,808	378,174	378,174
College of Charleston (S. C.)	3,029			10,430		44,507						57,966	57,966
Medical College of the State of South Carolina	24,880					128,700						153,580	153,580
The Citadel, the Military College of South Carolina	15,079		60,319		16,186	143,156					7,430	242,170	242,170
Clemson Agricultural College (S. C.)	33,655			9,266		553,769	218,561				191,041	1,006,292	1,006,292
University of South Carolina	31,824	11,436	21,099		213,879	273,495					2,510	554,243	554,243
Winthrop College (S. C.)	58,469		207,708		97,500	341,264	7,345				60,902	773,183	773,183
South Dakota State College of Agriculture and Mechanic Arts	86,519	12,807		53,280	58,000	483,139	175,551				169,941	1,039,237	1,039,723
South Dakota State School of Mines	5,662			7,059	10,000	116,500						139,221	139,221
University of South Dakota	43,190	7,074		14,630	250,000	397,800	1,500	25,000				739,194	739,194
University of Tennessee	190,157	19,307	36,559	23,029		773,583	309,042			8,299	222,453	1,582,429	1,582,429
North Texas Agricultural College	14,536	5,187	24,537			127,000						171,260	171,260
University of Texas	179,846			365,810		1,457,000	6,514					2,009,170	2,009,170
Agricultural and Mechanical College of Texas	89,754		466,066	10,450	253,268	1,220,058	474,103				818,127	3,331,826	3,331,826
College of Industrial Arts (Tex.)	27,366	30,000	552,932		128,000	329,000	3,260				3,464	1,074,022	1,074,022
John Tarleton Agricultural College (Tex.)	24,569	6,193	52,007	12,763	28,000	174,000	1,434				10,397	309,363	309,363
Agricultural College of Utah	78,059			15,082		263,728	146,092				13,814	516,775	516,775
University of Utah	155,274			37,197	17,000	416,344					49,455	675,270	675,270
University of Vermont and State Agricultural College	162,917	25,553	59,465	39,797		98,562	123,473		167,986	1,800	209,851	889,404	721,418
Virginia Agricultural and Mechanical College and Polytechinc Institute	69,326	27,684	136,060	20,659	121,953	478,391	281,428			12,461	357,147	1,505,109	1,505,109
University of Virginia	271,271	13,826	59,423	163,860	20,000	262,665		141,235	20,100	28,153	207,853	1,188,386	1,168,286
Virginia Military Institute	55,477	11,000	298,111	4,397	22,500	126,947		35,000	5,000		42,658	601,090	596,090
Medical College of Virginia	105,558					96,500						202,058	202,058
College of William and Mary (Va.)	80,181	33,232	149,296	7,228	80,000	170,971	2,577	92,839			91,321	707,645	707,645
State College of Washington	98,967	50,616		64,093	85,320	718,542	186,644				182,341	1,386,523	1,386,523
University of Washington	507,572	14,341	173,722	98,000	161,049	970,621					35,788	1,961,093	1,961,093
Potomac State School (W. Va.)	3,575		12,870		90,000	60,000						166,445	166,445
New River State School (W. Va.)	9,000	740	32,000		250,000	67,500	750					359,990	359,990
West Virginia University	113,032	5,890	45,098	6,309	215,000	832,000	223,567			4,175	92,854	1,537,925	1,537,925
University of Wisconsin	746,289	47,193	176,887	21,669	1,257,625	2,767,378	244,502	81,285		64,769	1,267,912	6,675,509	6,675,509
University of Wyoming	42,853	15,716	40,634	88,961	230,780	258,469	109,497				14,122	801,032	801,032

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Athens	Athens College for Young Women.	1843	3	17	0	156	0	9	----	----	0
	Preparatory	----	0	4	0	59	----	----	----	----	----
	Arts and sciences	----	2	6	0	79	0	9	----	----	----
	Special	----	1	7	0	18	----	----	----	----	----
Birmingham	Birmingham-Southern College.	1897	42	8	677	410	47	25	3	2	4
	Preparatory	----	9	0	196	38	----	----	----	----	----
	Arts and sciences	----	33	8	481	372	47	25	3	2	----
	Summer school (1923)	----	21	2	226	291	----	----	----	----	----
Do	Howard College	1841	22	5	303	177	37	27	----	----	5
	Arts and sciences	----	22	5	285	174	37	27	----	----	----
	Special	----	----	----	18	3	----	----	----	----	----
	Summer school (1923)	----	----	----	232	771	----	----	----	----	----
	Extension courses	----	----	----	24	77	----	----	----	----	----
Marion	Judson College	1839	5	19	0	266	0	35	----	----	0
	Arts and sciences	----	3	14	0	208	0	26	----	----	----
	Music	----	2	5	0	58	0	9	----	----	----
Do	Marion Institute [1]	1842	14	0	140	0	----	----	----	----	----
	Preparatory	----	14	0	100	0	----	----	----	----	----
	Arts and sciences	----	14	0	40	0	----	----	----	----	----
	Military drill	----	----	----	140	0	----	----	----	----	----
Montgomery	Woman's College of Alabama	1910	8	24	0	445	0	62	----	----	0
	Arts and sciences	----	5	15	0	349	0	62	----	----	----
	Fine arts	----	3	9	0	226	----	----	----	----	----
St. Bernard	St. Bernard College	1892	24	0	168	0	3	0	----	----	0
	Preparatory	----	19	0	145	0	----	----	----	----	----
	Arts and sciences	----	8	0	18	0	3	0	----	----	----
	Theology	----	5	0	5	0	----	----	----	----	----
Spring Hill	Spring Hill College	1830	30	0	258	0	6	0	----	----	0
	Preparatory	----	16	0	155	0	----	----	----	----	----
	Arts and sciences	----	14	0	103	0	6	0	----	----	----
Talladega	Talladega College [2]	1869	16	13	142	187	14	14	----	----	0
	Preparatory	----	3	12	78	127	----	----	----	----	----
	Arts and sciences	----	10	1	67	60	13	14	----	----	----
	Theology	----	3	0	17	0	1	0	----	----	----
ARKANSAS											
Arkadelphia	Henderson-Brown College	1890	8	14	148	177	23	19	----	----	0
	Preparatory	----	1	2	29	19	----	----	----	----	----
	Arts and sciences	----	6	5	119	158	23	13	----	----	----
	Music	----	1	7	0	68	0	6	----	----	----
Do	Ouachita College	1886	13	8	179	173	23	17	----	----	0
	Arts and sciences	----	11	3	174	94	23	17	----	----	----
	Fine arts	----	0	3	4	22	----	----	----	----	----
	Music	----	2	2	1	57	----	----	----	----	----
	Military drill	----	----	----	167	0	----	----	----	----	----
Batesville	Arkansas College	1872	13	8	139	77	5	5	----	----	3
	Preparatory	----	3	2	22	5	----	----	----	----	----
	Arts and sciences	----	11	1	117	72	5	5	----	----	----
	Special	----	1	5	14	64	----	----	----	----	----
Clarksville	College of the Ozarks	1891	8	9	99	104	2	2	----	----	0
	Preparatory	----	4	4	53	28	----	----	----	----	----
	Arts and sciences	----	6	5	40	34	2	2	----	----	----
	Fine arts	----	0	2	1	22	----	----	----	----	----
	Music	----	1	2	19	46	----	----	----	----	----
Conway	Central College [1]	1892	3	16	0	229	----	----	----	----	----
	Preparatory	----	0	4	0	59	----	----	----	----	----
	Arts and sciences	----	2	6	0	83	----	----	----	----	----
	Education	----	1	0	0	20	----	----	----	----	----
	Home economics	----	0	1	0	24	----	----	----	----	----
	Fine arts	----	0	1	0	18	----	----	----	----	----
	Music	----	1	4	0	120	----	----	----	----	----
Do	Hendrix College	1884	18	2	382	70	27	9	----	----	0
	Preparatory	----	5	0	62	18	----	----	----	----	----
	Arts and sciences	----	13	2	320	52	27	9	----	----	----
	Education	----	1	0	75	28	----	----	----	----	----
	Music	----	1	0	6	4	----	----	----	----	----

[1] Junior College.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ARKANSAS—con.											
Little Rock	Little Rock Baptist College [1]	1886	7	8	185	114	5	2			4
	Preparatory		2	3	145	104					
	Arts and sciences		4	2	35	10	5	2			
	Special		1	2	15	24					
	Education		1	1	52	34					
	Theology		1	0	18	0					
Do	Little Rock College	1908	18	0	200	0	11	0	2	0	1
	Preparatory		6	0	90	0					
	Arts and sciences		12	0	110	0	11	0	2	0	
	Military drill				105	0					
Do	St. John's Ecclesiastical Seminary.		10	0	60	0	6	0			0
Searcy	Galloway Woman's College	1889	0	25	0	196	0	24			0
	Preparatory		0	5	0	75					
	Arts and sciences		0	9	0	190	0	24			
	Home economics		0	1	0	21					
	Fine arts		0	1	0	19					
	Music		0	8	0	151					
CALIFORNIA											
Belmont	College of Notre Dame	1851	1	17	0	92	0	1			0
	Preparatory		1	9	0	75					
	Arts and sciences		0	8	0	17	0	1			
Berkeley	Berkeley Baptist Divinity School (theology).	1905	7	0	26	8	3	0	1	0	1
Do	Pacific School of Religion (theology).		10	0	57	12	7	0	3	1	3
Do	Pacific Unitarian School for the Ministry (theology).		5	1	10	5	1	0			0
Claremont	Pomona College	1888	56	13	395	487	61	111	5	4	3
	Arts and sciences		50	9	362	420	61	111			
	Graduate		16	3	14	23			5	4	
	Special		6	4	19	44					
	Summer school (1923)				44	56					
	Military drill				199	0					
La Jota	Pacific Union College	1888	13	9	208	156	26	6			0
	Preparatory		3	5	59	59					
	Arts and sciences		12	4	104	39	24	6			
	Special				10	13					
	Commerce				8	16					
	Education				2	22					
	Music				1	6					
	Theology		2	2	25	1	2	0			
Lomo Linda	College of Medical Evangelists (medicine).	1909	136	10	203	20	52	6			0
Los Angeles	California Christian College (arts and sciences).	1920	8	2	66	100	5	5			0
Do	College of Osteopathic Physicians and Surgeons.	1905	37	3	106	34	17	6			0
	College science course				29	11					
	Osteopathy				77	23	17	6			
	Summer school (1923)				20	0					
Do	Loyola College	1911	46	0	667	0	17	0			0
	Preparatory		21	0	439	0					
	Arts and sciences		10	0	93	0	8	0			
	Law		15	0	135	0	9	0			
	Military drill				305	0					
Do	Occidental College	1887	45	7	280	264	27	52	2	3	3
	Arts and sciences		45	7	267	249	27	52			
	Graduate				6	12			2	3	
	Special				7	3					
Do	Southwestern University	1911	39	2	700	60	48	2			0
	Architecture		1	0	15	0					
	Commerce		18	2	450	50	37	0			
	Law		20	0	240	10	11	2			

[1] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—con.											
Los Angeles	University of Southern California.	1880	223	96	3,118	1,765	434	230	35	39	3
	Preparatory		15	28	89	86					
	Arts and sciences		92	40	1,169	914	108	211			
	Graduate				110	182			34	39	
	Special		14	13	298	412					
	Chemical engineering		3	0	13	0	2	0			
	Civil engineering		2	0	65	0	4	0			
	Electrical engineering		3	0	66	0	12	0			
	Mechanical engineering		2	0	7	0	4	0			
	Mining engineering		2	0	5	0					
	Architecture		2	0	65	0	5	0			
	Commerce		21	4	242	22	47	0	1	0	
	Music				2	24	0	1			
	Theology		6	4	24	0	2	0			
	Law		27	0	400	45	55	7			
	Dentistry		58	0	568	12	111	4			
	Pharmacy		8	3	215	23	84	7			
	School of speech		3	4	7	45					
	Summer school (1923)		63	13	1,174	569					
	Extension courses		47	5	1,225	1,568					
Menlo Park	St. Patrick's Seminary (theology).		8	0	84	0					0
Mills College	Mills College	1865	19	58	0	546	0	90	0	7	4
	Arts and sciences		19	58	0	525	0	90			
	Graduate				0	17			0	7	
	Special				0	4					
	Education		1	1	0	30					
	Home economics		0	4	0	27					
	Fine arts		3	3	0	41					
	Music		8	5	0	56					
Oakland	St. Mary's College	1863	36	0	482	0	15	0			0
	Preparatory		10	0	325	0					
	Arts and sciences		14	0	65	0	12	0			
	Graduate				8	0					
	Special		2	0	11	0					
	Commerce		6	0	70	0	3	0			
	Education		3	0	12	0					
	Music		1	0	15	0					
Pasadena	California Institute of Technology.	1891	104	0	559	0	78	0	12	0	0
	General engineering				86	0	21	0			
	Chemical engineering		54	0	99	0	12	0			
	Civil engineering		34	0	84	0	9	0			
	Electrical engineering		38	0	180	0	22	0			
	Mechanical engineering		41	0	67	0	14	0			
	Graduate		35	0	43	0			12	0	
	Military drill				310	0					
Redlands	University of Redlands (arts and sciences).	1909	21	8	191	217	15	23			0
San Anselmo	San Francisco Theological Seminary.	1871	12	0	72	23	17	0	1	0	0
San Francisco	Church Divinity School of the Pacific.	1893	6	0	7	0					0
Do	College of Physicians and Surgeons (dental).	1896	50	2	320	3	46	2			0
Do	Golden Gate College—Y. M. C. A. (law).		12	0	165	0	9	0			0
Do	St. Ignatius College	1855	44	0	846	0	32	0			0
	Preparatory		26	0	585	0					
	Arts and sciences		14	0	86	0	14	0			
	Law		12	0	180	0	18	0			
San Rafael	Dominican College	1891	11	29	0	309	0	10			0
	Preparatory		0	12	0	159					
	Arts and sciences		11	17	0	150	0	10			
	Summer school (1923)		2	8	0	60					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—con.											
Santa Clara	University of Santa Clara	1851	45	0	418	0	35	0	----	----	1
	Preparatory	------	16	0	184	0	------	------	----	----	----
	Arts and sciences	------	21	0	72	0	17	0	----	----	----
	General engineering	------	[3] 11	0	36	0	------	------	----	----	----
	Civil engineering	------	------	------	10	0	1	0	----	----	----
	Electrical engineering	------	------	------	14	0	6	0	----	----	----
	Mechanical engineering	------	------	------	8	0	2	0	----	----	----
	Commerce	------	13	0	39	0	------	------	----	----	----
	Law	------	9	0	55	0	9	0	----	----	----
Stanford University.	Leland Stanford Junior University.	1891	265	24	2,590	590	480	117	111	38	0
	Arts and sciences	------	135	16	1,391	395	343	110	----	----	----
	Graduate	------	------	------	427	127	------	------	111	38	----
	Special	------	------	------	47	0	------	------	----	----	----
	Civil engineering	------	5	0	66	1	20	0	----	----	----
	Electrical engineering	------	5	0	16	0	------	------	----	----	----
	Mechanical engineering	------	12	0	159	0	52	0	----	----	----
	Mining engineering	------	5	0	47	0	9	0	----	----	----
	Education	------	10	0	56	39	------	------	----	----	----
	Law	------	11	0	255	7	35	3	----	----	----
	Medicine	------	82	8	126	21	21	4	----	----	----
	Summer school (1923)	------	------	------	691	311	------	------	----	----	----
	Military drill	------	------	------	147	0	------	------	----	----	----
Stockton	College of the Pacific	1851	30	19	242	271	19	33	----	----	2
	Preparatory	------	2	2	27	19	------	------	----	----	----
	Arts and sciences	------	22	8	189	136	19	27	----	----	----
	Music	------	6	9	26	116	0	6	----	----	----
Whittier College	Whittier College (arts and sciences).	1901	14	16	110	90	11	10	----	----	----
COLORADO											
Colorado Springs	Colorado College	1874	49	12	367	329	39	36	1	2	3
	Arts and sciences	------	49	12	287	258	39	36	----	----	----
	Graduate	------	------	------	4	3	------	------	0	2	----
	Special	------	------	------	29	66	------	------	----	----	----
	Chemical engineering	------	1	0	3	0	------	------	----	----	----
	Civil engineering	------	1	0	20	1	------	------	----	----	----
	Electrical engineering	------	1	0	19	0	------	------	----	----	----
	Forestry	------	2	0	5	1	------	------	1	0	----
Denver	Colorado Woman's College	1909	2	16	0	118	------	------	----	----	0
	Preparatory	------	0	4	0	52	------	------	----	----	----
	Arts and sciences	------	2	8	0	66	------	------	----	----	----
	Education	------	0	1	0	7	------	------	----	----	----
	Home economics	------	0	1	0	10	------	------	----	----	----
	Fine arts	------	0	2	0	19	------	------	----	----	----
	Music	------	0	4	0	22	------	------	----	----	----
Do	Iliff School of Theology	1892	16	0	83	70	11	0	1	0	0
	Theology	------	6	0	55	1	11	0	1	0	----
	Religious education	------	10	0	68	69	------	------	----	----	----
	Summer school (1923)	------	13	0	64	13	------	------	----	----	----
Do	Regis College	1888	25	0	299	0	4	0	----	----	0
	Preparatory	------	12	0	213	0	------	------	----	----	----
	Arts and sciences	------	16	0	86	0	4	0	----	----	----
Do	University of Denver	1864	133	23	1,574	839	212	101	14	19	0
	Arts and sciences	------	34	21	410	572	56	96	----	----	----
	Graduate	------	------	------	25	35	------	------	14	19	----
	Special	------	------	------	27	34	------	------	----	----	----
	Chemical and electrical engineering.	------	16	7	111	1	8	0	----	----	----
	Commerce	------	52	2	620	184	55	3	----	----	----
	Law	------	23	0	168	4	46	1	----	----	----
	Dentistry	------	41	0	175	0	34	1	----	----	----
	Pharmacy	------	7	1	38	9	13	0	----	----	----
	Summer school (1923)	------	24	6	225	544	------	------	----	----	----
	Extension courses	------	18	7	87	779	------	------	----	----	----
Do	Westminster Law School	1912	12	0	99	5	14	0	----	----	0

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
COLORADO—con.											
Loretto	Loretto Heights College	1891	6	16	0	113	0	8			0
	Preparatory		0	4	0	63					
	Arts and sciences		6	11	0	50	0	8			
	Education		0	1	0	16					
	Fine arts		0	1	0	10					
	Music		0	4	0	45					
CONNECTICUT											
Hartford	Hartford Seminary Foundation.	1834	27	5	91	80	11	6	6	1	0
	Theology		16	0	59	12	7	2	3	0	
	Religious education		13	5	42	68	4	4	3	1	
Do	Trinity College	1824	31	0	255	0	44	0	3	0	10
	Arts and sciences		31	0	245	0	44	0			
	Graduate				10	0			3	0	
Middletown	Berkeley Divinity School (theology).	1854	8	0	20	0	1	0			2
	Summer school (1923)		4	1	0	18					
Do	Wesleyan University	1831	58	0	560	0	96	0	11	0	7
	Arts and sciences		58	0	541	0	96	0			
	Graduate				16	0			11	0	
	Special				3	0					
New Haven	Yale University	1701	453	12	3,906	257	659	11	113	13	15
	Arts and sciences		282	0	2,689	0	471	0			
	Graduate		220	6	350	104			71	13	
	Special				51	53					
	Civil engineering				2	0					
	Electrical engineering				18	0			3	0	
	Mechanical engineering				15	0			10	0	
	Mining engineering				4	0			2	0	
	Architecture		18	0	36	0	4	0			
	Forestry		15	0	30	0	3	0	16	0	
	Education				32	14					
	Fine arts		12	0	54	13	10	2			
	Music		11	0	28	63	3	2			
	Theology		50	0	178	0	54	0			
	Law		15	0	309	14	72	6	11	0	
	Medicine		79	6	181	9	42	1			
	Summer school (1923)				113	0					
	Extension courses				[4] 78	[4] 633					
	Military drill				299	0					
New London	Connecticut College for Women (arts and sciences).	1915	18	25	0	438	0	88			0
DISTRICT OF COLUMBIA											
Washington	American University (graduate).	1914	40	0	200	75			21	7	0
	Summer school (1923)		8	0	26	5					
Do	Catholic Sisters College	1911	26	1	0	130	0	44	0	14	0
	Arts and sciences		24	0	0	122	0	39	0	14	
	Music		2	1	0	8	0	5			
	Summer school (1923)		34	2	0	0	430				
Do	Catholic University of America.	1889	99	0	680	7	192	0	92	4	0
	Arts and sciences		78	0	351	0	73	0			
	Graduate				160	7			69	4	
	Special				162	0					
	Chemical engineering		6	0	28	0	5	0			
	Civil engineering		5	0	28	0	5	0			
	Electrical engineering		3	0	48	0	15	0	1	0	
	Mechanical engineering		5	0	16	0	3	0			
	Architecture		3	0	15	0	4	0			
	Commerce		6	0	76	0	12	0			
	Education		5	0	59	0					
	Theology		15	0	89	0	62	0	22	0	
	Law		6	0	28	0	13	0			

[4] Courses under the department of education of the graduate school open to Connecticut school-teachers.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT OF COLUMBIA—con.											
Washington	Georgetown University	1789	315	0	2,609	0	542	0	58	0	0
	Arts and sciences		48	0	538	0	88	0			
	Graduate		16	0	38	0			11	0	
	Special				25	0					
	Foreign service		54	0	419	0	44	0			
	Law		38	0	1,238	0	315	0	47	0	
	Medicine		104	0	195	0	68	0			
	Dentistry		55	0	219	0	27	0			
	Military drill				275	0					
Do	George Washington University.	1821	280	7	3,155	2,126	310	177	49	21	0
	Arts and sciences		55	4	862	754	83	91			
	Graduate		47	1	180	188			37	21	
	Special				500	584					
	Chemical engineering		[3] 36	0	64	0	4	0			
	Civil engineering				106	0	9	0			
	Electrical engineering				91	0	4	0			
	Mechanical engineering				88	0	6	0			
	Architecture				60	2	1	0			
	Education		37	1	60	408	21	60			
	Law		25	0	205	160	149	24	12	0	
	Medicine		117	3	207	30	33	2			
	Pharmacy		5	0	32	0					
	Summer school (1923)		46	2	894	551					
Do	Howard University [2]	1867	153	14	1,570	511	189	79	1	0	6
	Arts and sciences		30	5	766	334	56	37			
	Graduate				19	16			1	0	
	Special				138	41					
	Civil engineering		2	0	5	0	1	0			
	Electrical engineering		1	0	11	0	1	0			
	Mechanical engineering		2	0	4	0					
	Architecture		2	0	14	0					
	Commerce		3	0	21	1	6	1			
	Education		8	1	13	36	3	22			
	Home economics		0	2	0	18	0	5			
	Music		3	5	18	44	0	2			
	Theology		7	0	30	2	4	0			
	Law		10	0	145	3	30	2			
	Medicine		51	1	218	10	25	2			
	Dentistry		28	0	139	8	39	1			
	Pharmacy		7	0	66	16	24	7			
	Summer school (1923)				53	87					
	Correspondence courses				103	2					
	Military drill				583	0					
Do	National University Law School.	1869	55	0	669	51	152	12	64	3	0
	Law		34	0	628	41	144	10	64	3	
	Commerce		24	0	41	10	8	2			
Do	Trinity College (arts and sciences).	1900	17	36	0	380	0	91	0	8	0
Do	Washington College of Law	1896	27	8	102	70	34	15	9	2	0
	Summer school (1923)		3	1	26	29					
Washington (Takoma Park).	Washington Missionary College.	1904	13	10	160	165	10	3			0
	Preparatory		4	6	65	70					
	Arts and sciences		9	4	80	70	10	3			
	Special				15	25					
	Summer school (1923)		6	5	30	64					
FLORIDA											
De Land	John B. Stetson University	1887	25	9	221	262	24	23	1	2	2
	Preparatory		3	5	47	27					
	Arts and sciences		18	4	97	155	8	21			
	Graduate				15	23			1	2	
	Special				14	50					
	Law		4	0	48	7	16	2			

[2] Colored.

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
FLORIDA—con.											
Winter Park	Rollins College	1885	14	18	174	214	7	11	1	0	2
	Arts and sciences		10	6	63	68	7	9			
	Graduate				1	0			1	0	
	Special				17	12					
	Commerce		2	1	60	25					
	Music		2	11	33	109	0	2			
GEORGIA											
Atlanta	Atlanta College of Pharmacy.	1891	6	0	63	2	30	2			0
Do	Atlanta Law School	1908	16	0	128	13	50	1			0
Do	Atlanta-Southern Dental College.	1887	37	1	342	0	87	0			0
	Summer school (1923)		7	1	31	0					
Do	Atlanta Theological Seminary.		6	1	23	3	3	0			1
Do	Atlanta University [2]	1869	10	16	199	424	7	7			0
	Preparatory		3	10	129	282					
	Arts and sciences		7	2	70	59	7	7			
	Education		6	4	0	83					
Do	Clark University [2]	1870	9	9	140	329	1	7			0
	Preparatory		3	5	99	253					
	Arts and sciences		9	4	41	76	1	7			
Do	Gammon Theological Seminary.[2]	1883	7	0	95	2	1	0			2
Do	Morehouse College [2]	1879	30	2	471	0	18	0			0
	Preparatory		11	1	272	0					
	Arts and sciences		16	1	178	0	18	0			
	Theology		3	0	21	0					
	Summer school (1923)		20	5	23	357					
Do	Morris Brown University [2]	1885	13	10	257	362	13	2			0
	Preparatory		7	6	178	319					
	Arts and sciences		8	4	55	43	13	2			
	Theology		3	0	24	0					
Do	Southern School of Pharmacy.	1904	6	0	78	2	46	3			0
Augusta	Paine College [2]	1884	6	10	96	95	3	1			1
	Preparatory		3	6	76	84					
	Arts and sciences		3	4	20	11	3	1			
Cuthbert	Andrew College [1]	1854	3	9	0	131					
	Preparatory		1	1	0	30					
	Arts and sciences		2	8	0	80					
	Special				0	21					
Decatur	Agnes Scott College (arts and sciences).	1890	9	36	0	503	0	57			0
Demorest	Piedmont College	1897	15	15	115	140	5	7			1
	Preparatory		5	3	55	54					
	Arts and sciences		10	12	57	73	5	7			
	Special				3	13					
Emory University	Emory University	1836	211	0	1,188	49	181	1	17	7	2
	Arts and sciences		67	0	716	0	95	0			
	Graduate		27	0	77	47			17	7	
	Theology		11	0	112	0	18	0			
	Law		9	0	58	2	15	1			
	Medicine		116	0	225	0	53	0			
	Summer school (1923)		31	3	325	258					
	Extension courses		8	1	29	124					
	Correspondence courses		13	0	25	22					
	Military drill				411	0					
Forsyth	Bessie Tift College (arts and sciences).	1849	13	14	0	313	0	35			0
Gainesville	Brenau College	1878	17	29	0	473	0	36			0
	Arts and sciences		6	15	0	461	0	21			
	Home economics		0	2	0	55					
	Fine arts		1	1	0	40					
	Music		10	5	0	210	0	6			
	Oratory		0	6	0	125	0	9			
	Summer school (1923)		6	4	0	41					

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA—con.											
La Grange	La Grange College	1883	2	14	0	165	0	8			0
	Arts and sciences		2	14	0	165	0	8			
	Education		0	1	0	15					
	Fine arts		0	1	0	35					
	Music		0	4	0	90					
Macon	Mercer University	1839	63	2	811	15	70	1	9	1	5
	Arts and sciences		45	2	352	2	42	1			
	Graduate				23	1			9	1	
	Commerce		32	1	172	0	10	0			
	Journalism		3	2	18	0					
	Education		6	0	6	8					
	Music		1	0	21	0					
	Theology		15	0	155	3	7	0			
	Law		10	0	64	1	11	0			
	Summer school (1923)		20	2	175	118					
Do	Wesleyan College	1839	14	35	0	690	0	71			0
	Arts and sciences		11	21	0	471	0	67			
	Journalism		0	2	0	28					
	Education		0	3	0	156					
	Home economics		0	2	0	57					
	Music		3	9	0	221	0	4			
Oglethorpe University	Oglethorpe University	1916	17	2	303	75	32	9	3	0	5
	Arts and sciences		17	2	300	75	32	9			
	Graduate				3	0			3	0	
	Summer school (1923)		5	0	30	10					
Rome	Shorter College	1877	6	16	0	205	0	39			0
	Arts and sciences		4	13	0	194	0	39			
	Special		2	3	0	11					
IDAHO											
Caldwell	College of Idaho (arts and sciences).	1891	14	6	153	210	16	18			0
Gooding	Gooding College (arts and sciences).	1917	8	4	50	94	3	3			0
	Military drill				21	0					
ILLINOIS											
Alton	Shurtleff College	1827	12	6	108	109	16	5			2
	Arts and sciences		10	4	98	83	16	5			
	Special		2	2	10	26					
Aurora	Aurora College	1893	11	7	68	58	6	6			
	Preparatory		1	5	14	7					
	Arts and sciences		10	2	52	39	6	6			
	Special				2	12					
	Theology				20	5					
Bloomington	Illinois Wesleyan University	1850	36	21	482	680	22	49			1
	Arts and sciences		20	11	298	276	21	42			
	Music		6	10	76	459	1	7			
	Theology		10	0	133	0					
Bourbonnais	St. Viator College	1868	33	0	354	2	16	0			0
	Preparatory		21	0	247	0					
	Arts and sciences		12	0	107	2	16	0			
Carlinville	Blackburn College [1]	1859	6	5	116	93					
	Preparatory		2	3	27	21					
	Arts and sciences		4	2	89	72					
Carthage	Carthage College	1872	15	10	147	165	24	24			6
	Preparatory		2	2	9	16					
	Arts and sciences		12	6	134	124	24	24			
	Special		1	2	4	25					
	Summer school (1923)		3	0	8	16					
	Extension courses		1	0	1	31					
Chicago	Armour Institute of Technology.	1893	[5] 71	0	782	1	139	0	8	0	0
	Graduate				2	0			2	0	
	Chemical engineering		7	0	102	0	20	0			
	Civil engineering		7	0	131	0	32	0	1	0	
	Electrical engineering		6	0	185	0	26	0	1	0	

[1] Junior college.

[5] Includes 20 instructors not listed by subject.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Chicago	Armour Institute of Technology—Continued.										
	Mechanical engineering		19	0	168	0	33	0	4	0	
	Fire protection engineering.		4	0	103	0	20	0			
	Architecture		8	0	92	1	8	0			
	Summer school (1923)		7	0	154	0					
	Evening courses		32	0	1,133	0					
Do	Bethany Bible School	1905	12	5	103	169	3	2	1	0	0
	Theology		11	5	93	126	3	2	1	0	
	Music		1	2	10	43					
	Correspondence courses		1	1	30	40					
Do	Chicago College of Osteopathy.	1920	44	4	166	31	31	9			0
	Arts and sciences		9	2	64	13					
	Osteopathy		38	4	102	18	31	9			
Do	Chicago-Kent College of Law.	1892	22	0	810	30	120	5	10	0	0
Do	Chicago Law School (law)	1896	29	0	190	4	32	0			0
	Summer school (1923)		2	0	25	0					
	Correspondence courses		1	1	46	3					
Do	Chicago Medical School		30	1	191	9	19	0			
Do	Chicago Theological Seminary.	1858	8	0	187	22	5	0			1
	Summer school (1923)		4	0	49	5					
Do	De Paul University	1898	105	17	1,348	1,255	88	50	1	19	0
	Preparatory		35	1	758	145					
	Arts and sciences		26	11	164	807	13	44			
	Graduate		3	0	3	41			1	19	
	Commerce		22	3	557	242	18	0			
	Music		4	4	22	78					
	Law		15	0	394	0	57	6			
	Summer school (1923)		24	15	205	760					
	Correspondence courses		0	1	4	49					
Do	General Medical College	1859	95	4	98	5	42	2			0
Do	John Marshall Law School	1899	30	0	291	22	40	1			0
Do	Lewis Institute	1896	68	32	2,568	1,147	53	28			0
	Preparatory		17	7	299	29					
	Arts and sciences		51	25	871	352	29	28			
	Mechanical engineering		12	0	417	0	24	0			
	Home economics		0	9	0	141					
	Evening courses		47	23	1,398	766					
	Summer school (1923)		32	6	519	100					
Do	Loyola University	1869	211	2	2,465	21	207	35	3	10	3
	Preparatory		39	0	1,073	0					
	Arts and sciences		16	0	270	0	47	35	3	10	
	Law		14	0	207	9	22	0			
	Medicine		108	2	265	12	23	0			
	Dentistry		54	0	650	0	115	0			
	Summer school (1923)		8	7	20	487					
	Extension courses		18	13	132	1,781					
	Correspondence courses		12	12	18	292					
Do	McCormick Theological Seminary.	1833	15	0	174	0	30	0			0
Do	St. Francis Xavier College	1847	4	33	0	790	0	10			0
	Preparatory		0	20	0	650					
	Arts and sciences		4	13	0	140	0	10			
	Summer school (1923)		3	1	0	54					
	Extension courses		3	4	0	71					
Do	University of Chicago	1892	268	47	6,561	7,332	496	494	295	171	0
	High school				263	273					
	Arts and sciences		224	27	2,886	3,741	291	358			
	Graduate				2,304	2,122			295	171	
	Commerce		32	1	619	122	95	8			
	Education		19	20	215	1,460	23	119			
	Social service administration.		2	3	17	79	2	6			
	Theology		23	0	385	70	5	1			

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Chicago	University of Chicago—Con.										
	Law		9	0	454	12	80	2			
	Medicine		31	3	327	48					
	Summer school (1923)				3,078	3,286					
	Home study courses		(147)		(6,912)						
	Military drill				180	0					
Do	Rush Medical College	1843	223	21	467	66	117	12			0
Decatur	James Millikin University	1903	27	30	431	690	18	34			0
	Arts and sciences		21	17	308	274	18	34			
	Special				13	33					
	Music		6	13	110	383					
	Extension courses				5	28					
Elmhurst	Elmhurst College [1]	1871	22	0	201	0					
	Preparatory		12	0	120	0					
	Arts and sciences		10	0	81	0					
Eureka	Eureka College	1848	18	9	161	169	19	18			1
	Preparatory				6	2					
	Arts and sciences		13	8	124	126	19	18			
	Special		1	3	15	14					
	Music		4	1	40	60					
Evanston	Garrett Biblical Institute (theology).	1854	25	0	343	49	41	0	15	2	4
Do	Northwestern University	1855	494	36	5,681	2,458	558	274	82	32	6
	Arts and sciences		152	18	870	1,156	92	194			
	Graduate		34	0	610	279			63	32	
	Special				2,972	989					
	General engineering		16	0	168	1	8	0			
	Commerce		82	0	322	20	102	4	18	0	
	Journalism		11	1	36	29	9	11			
	Music		20	18	26	183	9	35			
	Speech		7	8	25	137	1	29			
	Law		46	0	191	7	43	0	1	0	
	Medicine		157	0	511	0	108	0			
	Dentistry		65	0	373	2	186	1			
	Summer school (1923)		114	23	802	811					
	Military drill				300	0					
Do	Norwegian-Danish Theological Seminary.	1885	2	0	26	0					0
Do	Swedish Theological Seminary.	1885	3	1	14	0	7	0			0
Ewing	Ewing College	1867	7	4	57	62	2	1			0
	Preparatory		2	3	32	39					
	Arts and sciences		5	1	25	23	2	1			
	Education		1	0	17	18					
	Music		0	2	8	18					
	Summer school (1923)		8	5	29	35					
Galesburg	Knox College	1836	38	21	412	472	42	44			6
	Arts and sciences		35	13	348	231	42	34			
	Special				9	13					
	Music		3	8	55	228	0	10			
	Military drill				179	0					
Do	Lombard College	1852	17	12	147	146	13	14			2
	Arts and sciences		14	10	130	103	13	14			
	Music		1	2	7	40					
	Theology		2	0	10	3					
Godfrey	Monticello Seminary [1]	1838	0	21	0	182					
	Preparatory		0	18	0	50					
	Arts and sciences		0	19	0	90					
	Special				0	46					
Greenville	Greenville College	1893	11	14	153	237	11	21			0
	Preparatory		0	4	26	28					
	Arts and sciences		10	6	87	105	11	21			
	Music		1	4	65	138					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Jacksonville	Illinois College	1829	19	8	270	244	20	17			3
	Arts and sciences		14	4	219	115	20	17			
	Expression		0	1	2	2					
	Music		5	3	70	148					
Do	Illinois Woman's College	1846	5	34	0	558	0	27			0
	Arts and sciences		2	23	0	295	0	27			
	Music		3	11	0	272					
La Grange	Broadview College	1910	19	11	128	122	5	3			0
	Preparatory		15	10	74	80					
	Arts and sciences		9	4	42	35	5	3			
	Special				12	7					
Lake Forest	Lake Forest College (arts and sciences).	1858	20	4	150	90	16	8			3
Lebanon	McKendree College	1828	17	10	139	74	9	7			4
	Arts and sciences		16	9	139	74	9	7			
	Music		1	1	12	25					
Lincoln	Lincoln College	1866	14	8	84	168	7	8	0	1	0
	Arts and sciences		12	6	57	120	7	8	0	1	
	Special		2	4	27	103					
	Summer school (1923)		4	1	2	35					
Lisle	St. Procopius College	1890	34	0	192	0	4	0			0
	Preparatory		20	0	144	0					
	Arts and sciences		13	0	34	0	4	0			
	Theology		6	0	14	0					
	Summer school (1923)		2	0	3	32					
Maywood	Theological Seminary of the Evangelical Lutheran Church.	1870	7	0	38	4	9	0	6	0	0
Monmouth	Monmouth Collcge	1856	19	12	260	328	28	44			0
	Arts and sciences		17	7	221	187	28	44			
	Music		2	5	60	171					
Mount Carroll	Francis Shimer School [1]	1853	1	20	0	210					
	Preparatory		0	16	0	84					
	Arts and sciences		1	14	0	99					
	Special				0	24					
Mount Morris	Mount Morris College	1840	9	7	80	120	11	8			0
	Preparatory				4	4					
	Arts and sciences		8	4	76	82	11	8			
	Music		1	3	7	34					
Naperville	Evangelical Theological Seminary.	1887	5	0	66	15	28	0	1	0	0
	Summer school (1923)				17	12					
Do	Northwestern College	1861	24	16	331	297	37	49			0
	Preparatory		3	3	47	18					
	Arts and sciences		18	10	268	242	37	49			
	Music		3	3	16	37					
	Military drill				140	0					
Oak Park	Rosary College	1852	2	25	0	167	0	18			0
	Arts and sciences		2	19	0	138	0	16			
	Home economics		0	2	0	16					
	Music		0	6	0	16	0	2			
Peoria	Bradley Polytechnic Institute.	1897	30	22	525	514	27	34			0
	Arts and sciences		24	19	327	221	27	34			
	General engineering		6	3	80	0					
	Architecture				14	0					
	Commerce				76	5					
	Education				115	155					
	Home economics				0	86					
	Fine arts				80	47					
	Music				77	283					
	Summer school (1923)		23	7	194	145					
	Evening courses		19	2	609	59					
Rockford	Rockford College	1849	11	31	20	463	0	52			0
	Arts and sciences		9	31	0	385	0	52			
	Music		2	0	20	73					
	Extension courses		5	9	12	118					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Rock Island	Augustana College	1860	47	22	522	578	47	15	2	0	4
	Preparatory		12	9	54	52					
	Arts and sciences		27	5	239	181	31	15			
	Special		16	13	230	432					
	Theology		6	0	99	0	16	0	2	0	
	Summer school (1923)		5	0	24	84					
Wheaton	Wheaton College	1860	16	12	161	196	20	28			0
	Preparatory		2	5	27	36					
	Arts and sciences		10	4	134	157	18	24			
	Special				0	3					
	Music		4	3	40	80	2	4			
INDIANA											
Crawfordsville	Wabash College (arts and sciences).	1832	27	0	503	0	60	0	1	0	2
Earlham	Earlham College (arts and sciences).	1847	25	15	225	310	20	45	1	0	0
	Extension courses		2	0	20	29					
Evansville	Evansville College	1919	23	14	156	201	6	13			2
	Arts and sciences		12	7	59	76	6	12			
	Engineering		7	0	71	0					
	Commerce		1	0	26	0					
	Education		5	8	16	85	0	1			
	Music		4	3	20	97					
	Summer school (1923)		15	5	77	183					
	Extension courses		7	2	75	233					
Franklin	Franklin College	1834	18	10	206	241	29	24			2
	Arts and sciences		17	8	201	197	29	24			
	Music		1	2	5	44					
	Summer school (1923)		13	11	172	204					
	Extension courses		1	1	17	36					
Greencastle	De Pauw University	1837	55	27	725	588	100	104	1	1	5
	Arts and sciences		46	20	720	583	100	95			
	Graduate				3	1			1	1	
	Special				2	4					
	Music		9	7	36	230	0	9			
	Military drill				411	0					
Hanover	Hanover College (arts and sciences).	1827	17	4	210	292	20	15			0
	Extension courses				37	80					
Huntington	Huntington College	1897	12	10	79	39	7	5			3
	Preparatory		2	0	15	10					
	Arts and sciences		8	9	52	28	7	5			
	Theology		3	1	12	1					
Indianapolis	Benjamin Harrison Law School.	1914	17	0	97	12	22	1			0
Do	Butler College (arts and sciences).	1855	30	20	695	744	46	106	1	1	0
Do	Indiana Central College	1905	19	9	189	264	15	13			0
	Preparatory		6	3	27	32					
	Arts and sciences		13	6	141	173	15	13			
	Special				21	59					
	Extension courses				49	63					
Do	Indiana Dental College	1879	40	0	356	3	84	0			0
Do	Indiana Law School	1894	11	0	95	6	26	2			0
Do	Indianapolis College of Pharmacy.	1904	10	0	156	4	61	1			0
Marion	Marion College	1919	12	11	209	261	8	6	1	1	0
	Preparatory		3	3	24	29					
	Arts and sciences		7	6	112	150	7	6			
	Special		1	5	54	72					
	Theology		2	0	19	14	1	0	1	1	
	Summer school (1923)		3	1	42	92					
	Extension courses		2	0	28	75					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
INDIANA—con.											
North Manchester.	Manchester College	1889	24	10	280	303	36	27	0	1	2
	Arts and sciences		15	3	238	182	36	27			
	Graduate				5	1			0	1	
	Special		6	3	37	120					
	Education		3	4	47	149					
	Summer school (1923)				149	349					
Notre Dame	St. Mary's College and Academy.	1855	4	44	0	360	0	28			0
	Preparatory		0	11	0	156					
	Arts and sciences		4	30	0	188	0	28			
	Special				0	16					
	Journalism		1	1	0	24					
	Education		0	8	0	40					
	Home economics		0	2	0	44					
	Fine arts		0	2	0	51					
	Music		1	8	0	149					
Do	University of Notre Dame	1842	116	0	1,850	0	248	0	8	0	6
	Arts and sciences		63	0	484	0	76	0	8	0	
	Chemical engineering		5	0	41	0	5	0			
	Civil engineering		4	0	82	0	5	0			
	Electrical engineering		2	0	119	0	18	0			
	Mechanical engineering		7	0	96	0	7	0			
	Mining engineering		1	0	17	0	6	0			
	Agriculture		3	0	41	0	3	0			
	Architecture		3	0	42	0	5	0			
	Commerce		11	0	536	0	62	0			
	Journalism		2	0	108	0					
	Education		3	0	6	0					
	Fine arts		1	0	2	0					
	Music		5	0	5	0					
	Law		5	0	251	0	57	0			
	Pharmacy		1	0	20	0	4	0			
	Summer school (1923)		81	6	362	366					
Oakland City	Oakland City College	1891	23	10	403	311	26	7			0
	Preparatory		3	1	33	32					
	Arts and sciences		17	7	220	263	23	7			
	Agriculture				124	0					
	Music		0	2	5	12					
	Theology		3	0	21	4	3	0			
	Summer school (1923)				227	169					
	Extension courses				117	116					
St. Mary-of-the-Woods.	St. Mary-of-the-Woods College.	1841	4	40	0	298	0	28			0
	Preparatory		0	14	0	113					
	Arts and sciences		4	26	0	162	0	25			
	Graduate				0	8					
	Special				0	15					
	Commerce				0	10					
	Education				0	47					
	Home economics				0	12	0	3			
	Fine arts				0	27					
	Music				0	92					
	Summer school		3	32	0	809					
St. Meinrad	St. Meinrad Theological Seminary.	1857	12	0	104	0					
Terre Haute	Rose Polytechnic Institute	1883	[6] 17	0	253	0	37	0	6	0	1
	Chemical engineering		2	0	26	0	7	0	4	0	
	Civil engineering		2	0	52	0	7	0	1	0	
	Electrical engineering		2	0	105	0	11	0	1	0	
	Mechanical engineering		2	0	60	0	11	0			
	Architectural engineering.		1	0	10	0	1	0			
	Military drill				186	0					
Upland	Taylor University (arts and sciences).	1846	10	10	147	122	21	13			5

[6] Includes 8 men not listed by subject.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
INDIANA—con.											
Valparaiso	Valparaiso University	1907	34	17	759	244	97	9			2
	Noncollegiate		9	6	279	38					
	Arts and sciences		8	5	101	39	13	3			
	Special				75	41					
	Civil engineering		2	0	67	0	5	0			
	Commerce		3	1	77	31	9	2			
	Education		4	1	29	71	3	2			
	Music		3	4	9	13					
	Law		2	0	55	3	17	0			
	Pharmacy		3	0	77	8	50	2			
IOWA											
Cedar Rapids	Coe College	1881	41	27	500	730	48	67	1	0	2
	Arts and sciences		37	20	462	495	48	67			
	Graduate				1	0			1	0	
	Special		4	7	37	235					
	Summer school (1923)		12	8	94	301					
	Extension courses		7	5	9	148					
	Military drill				325	0					
Clinton	Wartburg College	1868	10	0	97	0	9	0			0
	Preparatory		7	0	46	0					
	Arts and sciences		7	0	51	0	9	0			
Davenport	St. Ambrose College	1882	27	0	363	0	2	0			0
	Preparatory		19	0	273	0					
	Arts and sciences		16	0	90	0	2	0			
Decorah	Luther College	1861	26	0	347	0	48	0			1
	Preparatory		9	0	65	0					
	Arts and sciences		22	0	280	0	48	0			
	Special				2	0					
	Education		3	0	100	0					
Des Moines	Des Moines University	1865	25	19	465	530	41	18			0
	Preparatory		1	0	30	5					
	Arts and sciences		12	11	181	207	11	15			
	Special				1	4					
	Chemical engineering		2	0	3	0	1	0			
	Civil engineering		2	0	10	0	1	0			
	Electrical engineering		2	0	24	0	2	0			
	Mechanical engineering		2	0	12	0	3	0			
	Architectural engineering.		1	0	7	0					
	Education		2	2	72	218	3	2			
	Fine arts		3	6	28	91					
	Pharmacy		2	0	97	5	20	1			
	Summer school (1923)				78	334					
	Correspondence courses				67	129					
Do	Des Moines Still College of Osteopathy.	1898	22	2	187	28	36	6			0
Do	Drake University	1881	42	33	883	1,579	72	67	3	5	0
	Arts and sciences		22	6	287	321	21	47			
	Graduate				8	16			3	5	
	Commerce		6	0	233	11	13	0			
	Education		3	4	31	642	4	17			
	Fine arts		7	23	114	562	0	3			
	Theology				77	25	7	0			
	Law		4	0	133	2	27	0			
	Summer School (1923)		26	8	141	397					
Do	Grand View College		8	2	38	30					0
	Preparatory		4	2	20	19					
	Arts and sciences		4	0	12	11					
	Theology		2	0	6	0					
Dubuque	Columbia College	1873	30	0	591	38	28	12			0
	Preparatory		16	0	326	0					
	Arts and sciences		14	0	265	38	28	12			
	Summer school (1923)		22	0	12	411					
Do	Mount St. Joseph College	1843	3	30	0	257	0	21			0
	Preparatory		0	8	0	69					
	Arts and sciences		3	22	0	188	0	21			
	Correspondence				0	90					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—continued											
Dubuque	University of Dubuque	1864	28	6	169	68	18	13	7	0	1
	Preparatory		3	4	36	16					
	Arts and sciences		15	2	106	51	17	13			
	Theology		11	0	27	1	1	0	7	0	
	Summer school (1923)		3	5	13	33					
Do	Wartburg Theological Seminary.	1854	6	0	44	0					1
	Correspondence courses		6	0	15	0					
Fairfield	Parsons College	1875	20	12	227	251	18	16			2
	Arts and sciences		18	10	200	205	18	16			
	Special				6	0					
	Music		2	2	21	46					
	Summer school (1923)		12	8	49	131					
	Extension courses				7	41					
Fayette	Upper Iowa University	1857	12	12	164	256	18	12			4
	Preparatory		1	0	3	2					
	Arts and sciences		9	7	94	116	18	12			
	Special		2	4	12	27					
	Music		1	3	23	76					
	Oratory		0	1	19	24					
	Commerce		1	0	13	11					
	Summer school (1923)		10	6	62	203					
	Extension courses		8	4	20	35					
Grinnell	Grinnell College	1847	43	24	342	410	57	54			2
	Arts and sciences		40	16	329	369	57	54			
	Music		6	8	30	126					
Hopkinton	Lenox College[1] (arts and sciences).	1856	1	2	10	17					
Indianola	Simpson College	1860	25	14	339	441	25	32			2
	Preparatory		0	2	22	23					
	Arts and sciences		19	11	315	409	24	32			
	Special				2	9					
	Commerce		1	1	66	30					
	Music		5	2	53	134	1	0			
	Summer school (1923)		9	4	47	129					
Iowa Falls	Ellsworth College	1890	14	9	154	236	11	13			0
	Preparatory		2	2	8	18					
	Arts and sciences		7	4	72	125	11	12			
	Commerce		2	1	32	17					
	Home economics		1	1	0	26					
	Music		3	2	42	170	0	1			
	Summer school (1923)		7	6	25	150					
Lamoni	Graceland College	1895	14	17	173	157					0
	Preparatory		2	2	46	13					
	Arts and sciences		12	8	100	88					
	Agriculture		1	0	40	0					
	Education		4	2	80	60					
	Home economics		0	1	0	50					
	Fine arts		0	1	0	30					
	Music		1	3	60	90					
	Correspondence courses		2	5	211	340					
Le Mars	Western Union College	1890	14	5	74	77	12	5			
	Preparatory		7	4	8	3					
	Arts and sciences		10	4	58	41	12	5			
	Special		3	2	19	56					
Mount Pleasant	Iowa Wesleyan College	1842	17	10	128	209	13	17			2
	Preparatory		0	1	5	2					
	Arts and sciences		17	9	123	207	13	17			
	Music		1	2	23	63					
	Summer school (1923)				28	120					
Mount Vernon	Cornell College	1853	34	17	335	401	52	58	2	0	4
	Arts and sciences		30	13	334	377	51	56			
	Graduate				1	5			2	0	
	Special				0	19					
	Music		4	4	16	118	1	2			
	Summer school (1923)				35	58					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—continued											
Oskaloosa	Penn College	1873	20	11	242	395	14	18			0
	Preparatory		1	3	20	38					
	Arts and sciences		19	8	139	169	14	18			
	Commerce		2	2	33	31					
	Education		0	1	49	86					
	Home economics		0	1	0	57					
	Music		4	5	59	122					
	Summer school (1923)		6	6	52	130					
Pella	Central College	1853	9	6	120	152	10	10			4
	Preparatory		2	2	33	25					
	Arts and sciences		7	4	76	73	10	10			
	Special				21	54					
Sioux City	Morningside College	1890	20	18	371	437	28	42			3
	Preparatory				23	17					
	Arts and sciences		14	15	323	273	28	41			
	Music		5	3	32	171	0	1			
	Expression		1	0	11	46					
	Summer school (1923)		9	10	68	276					
Storm Lake	Buena Vista College	1891	8	6	70	80	6	6			0
	Arts and sciences		8	6	62	65	6	6			
	Special				8	15					
Tabor	Tabor College	1857	6	10	54	77	5	0			2
	Preparatory		1	1	4	4					
	Arts and sciences		4	6	35	48	5	0			
	Music		1	3	15	25					
University Park	John Fletcher College	1906	7	11	115	132	8	8			0
	Preparatory		1	4	53	57					
	Arts and sciences		5	6	51	60	8	8			
	Education		0	1	17	30					
	Music		1	2	32	50					
	Theology		3	0	3	0					
KANSAS											
Atchison	St. Benedict's College	1858	36	0	340	0	8	8	0	1	0
	Preparatory		27	0	265	0					
	Arts and sciences		17	0	75	0	8	8	0	1	
	Education		1	0	12	0					
	Theology		6	0	15	0					
	Summer school (1923)		3	3	0	250					
	Extension		3	3	0	150					
Baldwin City	Baker University	1858	22	12	276	324	35	41			2
	Arts and sciences		19	11	252	242	35	41			
	Special				4	15					
	Fine arts		0	1	7	33					
	Music		3	1	21	75					
	Summer school (1923)		8	1	26	59					
Emporia	College of Emporia	1883	18	12	222	220	22	33			4
	Arts and sciences		17	9	220	204	22	33			
	Music		1	3	40	104					
Highland	Highland College [1] (arts and sciences).	1857	1	5	24	27					
Kansas City	Kansas City Baptist Theological Seminary.	1902	6	2	55	32	2	0			1
Do	Kansas City University	1896	10	8	124	177	5	7			2
	Preparatory		1	3	49	52					
	Arts and sciences		8	3	53	63	4	6			
	Special				9	32					
	Fine arts		1	2	13	30	1	1			
	Summer school (1923)		5	0	13	55					
	Extension courses		2	0	6	84					
Lindsborg	Bethany College	1881	26	12	260	445	16	17			2
	Preparatory		2	3	32	43					
	Arts and sciences		10	3	122	117	13	11			
	Commerce		3	1	17	20					
	Music		11	5	89	265	3	6			
	Summer school (1923)				20	83					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KANSAS—con.											
McPherson	McPherson College	1889	19	6	254	412	33	30	1	0	0
	Preparatory		3	3	26	25					
	Arts and sciences		15	3	132	150	33	29			
	Graduate				2	1			1	0	
	Special		5	1	36	74					
	Music		3	2	29	71	0	1			
	Summer school (1923)		3	0	29	91					
Newton	Bethel College	1893	16	5	157	209	9	8			0
	Preparatory		3	2	47	41					
	Arts and sciences		11	3	88	88	9	8			
	Music		2	0	45	78					
	Summer school (1923)		6	1	17	65					
Ottawa	Ottawa University	1865	16	13	217	261	19	35			2
	Preparatory		2	4	18	16					
	Arts and sciences		12	7	156	170	19	31			
	Music		2	2	86	197	0	4			
	Summer school (1923)		3	0	12	30					
St. Marys	St. Mary's College	1848	32	0	467	0	13	0			0
	Preparatory		21	0	335	0					
	Arts and sciences		14	0	132	0	13	0			
Salina	Kansas Wesleyan University	1886	22	14	383	476	20	31			5
	Arts and sciences		13	10	161	180	19	31			
	Commerce		8	3	228	256	1	0			
	Music		3	2	45	99					
	Summer school (1923)		9	3	39	146					
Sterling	Sterling College	1886	9	7	127	147	12	14			1
	Preparatory				3	1					
	Arts and sciences		5	3	99	97	12	14			
	Special				7	32					
	Education		1	0	90	85					
	Home economics		0	1	0	45					
	Fine arts		1	1	88	80					
	Music		2	2	50	61					
	Extension courses				8	10					
Topeka	Washburn College	1865	33	20	553	766	93	56	0	1	2
	Arts and sciences		31	13	509	608	75	53			
	Graduate				2	8			0	1	
	Special				5	15					
	Fine arts		0	4	13	95					
	Music		4	6	81	303					
	Law		12	0	86	10	18	3			
	Summer school (1923)				65	183					
	Extension courses				82	167					
	Correspondence courses				22	23					
Wichita	Fairmount College	1895	16	14	243	336	17	30			0
	Arts and sciences		15	13	230	207	17	30			
	Music		2	2	18	178					
	Summer school (1923)		7	8	18	105					
	Extension courses		9	6	16	152					
	Military drill				140	0					
Do	Friends University	1898	14	12	196	208	12	21			0
	Arts and sciences		13	10	193	191	12	21			
	Special		1	2	23	102					
	Summer school (1923)		6	3	22	82					
	Extension courses		0	1	0	23					
Winfield	Southwestern College	1886	25	16	379	585	37	71			0
	Arts and sciences		25	16	353	452	37	71			
	Fine arts		5	7	50	164					
	Summer school (1923)				43	171					
KENTUCKY											
Barbourville	Union College		6	6	146	145	2	2			0
	Preparatory		6	6	123	121					
	Arts and sciences		6	6	23	24	2	2			
Berea	Berea College	1855	41	37	1,461	1,037	9	17			1
	Preparatory		28	31	1,273	891					
	Arts and sciences		13	6	188	146	9	17			
	Summer school (1923)		18	9	145	179					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—con.											
Bowling Green	Ogden College	1877	9	0	150	0	8	0	----	----	0
	Preparatory	------	6	0	70	0	----	----	----	----	----
	Arts and sciences	------	6	0	80	0	8	0	----	----	----
Danville	Centre College (arts and sciences).	1819	18	0	316	0	47	0	----	----	2
Do	Kentucky College for Women	1860	4	18	0	132	0	2	----	----	0
	Preparatory	------	1	4	0	36	----	----	----	----	----
	Arts and sciences	------	3	12	0	90	0	2	----	----	----
	Special	------	0	2	0	12	----	----	----	----	----
Georgetown	Georgetown College (arts and sciences).	1829	20	7	185	220	25	22	----	----	5
	Summer school (1923)	------	7	0	23	40	----	----	----	----	----
Hopkinsville	Bethel Woman's College [1]	------	0	16	0	180	----	----	----	----	----
	Preparatory	------	0	8	0	50	----	----	----	----	----
	Arts and sciences	------	0	9	0	85	----	----	----	----	----
	Special	------	0	7	0	45	----	----	----	----	----
Kingswood	Kingswood Holiness College	1907	3	4	27	72	2	2	----	----	0
	Preparatory	------	----	----	22	38	----	----	----	----	----
	Arts and sciences	------	2	1	2	2	2	2	----	----	----
	Music	------	0	3	1	26	----	----	----	----	----
	Theology	------	1	0	2	6	----	----	----	----	----
Lexington	College of the Bible (theology).	------	7	0	62	26	5	0	----	----	0
Do	Hamilton College [1]	1869	8	17	0	151	----	----	----	----	----
	Preparatory	------	1	7	0	105	----	----	----	----	----
	Arts and sciences	------	8	17	0	46	----	----	----	----	----
Do	Transylvania College (arts and sciences).	1798	18	3	131	164	22	19	----	----	1
Louisville	Jefferson Law School	1905	10	0	95	4	33	0	----	----	0
Do	Louisville College of Pharmacy.	1871	8	0	146	9	81	7	----	----	0
Do	Presbyterian Theological Seminary.	1893	10	0	96	0	16	0	----	----	0
Do	Simmons University [2]	1879	14	9	125	234	5	5	----	----	3
	Preparatory	------	4	6	76	175	----	----	----	----	----
	Arts and sciences	------	6	2	11	49	3	5	----	----	----
	Education	------	----	----	1	10	----	----	----	----	----
	Theology	------	2	0	32	0	2	0	----	----	----
	Law	------	----	----	3	0	----	----	----	----	----
	Pharmacy	------	2	1	2	0	----	----	----	----	----
	Summer school (1923)	------	4	2	26	21	----	----	----	----	----
	Correspondence courses	------	2	0	3	3	----	----	----	----	----
Do	Southern Baptist Theological Seminary.	1859	13	0	442	0	80	0	13	0	0
Russellville	Bethel College [1]	1849	9	0	137	15	----	----	----	----	----
	Preparatory	------	8	0	60	0	----	----	----	----	----
	Arts and sciences	------	9	0	77	0	----	----	----	----	----
	Special	------	----	----	0	15	----	----	----	----	----
Do	Logan College [1]	1857	2	11	0	142	----	----	----	----	----
	Preparatory	------	2	6	0	46	----	----	----	----	----
	Arts and sciences	------	2	6	0	66	----	----	----	----	----
	Education	------	2	1	0	41	----	----	----	----	----
	Home education	------	0	1	0	21	----	----	----	----	----
	Fine arts	------	0	4	0	82	----	----	----	----	----
	Music	------	0	3	0	77	----	----	----	----	----
St. Mary	St. Mary's College	1821	9	0	82	0	1	0	----	----	0
	Preparatory	------	6	0	79	0	----	----	----	----	----
	Arts and sciences	------	3	0	3	0	1	0	----	----	----
Williamsburg	Cumberland College [1]	1890	15	3	159	173	----	----	----	----	----
	Preparatory	------	7	3	122	118	----	----	----	----	----
	Arts and sciences	------	8	0	37	55	----	----	----	----	----
	Special	------	----	----	4	10	----	----	----	----	----
Wilmore	Asbury College	1890	15	7	360	344	29	31	----	----	11
	Preparatory	------	5	4	149	101	----	----	----	----	----
	Arts and sciences	------	10	3	210	240	29	31	----	----	----
	Graduate	------	----	----	1	3	----	----	----	----	----

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—con.											
Winchester	Kentucky Wesleyan College.	1866	10	4	99	130	10	21	1	0	2
	Arts and sciences		10	4	99	110	10	21	1	0	
	Special				0	20					
LOUISIANA											
Clinton	Silliman College [1]	1852	1	11	10	61					
	Preparatory		0	1	10	12					
	Arts and sciences		0	7	0	59					
	Education		1	1	0	50					
	Fine arts		0	1	0	12					
	Music		0	1	0	10					
Convent	Jefferson College	1864	18	0	142	0	8	0			1
	Preparatory		8	0	84	0					
	Arts and sciences		8	0	41	0	8	0			
	Commerce		3	0	24	0					
	Education		1	0	8	0					
	Music		2	0	32	0					
Mansfield	Mansfield Female College [1]	1854	0	11	0	114					
	Preparatory		0	7	0	46					
	Arts and sciences		0	7	0	68					
	Education				0	50					
New Orleans	Loyola University	1904	86	0	499	63	92	9	15	0	5
	Arts and sciences		16	0	72	8	8	0			
	Graduate		3	0	3	26			3	0	
	Special		7	0	43	2					
	Law		26	0	278	9	51	2	12	0	
	Dentistry		32	0	54	1	12	0			
	Pharmacy		5	0	49	17	21	7			
	Summer school (1923)		22	10	20	504					
	Extension courses		12	0	25	220					
Do	New Orleans College [2]	1873	8	9	141	298					0
	Preparatory		3	7	100	176					
	Arts and sciences		7	2	41	117					
	Special		0	1	3	5					
Do	Straight College [2]	1869	7	16	99	190	0	3			0
	Preparatory		4	11	69	106					
	Arts and sciences		7	16	21	70	0	3			
	Special				9	14					
Do	Tulane University of Louisiana.	1834	324	50	1,782	859	232	133	13	16	0
	Arts and sciences		49	42	299	368	31	51			
	Graduate				27	49			13	16	
	Special				516	75					
	Chemical engineering		[3] 34	0	30	0	3	0			
	Civil engineering				55	0	6	0			
	Mechanical and electrical engineering.				110	0	18	0			
	Architecture				27	4	1	0			
	Commerce		13	0	104	2	23	1			
	Journalism				16	4					
	Education				11	205	0	60			
	Fine arts				0	88	0	11			
	Music				0	43	0	5			
	Law		15	0	68	4	16	1			
	Medicine		155	8	352	12	80	4			
	Dentistry		40	1	112	2	30	0			
	Pharmacy		18	1	55	3	24	0			
	Summer school (1923)		53	29	490	1,305					
Pineville	Louisiana College	1853	14	7	283	241	22	8			0
	Arts and sciences		13	3	274	214	22	8			
	Special				9	27					
	Home economics		0	1	0	30					
	Fine arts		0	1	1	23					
	Music		1	2	9	129					
	Summer school (1923)		14	7	84	168					

[1] Junior college. [2] Colored. [3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
LOUISIANA—con.											
Shreveport	Centenary College	1841	20	4	305	130	11	2			3
	Preparatory		7	1	89	48					
	Arts and sciences		20	4	216	82	11	2			
	Special				1	4					
	Summer school (1923)		10	0	65	40					
MAINE											
Bangor	Bangor Theological Seminary.	1816	7	0	35	5	3	0			0
Brunswick	Bowdoin College	1802	34	0	502	0	84	0			5
	Arts and sciences		34	0	494	0	84	0			
	Special				8	0					
Lewiston	Bates College (arts and sciences).	1863	27	2	347	272	57	56	2	0	7
	Summer school (1923)		15	3	58	87					
Waterville	Colby College	1881	27	3	334	222	48	38			6
	Arts and sciences		27	3	318	215	48	38			
	Graduate				1	0					
	Special				15	7					
MARYLAND											
Annapolis	St. John's College (arts and sciences).	1789	17	0	150	0	25	0			0
	Military drill				110	0					
Baltimore	College of Notre Dame of Maryland.	1848	5	18	0	244	0	11			0
	Preparatory		0	7	0	154					
	Arts and sciences		5	11	0	90	0	11			
Do	Goucher College (arts and sciences).	1888	22	56	0	1,044	0	186			1
Do	Johns Hopkins University	1876	441	46	2,357	1,333	215	33	85	16	1
	Arts and sciences		73	3	559	0	79	0			
	Graduate		58	3	245	111			66	13	
	Engineering		28	0	229	0	44	0			
	Business economics		73	3	546	137					
	Social economics		8	2	4	44					
	Technical courses		16	0	312	2					
	Education		48	13	242	964	21	19			
	Medicine		226	10	272	34	68	12			
	Hygiene and public health.		36	8	148	41	3	2	19	3	
	Summer school (1923)		36	6	219	534					
	Military drill				296	0					
Do	Loyola College (arts and sciences).	1852	14	0	89	0	9	0	2	0	3
Do	Morgan College [2]	1872	13	8	183	293	7	9	7	4	1
	Preparatory		3	5	42	32					
	Arts and sciences		10	3	132	255	7	9	0	0	
	Graduate				9	6			7	4	
	Summer school (1923)		12	4	21	98					
Do	Mount Vernon College [1]		10	2	87	1					
	Preparatory		4	1	39	0					
	Arts and sciences		6	1	48	1					
	Summer school (1923)		10	2	39	1					
Do	St. Mary's Seminary and University.	1791	21	0	408	0	12	0	18	0	1
	Arts and sciences		8	0	90	0	12	0			
	Theology		13	0	318	0			18	0	
Catonsville	St. Charles' College [1]	1848	27	0	320	0					
	Preparatory		20	0	234	0					
	Arts and sciences		7	0	86	0					
Chestertown	Washington College	1873	12	2	120	41	7	5			4
	Preparatory				22	1					
	Arts and sciences		12	2	86	37	7	5			
	Special				12	3					

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MARYLAND—con.											
Emmitsburg	Mount St. Mary's College	1808	48	0	407	0	22	0	7	0	3
	Preparatory		32	0	222	0					
	Arts and sciences		15	0	132	0	22	0	7	0	
	Theology		5	0	53	0					
Do	St. Joseph's College	1809	7	13	0	120	0	25			0
	Preparatory		2	5	0	44					
	Arts and sciences		5	8	0	76	0	25			
	Special				0	27					
	Summer school (1923)				0	81					
	Extension courses				0	181					
Frederick	Hood College	1893	6	35	0	521	0	88			0
	Arts and sciences		6	35	0	439	0	88			
	Special				0	82					
	Extension courses				0	12					
Lutherville	Maryland College for Women	1853	4	18	0	107	0	10			0
	Preparatory		0	3	0	7					
	Arts and sciences		4	15	0	100	0	9			
	Home economics		0	3	0	15					
	Music		0	4	0	22	0	1			
New Windsor	Blue Ridge College	1899	13	7	102	116	4	2			0
	Preparatory		5	5	43	52					
	Arts and sciences		7	1	34	35	4	2			
	Special		1	1	25	29					
Westminster	Western Maryland College	1867	16	15	218	354	22	34	1	0	5
	Preparatory		2	4	32	33					
	Arts and sciences		16	15	186	221	22	34	1	0	
	Education		2	2	56	126					
	Home economics		0	2	0	31					
	Music				7	68					
	Extension courses		2	2	13	50					
	Military drill				150	0					
Do	Westminster Theological Seminary.	1882	6	0	46	2	4	0			0
Woodstock	Woodstock College	1869	18	0	222	0	21	0	44	0	0
	Arts and sciences		6	0	21	0	21	0			
	Graduate		7	0	51	0			44	0	
	Theology		10	0	151	0					
	Summer school (1923)		11	0	58	0					
MASSACHUSETTS											
Amherst	Amherst College	1821	56	0	552	0	109	0			6
	Arts and sciences		56	0	547	0	109	0			
	Graduate				3	0					
	Special				2	0					
Boston	Boston University	1873	356	55	4,981	3,980	626	363	49	67	0
	Arts and sciences		44	5	236	564	36	105			
	Graduate		81	2	140	172			27	48	
	Practical arts and letters		26	21	0	1,062	0	105			
	Religious education		45	13	116	306	12	40	12	4	
	Business administration		80	2	3,212	823	282	27	2	1	
	Education		26	6	120	949	13	69	0	14	
	Theology		21	0	243	24	87	0	1	0	
	Law		31	0	727	52	152	15	7	0	
	Medicine		100	6	187	28	44	2			
	Summer school (1923)		55	6	392	670					
	Extension courses		26	1	133	804					
	Military drill				588	0					
Do	College of Physicians and Surgeons.	1880	37	0	26	0	7	0			0
Do	Emmanuel College (arts and sciences).	1919	7	17	0	170	0	48			0
	Summer school (1923)		3	3	0	60					
	Correspondence courses		1	0	0	90					
Do	Gordon College of Theology		9	3	171	57	27	12			0
	Arts and sciences		9	3	166	55					
	Graduate				5	2					
	Theology		2	0	87	56	27	12			
Do	Massachusetts College of Pharmacy.	1867	15	0	387	40	69	9	6	2	1

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—continued											
Boston	Northeastern University	1896	151	0	4,714	150	288	2			0
	Preparatory		41	0	1,257	0					
	Chemical engineering		38	0	137	0	19	0			
	Civil engineering				270	0	26	0			
	Electrical engineering				362	0	30	0			
	Mechanical engineering				234	0	28	0			
	Commerce		35	0	662	6	96	1			
	Law		15	0	522	40	89	1			
	Evening polytechnic school.		44	0	276	0					
	Automotive school		16	0	994	104					
Do	Portia Law School	1909	13	3	0	338	0	62			0
Do	St. John's Ecclesiastical Seminary.	1884	12	0	156	0					0
Do	Simmons College	1902	35	85	0	1,378	0	226	0	31	0
	Arts and sciences		35	85	0	1,282	0	226			0
	Graduate				0	96			0	31	
	Summer school (1923)		5	17	7	282					
	Extension courses		0	8	0	81					
Do	Suffolk Law School	1906	28	0	1,737	0	123	0			2
Bradford	Bradford Academy [1]	1803	3	23	0	143					
	Preparatory		0	14	0	75					
	Arts and sciences		3	19	0	68					
Cambridge	Episcopal Theological Seminary.	1867	14	1	38	0	11	0			0
Do	Harvard University	1638	862	1	6,646	185	1,096	0	545	30	14
	Arts and sciences		265	0	2,931	0	593	0			
	Graduate				670	0			252	0	
	Special				49	0					
	Unclassified engineering		3	0	34	0					
	Industrial chemistry		3	0	26	0	4	0			
	Civil engineering		10	0	46	0	7	0	2	0	
	Electrical engineering		10	0	67	0	18	0	2	0	
	Electric communication engineering.				21	0	2	0	11	0	
	Mechanical engineering		5	0	49	0	8	0			
	Mining engineering and metallurgy.		6	0	15	0	1	0	1	0	
	Sanitary and municipal engineering.				3	0	1	0	2	0	
	Applied biology		6	0	11	0			5	0	
	Architecture		17	0	49	0			10	0	
	Landscape architecture				44	0			7	0	
	Forestry		1	0	3	0			3	0	
	Business administration		34	0	539	0			169	0	
	Education		28	0	195	182			57	30	
	Theology		19	0	86	0	6	0	2	0	
	Law		18	0	1,097	0	262	0	12	0	
	Medicine		305	0	494	0	122	0	1	0	
	Public health		50	1	26	3	1	0	9	0	
	Dentistry		125	0	191	0	71	0			
	Summer school (1923)		95	0	1,123	1,169					
	Military drill				398	0					
Do	Massachusetts Institute of Technology.	1865	329	4	2,906	43	455	2	173	4	0
	General science		109	3	130	16	20	1			
	Graduate				273	7			53	4	
	Special				15	3					
	Architecture		20	1	137	11	12	1	8	0	
	Chemical engineering		35	0	227	1	62	0	49	0	
	Civil engineering		21	0	315	1	63	0	5	0	
	Electrical engineering		36	0	577	1	89	0	35	0	
	General engineering		30	0	115	0	25	0			
	Engineering administration.				416	1	73	0			
	Mechanical engineering		53	0	419	0	63	0	8	0	
	Mining engineering and metallurgy.		13	0	78	1	19	0	2	0	

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—con.											
Cambridge	Massachusetts Institute of Technology—Continued.										
	Sanitary engineering				8	0	1	0			
	Geology		5	0	11	0	1	0			
	Naval architecture and marine engineering.		7	0	62	0	10	0	12	0	
	Electrochemical engineering.				73	1	17	0	1	0	
	Summer school (1923)		104	2	1,413	6					
	Military drill				1,354	0					
Do	New Church Theological School.	1866	6	1	13	0					0
	Correspondence courses				15	5					
Do	Radcliffe College	1879	148	0	0	907	0	99	0	60	0
	Arts and sciences		148	0	0	572	0	99			
	Graduate				0	242			0	60	
	Special				0	93					
Chestnut Hill	Boston College	1864	38	0	973	0	171	0	8	0	1
	Arts and sciences		38	0	939	0	171	0			
	Graduate				22	0			8	0	
	Special				34	0					
	Education		8	0	47	0					
Newton Center	Newton Theological Institution.	1825	8	1	79	14	17	1			0
Northampton	Smith College (arts and sciences.)	1875	62	124	0	2,157	0	423	0	16	1
	Summer school (1923)		4	4	0	69					
Norton	Wheaton College (arts and sciences).	1834	7	24	0	402	0	77			0
South Hadley	Mount Holyoke College	1837	11	102	0	958	0	189	0	2	1
	Arts and sciences		11	102	0	938	0	189			
	Graduate				0	16			0	2	
	Special				0	4					
South Lancaster	Atlantic Union College [1]	1882	11	11	100	97	2	2			
	Preparatory		3	6	60	76					
	Arts and sciences		8	5	25	15					
	Special				5	19					
	Theology		6	3	15	6	2	2			
	Summer school (1923)		7	5	14	36					
Tufts College	Tufts College	1854	370	14	1,830	264	366	44	7	1	10
	Arts and sciences		103	9	741	235	47	35			
	Graduate				12	1			6	1	
	General engineering		[2] 40	0	4	0					
	Chemical engineering				47	0	12	0			
	Civil engineering				85	0	17	0			
	Electrical engineering				89	0	21	0			
	Mechanical engineering				90	0	14	0	1	0	
	Theology		15	0	23	1	2	0			
	Medicine		146	5	474	25	129	7			
	Dentistry		140	5	265	2	124	2			
Wellesley	Wellesley College	1875	27	132	0	1,630	0	359	0	12	0
	Arts and sciences		27	132	0	1,555	0	359			
	Graduate				0	40			0	12	
	Special				0	35					
Williamstown	Williams College	1793	64	0	693	1	110	0	2	0	8
	Arts and sciences		64	0	690	0	110	0			
	Graduate				3	1			2	0	
Worcester	Clark University	1889	33	1	264	33	33	0	31	10	2
	Arts and sciences		33	1	184	0	33	0			
	Graduate				61	9			31	10	
	Special				19	24					
	Summer school (1923)		11	2	46	89					
Do	College of the Holy Cross (Arts and sciences).	1843	60	0	940	0	146	0	2	0	6

[1] Junior college.

[2] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—contd.											
Worchester	Worcester Polytechnic Institute.	1868	64	0	521	0	75	0	4	0	0
	Graduate				11	0			4	0	0
	Unclassified engineering		64	0	189	0					
	Chemical engineering		9	0	31	0	12	0			
	Civil engineering		4	0	54	0	8	0			
	Electrical engineering		8	0	157	0	35	0			
	Mechanical engineering		17	0	79	0	20	0			
MICHIGAN											
Adrian	Adrian College	1859	10	9	104	113	5	3			3
	Arts and sciences		9	8	82	54	5	3			
	Special		1	1	25	70					
Albion	Albion College	1861	25	16	434	293	59	35			1
	Arts and sciences		23	12	412	252	58	35			
	Special				0	3					
	Music		2	4	28	50	1	0			
Alma	Alma College	1887	15	8	178	131	12	11			1
	Arts and sciences		15	8	172	116	12	11			
	Music				6	15					
Berrien Springs	Emmanuel Missionary College.	1875	28	20	232	241	19	13			0
	Preparatory		2	4	79	66					
	Arts and sciences		17	9	75	82	15	13			
	Special		1	2	22	23					
	Agriculture		1	0	17	0					
	Commerce		2	0	4	11					
	Education		1	1	2	26					
	Home economics		0	2	0	16					
	Music		1	2	3	13					
	Theology		3	0	30	4	4	0			
	Summer school (1923)		11	12	25	150					
Detroit	Detroit College of Law (Y. M. C. A.).	1891	26	0	591	12	155	12			3
Do	University of Detroit	1877	169	1	1,914	122	129	8	31	7	0
	Preparatory		19	0	494	0					
	Arts and sciences		15	0	169	0	14	0			
	Graduate				33	9			2	0	
	Special				40	3					
	Chemical engineering		[3] 17	0	27	0	2	0			
	Civil engineering				50	0	9	0			
	Electrical engineering				102	0	8	0			
	Mechanical engineering				82	0	10	0			
	Architectural engineering.				22	0					
	Aeronautical engineering.				9	0					
	Commerce		76	0	562	84	23	4	13	0	
	Journalism				13	3					
	Commercial art		1	1	13	8					
	Foreign trade		9	0	54	2					
	Law		34	0	244	13	63	4	16	7	
Hancock	Suomi College and Theological Seminary.	1896	9	2	51	53					0
	Preparatory		6	1	44	50					
	Arts and sciences		3	1	7	3					
	Theology		3	0	6	0					
Hillsdale	Hillsdale College	1856	20	11	195	305	20	24			4
	Arts and sciences		20	11	167	217	20	24			
	Music		2	3	28	88					
Holland	Hope College	1866	22	9	324	271	34	21			3
	Preparatory		11	4	50	51					
	Arts and sciences		17	7	253	170	34	21			
	Music		5	2	21	50					
Do	Western Theological Seminary.	1866	6	0	34	0	7	0			0

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN—con.											
Kalamazoo	Kalamazoo College (arts and sciences).	1833	19	8	200	172	20	27	1	0	4
	Extension courses		6	1	57	105					
Monroe	St. Mary's College and Academy.	1845	0	44	0	339	0	11			0
	Preparatory		0	15	0	236					
	Arts and sciences		0	29	0	103	0	11			
Olivet	Olivet College	1844	13	18	218	313	20	16			3
	Arts and sciences		10	13	167	178	20	16			
	Special		3	5	51	135					
MINNESOTA											
Collegeville	St. John's University	1857	40	0	377	0	9	0			0
	Preparatory		37	0	221	0					
	Arts and sciences		24	0	117	0	9	0			
	Theology		11	0	39	0					
Duluth	College of St. Scholastica	1912	1	14	0	94					0
	Preparatory		0	7	0	64					
	Arts and sciences		1	7	0	30					
Faribault	Seabury Divinity School	1858	7	0	19	0	4	0			1
	Correspondence courses		6	0	20	0					
Minneapolis	Augsburg Seminary	1869	20	5	157	48	11	2			0
	Preparatory		8	3	66	0					
	Arts and sciences		11	2	71	34	5	2			
	Music		2	2	22	19					
	Theology		4	0	20	0	6	0			
Do	Minnesota College of Law	1913	20	0	406	27	49	4			0
Moorhead	Concordia College	1891	16	6	167	152	11	11			0
	Preparatory		0	4	39	46					
	Arts and sciences		16	2	128	106	11	11			
Northfield	Carleton College	1867	44	19	437	414	65	65	1	0	2
	Arts and sciences		41	14	432	374	65	64			
	Graduate				2	2			1	0	
	Music		3	5	3	38	0	1			
Do	St. Olaf College	1874	42	15	484	430	86	80			0
	Arts and sciences		42	11	479	405	86	80			
	Special				1	3					
	Music		5	4	4	22					
St. Joseph	St. Benedict's College [1]	1887	0	15	0	242					
	Preparatory		0	13	0	176					
	Arts and sciences		0	15	0	66					
St. Paul	Bethel Institute		14	9	171	205	9	0			0
	Preparatory		9	8	134	188					
	Theology		5	1	37	17	9	0			
Do	College of St. Catherine	1905	12	40	0	433	0	50			0
	Preparatory		0	10	0	108					
	Arts and sciences		12	24	0	325	0	48			
	Home economics				0	15					
	Fine arts				0	25					
	Music		0	6	0	175	0	2			
Do	College of St. Thomas	1885	53	0	788	0	36	0			0
	Preparatory		25	0	420	0					
	Arts and sciences		28	0	368	0	33	0			
	Commerce		5	0	80	0	3	0			
	Education		4	0	20	0					
	Military drill				430	0					
Do	Concordia College [1]	1893	15	0	221	0					
	Preparatory		10	0	181	0					
	Arts and sciences		5	0	40	0					
Do	Hamline University	1864	30	9	342	238	32	41	1	0	0
	Arts and sciences		30	9	340	237	32	41			
	Graduate				2	1			1	0	
Do	Luther Theological Seminary.	1890	9	0	97	0	36	0			0
Do	Macalester College	1885	21	22	287	347	41	66			2
	Arts and sciences		17	15	254	256	41	66			
	Music		4	8	34	156					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MINNESOTA—continued											
St. Paul	St. Paul College of Law	1900	27	0	311	7	50	1	----	----	0
Do	St. Paul Theological Seminary.	1894	13	0	186	0	27	0	----	----	0
St. Peter	Gustavus Adolphus College	1862	18	6	221	225	21	19	----	----	0
	Preparatory	------	4	5	17	24	----	----	----	----	----
	Arts and sciences	------	14	1	197	133	21	19	----	----	----
	Special	------	----	----	0	19	----	----	----	----	----
	Music	------	3	1	31	92	----	----	----	----	----
Winona	College of St. Teresa	1910	11	37	0	451	0	21	----	----	0
	Arts and sciences	------	8	35	0	343	0	21	----	----	----
	Education	------	----	----	0	67	----	----	----	----	----
	Music	------	3	6	0	41	----	----	----	----	----
Do	St. Mary's College [1]	1912	14	0	144	0	----	----	----	----	----
	Preparatory	------	6	0	66	0	----	----	----	----	----
	Arts and sciences	------	7	0	66	0	----	----	----	----	----
	General engineering	------	1	0	12	0	----	----	----	----	----
MISSISSIPPI											
Blue Mountain	Blue Mountain College	1873	6	16	1	230	0	22	----	----	0
	Preparatory	------	0	4	0	72	----	----	----	----	----
	Arts and sciences	------	6	12	1	148	0	20	----	----	----
	Music	------	----	----	0	10	0	2	----	----	----
	Summer school (1923)	------	4	9	21	106	----	----	----	----	----
Brookhaven	Whitworth College	1859	0	11	4	242	0	28	----	----	0
	Preparatory	------	0	4	0	75	----	----	----	----	----
	Arts and sciences	------	0	7	4	121	0	28	----	----	----
	Special	------	----	----	0	46	----	----	----	----	----
Clinton	Hillman College [1]	1853	3	10	0	128	----	----	----	----	----
	Preparatory	------	1	6	0	31	----	----	----	----	----
	Arts and sciences	------	2	6	0	83	----	----	----	----	----
	Special	------	0	4	0	14	----	----	----	----	----
Do	Mississippi College (arts and sciences).	1826	21	0	401	15	65	7	2	0	0
	Summer school (1923)	------	11	0	152	54	----	----	----	----	----
Grenada	Grenada College	1852	2	6	0	177	0	18	----	----	0
	Arts and sciences	------	2	6	0	150	0	18	----	----	----
	Special	------	----	----	0	27	----	----	----	----	----
Hattiesburg	Mississippi Woman's College.	1912	6	26	0	296	0	34	----	----	0
	Arts and sciences	------	6	26	0	246	0	34	----	----	----
	Special	------	----	----	0	50	----	----	----	----	----
Holly Springs	Mississippi Synodical College.[1]	1883	1	13	0	120	----	----	----	----	----
	Preparatory	------	0	3	0	58	----	----	----	----	----
	Arts and sciences	------	1	5	0	62	----	----	----	----	----
	Education	------	0	1	0	44	----	----	----	----	----
	Home economics	------	0	1	0	38	----	----	----	----	----
	Fine arts	------	0	1	0	2	----	----	----	----	----
	Music	------	0	2	0	44	----	----	----	----	----
Do	Rust College [2]	1872	14	9	87	138	4	2	----	----	0
	Preparatory	------	7	3	56	82	----	----	----	----	----
	Arts and sciences	------	5	2	20	16	4	2	----	----	----
	Commerce	------	1	0	4	31	----	----	----	----	----
	Education	------	0	1	1	37	----	----	----	----	----
	Home economics	------	0	2	0	161	----	----	----	----	----
	Music	------	3	2	19	80	----	----	----	----	----
Jackson	Belhaven College	1893	6	19	0	242	0	12	----	----	0
	Preparatory	------	0	3	0	19	----	----	----	----	----
	Arts and sciences	------	3	9	0	139	0	12	----	----	----
	Special	------	3	7	0	84	----	----	----	----	----
Do	Millsaps College	1892	15	1	271	160	30	14	4	0	0
	Arts and sciences	------	15	1	267	160	30	14	----	----	----
	Graduate	------	----	----	4	0	----	----	4	0	----
Tougaloo	Tougaloo College [2]	1869	4	12	64	128	----	----	----	----	0
	Preparatory	------	4	12	53	112	----	----	----	----	----
	Arts and sciences	------	4	12	11	16	----	----	----	----	----

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI											
Albany	Palmer College [1]	1865	9	9	58	172					
	Preparatory		2	2	10	17					
	Arts and sciences		5	5	38	56					
	Music		2	2	22	104					
Bolivar	Southwest Baptist College [1]	1878	8	6	127	90					
	Preparatory		5	4	80	41					
	Arts and sciences		3	2	44	42					
	Special				3	7					
Camden Point	Missouri Christian College [1]	1848	1	9	0	58					
	Preparatory		1	5	0	26					
	Arts and sciences		1	6	0	32					
Cameron	Missouri Wesleyan College	1883	12	13	138	226	9	13	1	0	1
	Preparatory		2	2	12	31					
	Arts and sciences		10	8	120	101	9	13	1	0	
	Special		0	3	6	94					
	Summer school (1923)		5	3	61	102					
Canton	Culver-Stockton College (arts and sciences).	1856	15	6	217	161	13	7			2
Columbia	Christian College [1]	1851	5	22	0	327					
	Preparatory		0	5	0	29					
	Arts and sciences		5	13	0	226					
	Special		3	6	0	72					
Do	Stephens College [1]	1856	7	38	0	488					
	Preparatory		0	10	0	27					
	Arts and sciences		7	37	0	461					
Fayette	Central College (arts and sciences).	1857	18	4	274	48	30	14	1	0	0
	Summer school (1923)		5	2	49	80					
Do	Howard-Payne College [1]	1844	18	15	0	283					
	Arts and sciences		18	4	0	146					
	Fine arts		0	11	0	237					
Fredericktown	Marvin College [1]	1847	4	7	32	95					
	Preparatory		4	3	8	10					
	Arts and sciences		4	3	21	29					
	Fine arts		0	2	0	24					
	Music		0	2	3	32					
Fulton	Synodical College for Girls [1]	1871	1	10	5	101					
	Preparatory		1	7	0	49					
	Arts and sciences		1	10	0	33					
	Education		1	0	0	23					
	Home economics		0	1	0	24					
	Fine arts		0	2	1	32					
	Music		0	2	4	37					
Do	Westminster College (arts and sciences).	1849	14	0	237	0	16	0			0
Do	William Woods College [1]	1890	0	19	0	222					
	Preparatory		0	2	0	27					
	Arts and sciences		0	9	0	147					
	Special		0	8	0	48					
Kansas City	Kansas City College of Medicine and Surgery.	1898	(7)	(7)	17	0	17	0			0
Do	Kansas City College of Osteopathy and Surgery.	1916	21	7	81	9	31	6			0
Do	Kansas City College of Pharmacy and Natural Sciences.	1885	7	1	110	9	45	1			0
Do	Kansas City School of Law	1895	46	0	717	61	69	13			0
Do	Kansas City University of Physicians and Surgeons.	1904	15	2	51	3	20	1			0
Do	Kansas City-Western Dental College.	1890	50	0	415	0	86	0			0
Do	Rockhurst College	1914	20	0	320	0	2	0			0
	Preparatory		13	0	274	0					
	Arts and sciences		10	0	46	0	2	0			

[1] Junior college.

[7] Faculty not reported.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
Kansas City	St. Teresa College [1]		4	17	0	292					
	Preparatory		2	15	0	165					
	Arts and sciences		2	15	0	70					
	Fine arts		0	2	0	27					
	Music		0	4	0	102					
	Summer school (1923)		2	6	0	45					
Kirksville	Andrew T. Still College of Osteopathy and Surgery.	1892	30	1	264	84	32	17			0
	Arts and sciences		8	0	42	20	14	5			
	Osteopathy		22	1	223	66	18	12			
	Summer school (1923)		2	0	16	8					
La Grange	La Grange College [1]	1858	7	6	73	82					
	Preparatory		6	2	35	38					
	Arts and sciences		7	4	32	32					
	Special		0	2	6	12					
	Summer school (1923)		7	3	42	130					
Lexington	Central College for Women [1]	1869	2	13	0	93					
	Preparatory		1	13	0	16					
	Arts and sciences		1	13	0	62					
	Special		1	10	0	15					
Liberty	William Jewell College	1849	19	0	368	76	27	12			0
	Preparatory		4	0	24	0					
	Arts and sciences		15	0	344	76	27	12			
Marble Hill	Will Mayfield College [1]	1878	5	5	101	76					
	Preparatory		5	5	85	55					
	Arts and sciences		5	5	16	21					
Marshall	Missouri Valley College (arts and sciences).	1889	10	2	121	183	12	21			0
	Summer school (1923)		6	1	23	85					
Mexico	Hardin College [1]	1873	6	21	0	280					
	Preparatory		1	5	0	45					
	Arts and sciences		4	6	0	146					
	Special		1	10	0	89					
Nevada	Cottey College [1]	1884	0	18	0	234					
	Preparatory		0	4	0	58					
	Arts and sciences		0	7	0	86					
	Special		0	7	0	90					
Parkville	Park College	1875	15	11	234	221	24	39			0
	Preparatory		0	4	60	38					
	Arts and sciences		15	7	174	183	24	39			
St. Charles	Lindenwood College	1831	7	33	0	410	0	28			0
	Preparatory		0	3	0	22					
	Arts and sciences		7	30	0	354	0	26			
	Music				0	38	0	2			
St. Louis	City College of Law and Finance.	1908	50	0	393	20	24	3	12	2	0
	Preparatory		12	0	65	5					
	Commerce		12	0	162	6					
	Law		26	0	166	9	24	3	12	2	
Do	College of the Sacred Heart	1826	2	18	0	107					0
	Preparatory		0	10	0	65					
	Arts and sciences		2	8	0	42					
Do	Concordia Theological Seminary.	1839	13	0	375	0	8	0	7	0	0
Do	Eden Theological Seminary	1850	7	0	70	0					0
Do	St. Louis College of Pharmacy.	1863	10	0	233	12	53	3			0
Do	St. Louis College of Physicians and Surgeons.	1879	23	0	91	3	28	1			0
Do	St. Louis University	1818	277	0	2,536	119	399	4	37	10	0
	Arts and sciences		42	0	589	0	121	0			
	Graduate		13	0	50	0			37	10	
	Commerce		38	0	602	21	26	2			
	Theology		9	0	139	0	22	0			
	Law		30	0	340	18	85	2			
	Medicine		139	0	466	80	78	0			
	Dentistry		19	0	350	0	67	0			
	Summer school (1923)		9	0	8	290					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
St. Louis	The Principia[1] (arts and sciences).	1898	7	10	49	77					
Do	Washington University	1857	360	33	2,216	1,125	306	132	34	23	0
	Arts and sciences		108	19	631	637	29	111			
	Graduate		71	0	162	60			30	23	
	Special				273	112					
	Unclassified engineering		[3] 79	4	109	0					
	Chemical engineering				49	0	10	0			
	Civil engineering				47	0	4	0			
	Electrical engineering				77	0	9	0	1	0	
	Mechanical engineering				62	0	15	0			
	Architectural engineering.				8	0					
	Architecture				42	4	11	1	3	0	
	Commerce		15	0	126	20	75	13			
	Fine arts		10	6	120	264					
	Law		14	0	182	13	49	3			
	Medicine		160	4	278	13	73	4			
	Dentistry		27	0	50	2	31	0			
	Extension courses		76	2	1,417	883					
	Military drill				142	0					
Springfield	Drury College	1873	18	8	216	195	21	23			0
	Arts and sciences		18	8	199	183	21	23			
	Special				17	12					
	Education				78	80					
	Home economics				0	101					
	Music		3	3	30	62					
Tarkio	Tarkio College	1883	15	17	87	147	14	13			5
	Preparatory		2	6	5	4					
	Arts and sciences		11	6	68	88	14	11			
	Graduate				1	0					
	Special		1	3	7	25					
	Music		1	3	16	69	0	2			
Warrenton	Central Wesleyan College	1864	20	10	190	188	13	9			1
	Preparatory		4	6	54	87					
	Arts and sciences		12	4	75	80	13	9			
	Special				24	1					
	Theology		5	0	38	20					
Webster Groves	Webster College	1916	6	27	0	213	0	6			0
	Preparatory		0	8	0	125					
	Arts and sciences		6	19	0	88	0	5			
	Music		0	4	0	70	0	1			
MONTANA											
Helena	Intermountain Union College.	1889	10	9	101	115	6	11			0
	Preparatory		2	3	31	27					
	Arts and sciences		8	7	66	80	6	9			
	Music		2	1	8	29	0	2			
Do	Mount St. Charles College	1910	20	0	158	0	2	0			0
	Preparatory		9	0	100	0					
	Arts and sciences		11	0	58	0	2	0			
NEBRASKA											
Bethany	Cotner College	1889	13	15	120	243	12	12			0
	Preparatory				6	3					
	Arts and sciences		9	6	76	158	12	12			
	Special		4	9	45	142					
	Correspondence courses				18	57					
Blair	Dana College and Trinity Seminary.	1884	12	7	93	76					0
	Preparatory		5	1	37	36					
	Arts and sciences		7	6	46	40					
	Theology		3	0	12	0					
Central City	Nebraska Central College	1899	7	5	81	66	1	5			0
	Preparatory		3	2	41	43					
	Arts and sciences		4	4	30	23	1	5			
	Special		1	1	10	3					

[1] Junior college.

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con.											
College View	Union College	1891	19	7	169	179	19	13			0
	Preparatory		6	1	26	47					
	Arts and sciences		13	6	143	132	19	13			
	Summer school (1923)		5	4	35	96					
Crete	Doane College	1872	13	9	107	126	8	10	1	0	0
	Arts and sciences		11	6	92	82	8	10	1	0	
	Special				15	37					
	Music		3	3	0	7					
Fremont	Midland College	1887	19	8	148	217	20	13			3
	Preparatory		0	1	5	5					
	Arts and sciences		11	3	67	79	17	13			
	Special				1	4					
	Commerce		2	1	36	40					
	Fine arts		0	1	4	14					
	Music		2	2	25	75					
	Theology		4	0	10	0	3	0			
	Summer school (1923)				15	143					
Grand Island	Grand Island College	1892	9	8	101	66	8	7			0
	Preparatory		1	3	8	10					
	Arts and sciences		8	5	92	54	8	7			
	Special				1	2					
	Summer school (1923)		6	1	6	48					
	Extension courses		4	1	18	55					
Hastings	Hastings College	1882	16	13	225	393	14	20			0
	Preparatory		0	2	31	23					
	Arts and sciences		14	7	165	287	14	20			
	Music		2	4	29	83					
Omaha	Creighton University	1878	178	0	1,657	12	158	45	2	17	2
	Preparatory		38	0	401	0					
	Arts and sciences		35	0	488	0	44	41	2	17	
	Commerce		6	0	45	4					
	Law		14	0	230	4	24	2			
	Medicine		47	0	160	3	38	0			
	Dentistry		24	0	209	0	20	0			
	Pharmacy		14	0	125	5	32	2			
	Summer school (1923)		26	4	80	480					
	Extension courses		9	1	60	149					
	Military drill				332	0					
Do	Duchesne College	1915	4	14	0	115	0	6			0
	Preparatory		3	7	0	55					
	Arts and sciences		2	10	0	60	0	6			
	Education		0	2	0	30					
	Home economics		0	2	0	55					
	Music		2	2	0	40					
	Extension courses		0	4	0	30					
Do	Presbyterian Theological Seminary	1891	8	0	27	1	5	0			
Do	University of Omaha	1909	37	16	176	463	14	13	2	0	0
	Arts and sciences		14	13	66	213	7	13			
	Special		3	3	42	247					
	Law		20	0	68	3	7	0	2	0	
	Summer school (1923)		8	11	36	293					
University Place	Nebraska Wesleyan University	1887	35	26	362	473	25	47			3
	Preparatory		2	2	21	13					
	Arts and sciences		32	16	306	370	25	46			
	Education				82	377					
	Music		3	6	61	160	0	1			
	Expression		0	2	5	49					
	Summer school (1923)		10	8	76	334					
York	York College	1890	10	10	149	286	9	6			2
	Preparatory		6	3	24	28					
	Arts and sciences		8	3	41	54	9	6			
	Commerce		2	2	45	36					
	Fine arts		0	1	1	24					
	Music		1	3	38	144					
	Summer school (1923)		6	3	19	112					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con.											
York	St. Ursula's Junior College	1890	1	4	0	57					
	Preparatory		1	4	0	36					
	Arts and sciences		1	4	0	21					
NEW HAMPSHIRE											
Hanover	Dartmouth College	1769	180	0	2,175	0	385	0	8	0	10
	Arts and sciences		155	0	2,032	0	349	0	8	0	
	Civil engineering		4	0	12	0	8	0			
	Commerce		11	0	89	0	28	0			
	Medicine		10	0	42	0					
Manchester	St. Anselm's College	1893	28	0	250	0	8	0			0
	Preparatory		12	0	140	0					
	Arts and sciences		16	0	110	0	8	0			
NEW JERSEY											
Bloomfield	Bloomfield Theological Seminary.	1869	15	0	74	0	1	0			0
	Preparatory				40	0					
	Arts and sciences				3	0	1	0			
	Special				14	0					
	Theology				17	0					
Convent Station	College of St. Elizabeth (arts and sciences).	1899	4	32	0	248	0	38			0
Hoboken	Stevens Institute of Technology (mechanical engineering).	1871	55	0	529	0	108	0			0
Kenilworth	Upsala College	1893	14	1	79	32	5	2			0
	Preparatory		3	0	30	8					
	Arts and sciences		8	0	34	14	5	2			
	Special		3	1	15	10					
Madison	Drew Theological Seminary	1867	33	5	194	56	26	0	8	2	0
	Summer school (1923)		15	0	167	0					
Newark	New Jersey Law School	1908	12	0	851	56	97	8			0
New Brunswick	Rutgers University	1766	125	17	895	419	133	57	25	2	11
	Preparatory		8	0	107	0					
	Arts and sciences		83	12	441	333	83	42			
	Graduate				43	0			22	2	
	Special				9	0					
	Agriculture		22	0	90	0	17	0			
	Civil Engineering		4	0	38	0	7	0	2	0	
	Electrical engineering		2	0	40	0	6	0			
	Mechanical engineering		3	0	32	0	12	0	1	0	
	Unclassified engineering				75	0					
	Ceramics		3	0	20	0	8	0			
	Home economics		0	5	0	86	0	15			
	Summer school (1923)		41	15	244	595					
	Short winter courses				108	8					
	Extension courses				42	380					
	Military drill				474	0					
Do	Theological Seminary of the Reformed Church in America.	1784	8	0	26	0	[8] 6	0			0
	Extension courses				17	0					
Plainfield	Mount St. Mary's College (arts and sciences).	1908	8	12	0	108	0	13			0
	Summer school (1923)		3	11	0	140					
Princeton	Princeton Theological Seminary.	1812	17	0	215	0	40	0	29	0	0
Do	Princeton University	1746	242	0	2,448	0	435	0	109	0	8
	Arts and sciences		242	0	2,127	0	418	0			
	Graduate				217	0			109	0	
	General engineering				104	0	17	0			
	Military drill				365	0					
South Orange	Seton Hall College	1856	26	0	449	0	18	0	8	0	3
	Preparatory		18	0	288	0					
	Arts and sciences		11	0	119	0	18	0	8	0	
	Theology		5	0	42	0					

[8] Conferred by Rutgers University.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY—continued											
Zarephath	Alma College	1912	4	7	22	46	1	1			1
	Preparatory		1	6	18	32					
	Arts and sciences		4	3	4	14	1	1			
NEW YORK											
Alfred	Alfred University	1836	38	14	301	274	30	30			3
	Arts and sciences		18	7	108	120	16	30			
	Special		1	1	32	40					
	Ceramic engineering		4	2	76	37	13	0			
	Agriculture (secondary)		14	4	66	68					
	Theology		2	0	19	9	1	0			
	Summer school (1923)		14	8	41	123					
	Extension courses		1	0	14	3					
Annandale	St. Stephen's College (arts and sciences).	1860	16	1	116	0	14	0			2
Auburn	Auburn Theological Seminary.	1819	11	0	52	0	12	0	1	0	0
	Summer school (1923)		19	7	77	114					
Aurora	Wells College	1868	11	26	0	236	0	65			0
	Arts and sciences		10	22	0	235	0	63			
	Special				0	1					
	Music		1	4	0	35	0	2			
Brooklyn	Adelphi College	1896	20	25	119	613	0	91	0	1	0
	Preparatory		8	12	119	186					
	Arts and sciences		12	13	0	425	0	91			
	Graduate				0	2			0	1	
	Summer school (1923)		6	1	0	97					
	Extension courses		6	1	0	90					
Do	Brooklyn College of Pharmacy.	1891	18	0	475	28	194	9			0
Do	Long Island College Hospital (medicine).	1859	146	1	350	7	44	2			0
Do	Polytechnic Institute of Brooklyn.	1854	40	0	1,456	0	98	0			0
	Unclassified engineering		9	0	328	0					
	Chemical engineering		9	0	144	0	35	0			
	Civil engineering		6	0	289	0	11	0			
	Electrical engineering		6	0	370	0	16	0			
	Mechanical engineering		10	0	325	0	36	0			
Do	St. Francis College (arts and sciences).	1859	17	0	91	0	19	0			4
Do	St. John's College	1870	24	0	274	0	16	18			2
	Arts and sciences		15	0	184	0	16	18			
	Special				5	0					
	Theology		9	0	85	0					
	Extension courses				31	217					
Do	St. Joseph's College for Women (arts and sciences).	1916	5	17	0	155	0	16			0
Buffalo	Canisius College	1870	47	0	409	183	29	23	2	22	4
	Arts and sciences		47	0	333	60	29	23			
	Graduate				7	28			2	22	
	Special				69	95					
	Summer school (1923)		26	0	71	230					
Do	De Lancey Divinity School	1856	7	0	9	0					0
Do	D'Youville College (arts and sciences).	1908	11	13	0	175	0	23	0	3	0
Do	Martin Luther Theological Seminary.	1854	4	0	20	0	4	0			0
Do	University of Buffalo	1846	313	8	1,778	922	290	86	2	5	0
	Arts and sciences		34	5	231	192	40	65			
	Graduate				17	11			2	5	
	Special				69	199					
	Evening session		57	3	587	484					
	Law		22	0	228	21	41	6			
	Medicine		142	3	225	19	54	7			
	Dentistry		54	1	182	1	53	1			

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—con.											
Buffalo	University of Buffalo—Con.										
	Pharmacy		10	1	239	16	102	7			
	Summer school		16	0	71	127					
	Military drill				69	0					
Canton	St. Lawrence University	1858	61	8	1,884	423	290	69	21	2	5
	Arts and sciences		22	3	295	209	41	42			
	Agriculture		9	0	51	0					
	Home economics		0	5	0	56					
	Theology		4	0	17	1	4	0			
	Law		26	0	1,533	162	245	27	21	2	
	Summer school (1923)		4	0	17	8					
	Extension courses		1	0	15	8					
Clinton	Hamilton College (arts and sciences).	1812	32	0	350	0	65	0	1	0	5
Elmira	Elmira College (arts and sciences).	1853	9	33	0	502	0	95	0	1	0
Esopus	Mount St. Alphonsus Theological Seminary.	1867	13	0	145	0					0
Geneva	Hobart College (arts and sciences).	1822	27	4	209	132	17	17			5
Hamilton	Colgate University	1819	60	0	798	0	140	0	13	0	8
	Arts and sciences		54	0	726	0	127	0			
	Graduate				11	0			13	0	
	Theology		6	0	61	0	13	0			
Hartwick Seminary.	Hartwick Seminary	1797	5	2	42	31					2
	Preparatory		3	2	40	31					
	Theology		2	0	2	0					
Houghton	Houghton College	1883	8	11	128	147					0
	Preparatory		1	7	56	75					
	Arts and sciences		7	4	52	49					
	Special				20	23					
Ithaca	Cornell University	1868	676	52	4,305	1,283	703	234	160	33	0
	Arts and sciences		284	12	1,274	645	209	139			
	Graduate				446	98			130	33	
	Special				46	37					
	Civil engineering		28	0	348	2	61	1	5	0	
	Electrical engineering		22	0	353	1	46	1	1	0	
	Mechanical engineering		58	0	651	0	156	0	5	0	
	Agriculture		152	8	743	139	134	78	15	0	
	Architecture		15	0	155	26	14	3	4	0	
	Home economics		1	24	0	339					
	Law		7	0	107	6	22	0			
	Medicine		158	10	229	45	46	12			
	Veterinary medicine		22	0	85	2	15	0			
	Summer school (1923)		165	14	1,060	1,169					
	Short winter courses				224	16					
	Military drill				2,086	0					
Keuka Park	Keuka College (arts and sciences).	1890	6	12	0	109					0
New Rochelle	College of New Rochelle	1904	26	20	0	504	0	102			0
	Arts and sciences		26	20	0	413	0	100			
	Special				0	1					
	Commerce				0	80					
	Music				0	10	0	2			
	Summer school (1923)		4	7	0	69					
New York	Barnard College (arts and sciences).	1889	31	43	0	946	0	177			0
Do	Biblical Seminary in New York.	1901	12	7	158	82					0
	Religious education		4	7	20	50					
	Theology		8	0	42	0					
	Special				96	32					
	Summer school (1923)				(98)						
	Extension courses				(1,207)						
	Correspondence courses				(41)						
Do	College of Mount St. Vincent (arts and sciences).	1847	16	18	0	278	0	51	0	1	0

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—con.											
New York	College of the Sacred Heart	1847	0	36	0	189	0	20	----	----	0
	Preparatory	------	0	12	0	65	------	------	----	----	----
	Arts and sciences	------	0	24	0	124	0	20	----	----	----
Do	Columbia University	1754	957	144	7,023	5,221	1,030	531	760	837	8
	Arts and sciences	------	314	9	2,106	7	407	3	----	----	----
	Graduate	------	------	------	982	923	------	------	757	837	----
	Special	------	------	------	100	81	------	------	----	----	----
	Chemical engineering	------	[3]90	0	43	0	17	0	----	----	----
	Civil engineering	------	------	------	23	0	7	0	----	----	----
	Electrical engineering	------	------	------	62	0	7	0	----	----	----
	Industrial engineering	------	------	------	11	0	------	------	----	----	----
	Mechanical engineering	------	------	------	47	0	8	0	----	----	----
	Metallurgical engineering.	------	------	------	11	0	1	0	----	----	----
	Mining engineering	------	------	------	31	0	4	0	----	----	----
	Architecture	------	16	0	70	13	9	2	----	----	----
	Business	------	33	1	288	53	83	13	----	----	----
	Journalism	------	10	1	95	77	26	17	----	----	----
	Education (including practical arts).	------	103	122	834	3,939	34	476	----	----	----
	Law	------	22	0	693	0	175	0	3	0	----
	Medicine	------	298	8	340	46	77	11	----	----	----
	Dentistry	------	45	1	509	33	165	8	----	----	----
	Pharmacy	------	26	2	778	49	10	1	----	----	----
	Summer school (1923)	------	393	194	4,122	8,553	------	------	----	----	----
	Extension courses	------	413	59	5,036	4,821	------	------	----	----	----
	Home study course	------	6	2	547	280	------	------	----	----	----
Do	Cooper Union	1859	67	5	2,226	474	109	0	----	----	13
	Engineering	------	40	1	2,226	4	109	0	----	----	----
	Special	------	27	4	0	470	------	------	----	----	----
Do	Fordham University	1841	193	7	3,616	914	655	51	16	27	3
	Preparatory	------	25	0	486	0	------	------	----	----	----
	Arts and sciences	------	36	0	683	0	94	14	----	----	----
	Graduate	------	30	4	94	190	------	------	16	27	----
	Special	------	13	1	133	80	------	------	----	----	----
	Commerce	------	10	0	138	46	------	------	----	----	----
	Education	------	38	2	178	455	------	------	----	----	----
	Law	------	25	0	1,349	113	334	23	----	----	----
	Pharmacy	------	16	0	555	30	227	14	----	----	----
	Summer school (1923)	------	67	5	113	847	------	------	----	----	----
	Extension courses	------	------	------	178	457	------	------	----	----	----
Do	General Theological Seminary of the Protestant Episcopal Church.	1817	16	0	124	0	3	0	1	0	3
Do	Jewish Theological Seminary of America.	1886	10,	0	108	1	7	0	----	----	0
	Theology	------	10	0	72	0	7	0	----	----	----
	Special	------	------	------	8	1	------	------	----	----	----
	Graduate	------	------	------	28	0	------	------	----	----	----
Do	Manhattan College (arts and sciences).	1853	18	0	372	0	24	0	----	----	3
	Summer school (1923)	------	4	0	52	0	------	------	----	----	----
Do	New York College of Dentistry.	1866	61	0	630	0	260	0	----	----	----
Do	New York Homeopathic Medical College and Flower Hospital.	1860	88	1	159	10	27	2	----	----	0
Do	New York Law School	1891	10	0	983	0	158	0	----	----	0
Do	New York University	1832	757	24	11,504	2,783	1,032	146	106	24	8
	Arts and sciences	------	358	2	2,625	755	103	34	----	----	----
	Graduate	------	------	------	154	98	------	------	50	18	----
	Chemical engineering	------	[3]80	0	42	0	5	0	3	0	----
	Civil engineering	------	------	------	86	0	15	0	2	0	----
	Mechanical engineering	------	------	------	167	0	22	0	3	0	----
	Industrial engineering	------	------	------	66	0	13	0	----	----	----
	Commerce	------	263	5	5,397	903	512	47	37	0	----
	Education	------	27	5	232	640	10	18	----	----	----

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—con.											
New York	New York University—Con.										
	Law		29	3	1,451	266	257	41	7	2	
	Medicine		191	6	573	27	95	6	1	1	
	School of retailing		27	3	564	209			3	3	
	Evening engineering				147	0					
	Summer school (1923)		127	31	1,391	749					
	Extension courses		62	20	1,483	1,682					
	Military drill				498	0					
Do	Union Theological Seminary	1836	33	0	220	169	33	0	11	1	0
Niagara University	Niagara University	1856	27	0	236	0	22	0	5	0	4
	Arts and sciences		20	0	195	0	22	0	5	0	
	Theology		7	0	41	0					
North Chili	A.M.Chesbrough Seminary [1]	1855	6	8	46	64					
	Preparatory		3	5	30	40					
	Arts and sciences		3	3	16	24					
Potsdam	Clarkson College of Technology.	1896	18	0	251	0	48	0	2	0	0
	Unclassified engineering		9	0	105	0					
	Chemical engineering		3	0	13	0	8	0			
	Civil engineering		2	0	44	0	10	0			
	Electrical engineering		2	0	48	0	17	0			
	Mechanical engineering		2	0	41	0	13	0	2	0	
Poughkeepsie	Vassar College (arts and sciences).	1865	19	136	0	1,146	0	255	0	5	0
Rochester	St. Bernard's Seminary (theology).	1893	14	0	172	0	24	0			0
Do	Rochester Theological Seminary.	1850	9	0	88	3	31	0	3	0	0
Do	University of Rochester	1850	86	17	457	557	73	81	2	5	6
	Arts and sciences		64	10	401	385	73	81			
	Graduate				10	10			2	5	
	Special				8	11					
	Music		22	7	38	151					
	Summer school (1923)		29	4	102	230					
	Extension courses		42	3	358	795					
St. Bonaventure	St. Bonaventure's College	1859	28	0	455	0	33	0	14	0	2
	Preparatory		27	0	109	0					
	Arts and sciences		27	0	155	0	33	0	14	0	
	Theology		11	0	191	0					
	Summer school (1923)		9	0	13	46					
	Extension courses		6	0	6	18					
Saratoga Springs	Skidmore College (arts and sciences).	1911	12	32	0	419	0	44			0
	Extension courses				0	10					
Schenectady	Union University	1795	159	0	1,364	47	292	14	8	1	13
	Arts and sciences		34	0	377	0	67	0			
	Graduate		6	0	39	0			1	0	
	Chemical engineering		[3] 44	0	30	0	4	0			
	Civil engineering				119	0	20	0			
	Electrical engineering				163	0	20	0	5	0	
	Law		17	0	326	24	64	4			
	Medicine		69	0	86	3	16	2			
	Pharmacy		10	0	224	20	101	8	2	1	
	Extension courses		10	0	160	18					
Syracuse	Syracuse University	1871	416	62	2,772	2,129	485	348	24	24	23
	Arts and sciences		183	20	677	698	155	236			
	Graduate				148	85			22	24	
	Engineering		30	0	331	0	62	0	2	0	
	Agriculture		23	0	86	1	19	2			
	Commerce		77	10	911	235	136	3			
	Education		9	14	40	124	20	24			
	Home economics		0	13	0	280	0	51			
	Fine arts		27	13	229	535	9	22			
	Dramatic art		4	2	12	105					
	Library science		3	3	1	48	0	8			
	Law		18	0	169	6	48	0			
	Medicine		125	1	168	12	36	2			

[1] Junior college.

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—con.											
Syracuse	Syracuse University—Con.										
	Summer school (1923)				474	429					
	Extension courses				672	441					
	Military drill				430	0					
Tarrytown	Marymount College	1918	10	23	0	206	0	11			0
	Preparatory		0	12	0	102					
	Arts and sciences		10	11	0	104	0	11			
Troy	Rensselaer Polytechnic Institute.	1824	96	1	1,147	0	162	0	2	0	0
	General science				8	0					
	Graduate				3	0			2	0	
	Special				28	0					
	Chemical engineering				169	0	33	0			
	Civil engineering				289	0	47	0			
	Electrical engineering				414	0	34	0			
	Mechanical engineering				236	0	48	0			
	Summer school (1923)		24	0	348	0					
Do	Russell Sage College (arts and sciences).	1917	1	31	0	310	0	55			0
NORTH CAROLINA											
Asheville	College of St. Genevieve of the Pines.	1909	7	40	0	268					0
	Preparatory		2	24	0	200					
	Arts and sciences		4	12	0	45					
	Graduate		5	4	0	12					
	Special				0	11					
	Education		0	4	0	22					
	Home economics		0	3	0	14					
	Fine arts		0	1	0	3					
	Music		0	3	0	15					
Belmont	Belmont Abbey College (arts and sciences).	1878	7	0	20	0					0
Charlotte	Johnson C. Smith University[2]	1868	19	0	250	0	20	0			3
	Preparatory		7	0	154	0					
	Arts and sciences		9	0	87	0	16	0			
	Theology		3	0	9	0	4	0			
Do	Queens College (arts and sciences).	1867	2	25	0	274	0	28			0
Davidson	Davidson College	1837	30	0	566	9	73	0	4	0	5
	Arts and sciences		30	0	557	0	73	0			
	Graduate				4	0			4	0	
	Special				5	9					
	Military drill				400	0					
Durham	Trinity College	1859	61	2	741	317	73	44	13	3	0
	Arts and sciences		56	2	687	277	73	44			
	Graduate				25	10			13	3	
	Special				6	30					
	Law		5	0	23	0					
	Summer school (1923)		30	8	128	243					
Elon College	Elon College	1890	19	9	149	167	19	21			3
	Arts and sciences		18	3	132	131	19	21			
	Commerce		1	0	10	40					
	Education		3	0	50	100					
	Home economics		0	1	0	45					
	Fine arts		0	1	2	12					
	Music		2	4	8	50					
	Theology		4	0	20	0					
Greensboro	Greensboro College	1846	8	16	0	371	0	58			0
	Arts and sciences		5	9	0	287	0	46			
	Special				0	6					
	Home economics		0	1	0	21					
	Fine arts		0	3	0	65					
	Music		3	3	0	148	0	12			
	Extension courses		3	2	0	20					

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—con.											
Guilford College	Guilford College	1837	13	7	116	136	12	10	----	----	0
	Preparatory	----	----	----	23	11	----	----	----	----	----
	Arts and sciences	----	13	7	93	125	12	10	----	----	----
	Education	----	1	0	50	76	----	----	----	----	----
	Home economics	----	0	1	0	46	----	----	----	----	----
	Music	----	1	2	5	42	----	----	----	----	----
Hickory	Lenoir-Rhyne College	1891	17	6	153	156	18	18	----	----	2
	Arts and sciences	----	16	2	134	128	18	18	----	----	----
	Special	----	1	4	19	28	----	----	----	----	----
	Summer school (1923)	----	5	5	26	157	----	----	----	----	----
Lenoir	Davenport College [1]	1858	3	15	0	150	----	----	----	----	----
	Preparatory	----	0	8	0	50	----	----	----	----	----
	Arts and sciences	----	3	7	0	100	----	----	----	----	----
Louisburg	Louisburg College [1]	1802	2	13	0	286	----	----	----	----	----
	Preparatory	----	0	2	0	48	----	----	----	----	----
	Arts and sciences	----	2	6	0	85	----	----	----	----	----
	Education	----	0	1	0	40	----	----	----	----	----
	Home economics	----	0	1	0	30	----	----	----	----	----
	Fine arts	----	0	2	0	22	----	----	----	----	----
	Music	----	0	5	0	194	----	----	----	----	----
Mars Hill	Mars Hill College [1]	1866	7	10	292	220	----	----	----	----	----
	Preparatory	----	5	5	171	135	----	----	----	----	----
	Arts and sciences	----	2	5	56	58	----	----	----	----	----
	Special	----	----	----	65	27	----	----	----	----	----
Mount Pleasant	Collegiate Institute [1]	1866	6	0	173	0	----	----	----	----	----
	Preparatory	----	3	0	95	0	----	----	----	----	----
	Arts and sciences	----	3	0	78	0	----	----	----	----	----
	Military drill	----	----	----	140	0	----	----	----	----	----
Raleigh	Meredith College	1899	7	40	0	465	0	49	----	----	0
	Arts and sciences	----	6	30	0	265	0	38	----	----	----
	Special	----	----	----	0	56	----	----	----	----	----
	Home economics	----	0	2	0	51	----	----	----	----	----
	Fine arts	----	0	2	0	14	----	----	----	----	----
	Music	----	1	9	0	79	0	11	----	----	----
Do	Peace Institute [1]	1858	1	15	0	161	----	----	----	----	----
	Preparatory	----	0	9	0	82	----	----	----	----	----
	Arts and sciences	----	1	7	0	57	----	----	----	----	----
	Special	----	----	----	0	22	----	----	----	----	----
	Home economics	----	----	----	0	10	----	----	----	----	----
	Fine arts	----	----	----	0	5	----	----	----	----	----
	Music	----	----	----	0	45	----	----	----	----	----
Do	St. Mary's School [1]	1842	3	21	0	275	----	----	----	----	----
	Preparatory	----	0	14	0	200	----	----	----	----	----
	Arts and sciences	----	3	4	0	50	----	----	----	----	----
	Home economics	----	0	1	0	26	----	----	----	----	----
	Music	----	1	4	0	75	----	----	----	----	----
Do	Shaw University [2]	1865	15	13	212	231	10	8	----	----	1
	Preparatory	----	5	7	71	131	----	----	----	----	----
	Arts and sciences	----	9	4	105	57	10	8	----	----	----
	Education	----	1	0	20	55	----	----	----	----	----
	Home economics	----	0	2	0	128	----	----	----	----	----
	Music	----	0	1	7	39	----	----	----	----	----
	Theology	----	4	1	52	1	----	----	----	----	----
Red Springs	Flora Macdonald College	1896	1	24	0	276	0	24	----	----	0
	Arts and sciences	----	1	15	0	216	0	24	----	----	----
	Music	----	0	8	0	140	----	----	----	----	----
	Commerce	----	0	1	0	17	----	----	----	----	----
Rutherford	Rutherford College [1]	1871	15	1	166	29	----	----	----	----	----
	Preparatory	----	8	1	128	21	----	----	----	----	----
	Arts and sciences	----	7	0	38	8	----	----	----	----	----
Salisbury	Livingstone College [2]	1880	13	5	162	141	23	4	----	----	0
	Preparatory	----	3	4	75	117	----	----	----	----	----
	Arts and sciences	----	5	1	61	24	18	4	----	----	----
	Theology	----	5	0	26	1	5	0	----	----	----
	Summer school (1923)	----	2	4	25	118	----	----	----	----	----

[1] Junior college. [2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—con.											
Wake Forest	Wake Forest College	1834	40	0	674	1	104	0	----	----	1
	Arts and sciences	------	32	0	518	0	85	0	----	----	----
	Graduate	------	------	------	4	0	------	------	----	----	----
	Law	------	3	0	102	1	19	0	----	----	----
	Medicine	------	5	0	50	0	------	------	----	----	----
	Summer school (1923)	------	18	0	122	143	------	------	----	----	----
Weaverville	Weaver College [1]	1872	7	8	85	67	------	------	----	----	----
	Preparatory	------	------	------	47	21	------	------	----	----	----
	Arts and sciences	------	7	8	33	40	------	------	----	----	----
	Special	------	0	2	18	7	------	------	----	----	----
	Home economics	------	0	1	0	15	------	------	----	----	----
	Music	------	1	0	12	25	------	------	----	----	----
Wilson	Atlantic Christian College	1902	6	6	66	77	7	11	----	----	0
	Preparatory	------	0	3	19	12	------	------	----	----	----
	Arts and sciences	------	6	3	47	65	7	11	----	----	----
Winston-Salem	Salem College	1772	11	23	0	363	0	26	----	----	0
	Preparatory	------	0	10	0	91	------	------	----	----	----
	Arts and sciences	------	9	12	0	272	0	26	----	----	----
	Music	------	2	10	0	125	------	------	----	----	----
	Summer school (1923)	------	3	5	45	60	------	------	----	----	----
	Extension courses	------	4	7	4	125	------	------	----	----	----
NORTH DAKOTA											
Jamestown	Jamestown College	1883	20	11	164	248	11	12	----	----	0
	Preparatory	------	2	3	9	16	------	------	----	----	----
	Arts and sciences	------	18	8	132	161	11	12	----	----	----
	Music	------	3	3	23	71	------	------	----	----	----
	Summer school (1923)	------	6	5	12	49	------	------	----	----	----
OHIO											
Ada	Ohio Northern University	1871	31	8	712	208	169	24	----	----	11
	Preparatory	------	4	2	32	5	------	------	----	----	----
	Arts and sciences	------	13	2	123	38	31	20	----	----	----
	Special	------	------	------	6	1	------	------	----	----	----
	Chemical engineering	------	[3] 10	0	22	0	22	0	----	----	----
	Civil engineering	------	------	------	84	0	15	0	----	----	----
	Electrical engineering	------	------	------	72	0	12	0	----	----	----
	Mechanical engineering	------	------	------	41	0	11	0	----	----	----
	Commerce	------	4	2	21	16	------	------	----	----	----
	Education	------	14	3	42	125	------	------	----	----	----
	Music	------	2	2	2	18	------	------	----	----	----
	Law	------	5	0	142	3	25	2	----	----	----
	Pharmacy	------	5	0	125	2	53	2	----	----	----
	Summer school (1923)	------	14	3	150	534	------	------	----	----	----
Alliance	Mount Union College	1846	24	8	342	265	30	36	----	----	2
	Arts and sciences	------	24	6	313	220	30	34	----	----	----
	Special	------	------	------	7	6	------	------	----	----	----
	Music	------	3	4	31	77	0	2	----	----	----
	Summer school (1923)	------	11	2	62	75	------	------	----	----	----
Ashland	Ashland College (arts and sciences).	1876	10	3	152	150	16	8	1	0	1
Berea	Baldwin-Wallace College	1864	43	8	642	253	142	30	----	----	1
	Arts and sciences	------	18	5	181	123	18	13	----	----	----
	Music	------	6	3	33	82	0	3	----	----	----
	Theology	------	6	0	11	5	------	------	----	----	----
	Law	------	18	0	417	43	124	14	----	----	----
Bluffton	Bluffton College	1900	23	6	170	194	12	17	----	----	0
	Preparatory	------	3	1	8	3	------	------	----	----	----
	Arts and sciences	------	17	4	113	108	12	17	----	----	----
	Special	------	3	1	42	69	------	------	----	----	----
	Music	------	5	3	60	81	------	------	----	----	----
	Summer school (1923)	------	5	1	26	34	------	------	----	----	----

[1] Junior college.

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Cedarville	Cedarville College	1894	8	10	63	76	3	7			2
	Preparatory		2	6	4	5					
	Arts and sciences		5	4	50	43	3	7			
	Special		1	2	5	37					
	Education		0	1	1	16					
	Theology		1	0	3	0					
Cincinnati	Cincinnati College of Dental Surgery.	1893	12	0	28	0	13	0			0
Do	Cincinnati College of Pharmacy.	1850	13	0	125	12	32	10			0
Do	College of the Sacred Heart	1869	5	25	0	92	0	8	0	1	0
	Preparatory		0	9	0	54					
	Arts and sciences		4	14	0	38	0	8	0	1	
	Fine arts		0	1	0	3					
	Music		2	3	0	30					
Do	Eclectic Medical College	1845	52	0	127	0	27	0			0
Do	Hebrew Union College	1875	18	1	169	113	12	4			3
	Theology		16	1	87	2	9	0			
	Education		2	0	82	111	3	4			
Do	Lane Theological Seminary	1832	6	0	41	0	1	0			1
Do	Mount St. Mary's Seminary of the West (theology).		11	0	182	0					0
Do	St. Xavier College	1840	85	0	1,087	133	34	24			3
	Preparatory		24	0	620	0					
	Arts and sciences		14	0	188	0	20	22			
	Commerce		22	0	229	125					
	Law		21	0	50	8	14	2			
	Summer school (1923)		12	0	23	350					
	Extension courses		10	0	12	290					
	Correspondence courses				0	15					
Cleveland	Case School of Applied Science.	1880	61	0	563	0	97	0	9	0	2
	General science		5	0	14	0	3	0			
	Chemical engineering		7	0	35	0	12	0	1	0	
	Civil engineering		3	0	70	0	11	0			
	Electrical engineering		5	0	84	0	25	0	5	0	
	Mechanical engineering		8	0	116	0	30	0	2	0	
	Mining engineering		4	0	57	0	16	0	1	0	
	Unclassified engineering		29	0	187	0					
	Summer school (1923)		17	0	140	0					
Do	John Carroll University	1886	33	0	760	0	26	0			0
	Preparatory		18	0	482	0					
	Arts and sciences		15	0	278	0	26	0			
Do	St. Mary's Seminiary (arts and sciences).		8	0	60	0					0
Do	Western Reserve University	1826	272	68	1,268	959	287	158	5	17	3
	Arts and sciences		56	60	692	812	122	147			
	Graduate				10	9			4	4	
	Applied social sciences		23	7	3	68			0	13	
	Library science				0	42					
	Law		16	0	106	7	49	2			
	Medicine		156	0	184	7	39	3	1	0	
	Dentistry		24	0	147	0	46	0			
	Pharmacy		13	2	126	14	31	6			
	Summer school (1923)		38	20	200	1,042					
	Extension courses		21	2		(812)					
	Military drill				151	0					
Columbus	Capital University	1850	31	7	370	168	44	2			0
	Preparatory		5	0	46	7					
	Arts and sciences		20	2	185	34	24	2			
	Music		5	5	100	145					
	Theology		4	0	61	0	20	0			
	Correspondence courses				13	0					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Dayton	Bonebrake Theological Seminary.	1871	10	0	52	25	12	0			0
Do	Central Theological Seminary of the Reformed Church in United States.	1848	9	0	36	3	10	0			0
	Extension courses				3	56					
	Correspondence courses				4	0					
Do	University of Dayton	1850	66	0	774	6	33	0	8	0	0
	Preparatory		35	0	546	0					
	Arts and sciences		12	0	52	0	9	0	6	0	
	Chemical engineering		13	0	35	0	8	0			
	Civil engineering		11	0	25	0	3	0	1	0	
	Electrical engineering		12	0	40	0	9	0			
	Mechanical engineering		11	0	28	0	4	0	1	0	
	Commerce		5	0	61	0					
	Education		5	0	26	0					
	Law		5	0	40	6					
	Summer school (1923)		11	0	64	48					
	Extension courses		8	0	12	174					
	Military drill				540	0					
Defiance	Defiance College	1885	15	10	153	166	30	19			0
	Arts and sciences		14	6	143	140	30	19			
	Graduate				3	0					
	Special		1	4	7	26					
	Summer school (1923)		12	6	54	178					
Delaware	Ohio Wesleyan University	1844	80	36	813	984	120	185	4	1	11
	Arts and sciences		70	27	795	903	120	176			
	Graduate				11	10			4	1	
	Special				5	5					
	Fine arts		0	5	0	21					
	Music		10	4	2	45	0	9			
Findlay	Findlay College	1882	15	6	288	282	13	5	2	0	0
	Preparatory		2	1	24	13					
	Arts and sciences		8	2	91	58	12	5	2	0	
	Commerce		1	1	43	69	1	0			
	Education		2	0	2	18					
	Music		3	2	130	132					
	Theology		2	0	12	4					
Gambier	Kenyon College	1824	27	0	264	0	38	0	7	0	14
	Arts and sciences		23	0	250	0	30	0	7	0	
	Theology		5	0	19	0	8	0			
Glendale	Glendale College [1]	1854	0	12	0	47					
	Preparatory		0	6	0	29					
	Arts and sciences		0	6	0	17					
	Special				0	11					
Granville	Denison University	1831	49	17	584	472	69	52	1	1	3
	Preparatory		3	2	104	22					
	Arts and sciences		42	9	480	400	69	52			
	Graduate				2	1			1	1	
	Music		4	6	71	178					
	Military drill				183	0					
Hiram	Hiram College (arts and sciences).	1850	17	11	172	212	30	34			0
Marietta	Marietta College	1800	20	3	196	115	32	28	2	1	1
	Arts and sciences		20	3	192	108	32	28			
	Graduate				3	4			2	1	
	Special				1	3					
	Extension courses		1	1	6	8					
New Concord	Muskingum College	1836	38	35	510	924	39	55			4
	Preparatory		4	7	97	111					
	Arts and sciences		30	24	312	405	39	55			
	Music		4	4	101	408					
	Summer school (1923)		20	40	224	663					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Oberlin	Oberlin College	1833	82	38	631	1,054	99	179	14	5	8
	Arts and sciences		52	25	524	670	89	151			
	Graduate				15	9			12	5	
	Special				4	18					
	Music		24	13	52	352	4	28	1	0	
	Theology		6	0	36	5	6	0	1	0	
	Summer school (1923)		18	1	77	118					
Oxford	Oxford College for Women	1890	2	22	0	161	0	20			0
	Arts and sciences		1	15	0	102	0	10			
	Home economics		0	3	0	26	0	6			
	Music		1	4	0	33	0	4			
Do	Western College for Women (arts and sciences).	1855	4	30	0	318	0	46			1
Painesville	Lake Erie College (arts and sciences).	1859	2	25	0	186	0	22			0
Rio Grande	Rio Grande College	1876	9	4	77	94	18	0			2
	Preparatory		4	2	30	14					
	Arts and sciences		5	2	47	53	18	0			
	Summer school (1923)		11	4	192	314					
	Extension courses		2	0	12	13					
	Correspondence courses		3	0	9	2					
Springfield	Wittenberg College	1845	54	11	604	457	70	64	8	6	8
	Preparatory		7	2	47	28					
	Arts and sciences		38	8	454	278	60	63			
	Graduate				1	2			8	6	
	Special				2	64					
	Music		4	1	45	85	1	1			
	Theology		5	0	55	0	9	0			
	Summer school (1923)		21	14	126	407					
	Extension courses		14	5	52	156					
Tiffin	Heidelberg University	1850	25	5	232	204	25	20			0
	Arts and sciences		20	4	205	140	25	20			
	Music		5	1	37	105					
Toledo	St. John's University	1898	31	5	100	36	7	4	0	1	0
	Arts and sciences		11	5	68	35	4	4	0	1	
	Law		20	0	32	1	3	0			
	Summer school (1923)		11	0	0	172					
	Extension courses		10	0	0	253					
	Correspondence courses		5	0	0	73					
Westerville	Otterbein College	1847	24	14	278	306	38	44			0
	Preparatory		1	2	21	13					
	Arts and sciences		21	5	257	293	38	42			
	Education				35	102					
	Fine arts		0	2	1	38					
	Music		2	5	34	107	0	2			
Wilberforce	Wilberforce University [2]	1856	17	8	325	319	23	22			9
	Preparatory		4	4	119	123					
	Arts and sciences		10	1	187	115	23	22			
	Commerce		3	2	19	56					
	Home economics		0	1	0	25					
	Summer school (1923)				90	81					
	Extension courses				150	150					
	Military drill				125	0					
Wilmington	Wilmington College (arts and sciences).	1870	14	9	150	115	30	13			2
	Summer school (1923)		21	13	326	614					
Wooster	College of Wooster	1868	42	14	367	471	45	77			8
	Arts and sciences		38	10	362	446	45	77			
	Music		4	4	27	68					
	Summer school (1923)		9	0	25	32					
Yellow Springs	Antioch College	1853	35	10	378	139	10	6			0
	Arts and sciences		32	7	344	129	10	6			
	Special		3	3	32	10					
	Graduate				2	0					

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OKLAHOMA											
Durant	Oklahoma Presbyterian College for Girls. [1]	1910	3	10	0	203					
	Preparatory		3	6	0	76					
	Arts and sciences		3	6	0	28					
	Fine arts		0	7	0	99					
Enid	Phillips University	1907	35	10	401	712	56	30	11	1	0
	Preparatory		2	2	27	40					
	Arts and sciences		26	3	278	562	36	24			
	Graduate				17	8			11	1	
	Special		5	7	4	12					
	Theology		5	0	108	82	20	6			
	Summer school (1923)		24	10	126	388					
	Extension courses		5	0	6	54					
	Correspondence courses		1	0	4	8					
	Military drill				45	0					
Guthrie	Catholic College of Oklahoma for Women.	1892	0	17	0	102	0	3			0
	Preparatory		0	7	0	35					
	Arts and sciences		0	8	0	40	0	3			
	Special		0	2	0	20					
	Education		0	2	0	20					
	Home economics		0	2	0	30					
	Fine arts		0	2	0	20					
	Music		0	2	0	30					
	Summer school (1923)		0	10	0	55					
	Extension courses		0	2	0	30					
Oklahoma City	Oklahoma City University	1881	20	8	283	266	16	31			6
	Arts and sciences		16	7	250	252	15	30			
	Special				33	14					
	Music		4	1	18	56	1	1			
	Summer school (1923)		16	5	34	200					
	Extension courses		11	4	165	400					
Shawnee	Oklahoma Baptist University.	1911	17	9	402	432	15	29			0
	Preparatory		3	5	51	35					
	Arts and sciences		13	3	175	198	13	26			
	Education		2	1	90	117	2	1			
	Fine arts		3	4	48	158	0	2			
	Summer school (1923)		11	4	105	140					
	Extension courses				14	50					
	Correspondence courses				27	30					
Tulsa	University of Tulsa	1894	13	12	161	321	3	10			3
	Arts and sciences		10	8	116	136	3	10			
	Special				15	20					
	Fine arts		3	4	30	165					
	Summer school (1923)		8	3	22	92					
	Extension courses		4	1	25	39					
OREGON											
Albany	Albany College	1867	11	5	73	87	4	2			0
	Arts and sciences		10	3	47	24	4	2			
	Music		1	2	29	62					
	Graduate				0	1					
Eugene	Eugene Bible University	1895	13	9	257	227	8	6	1	0	2
	Arts and sciences		7	0	49	42	3	6			
	Graduate		4	0	12	3					
	Fine arts		3	1	80	67					
	Music		3	8	100	151					
	Theology		8	0	114	79	5	0	1	0	
	Correspondence courses		1	0	120	14					
Forest Grove	Pacific University	1854	13	8	105	189	9	20	0	1	0
	Arts and sciences		11	5	73	74	9	17			
	Graduate				12	31			0	1	
	Music		2	3	29	104	0	3			

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OREGON—con.											
McMinnville	Linfield College	1857	13	8	116	154	16	21			1
	Preparatory		4	2	13	7					
	Arts and sciences		13	6	102	138	16	21			
	Music		0	2	6	56					
Newberg	Pacific College	1885	9	8	81	107	2	4			0
	Preparatory		1	6	46	43					
	Arts and sciences		7	1	27	38	2	4			
	Special		1	1	14	46					
Portland	Columbia University [1]	1901	18	0	228	0					
	Preparatory		18	0	193	0					
	Arts and sciences		8	0	35	0					
	General engineering				9	0					
Do	North Pacific College	1893	68	4	559	3	134	1			0
	Dentistry		51	2	521	1	132	1			
	Pharmacy		17	2	38	2	2	0			
Do	Northwestern College of Law.		22	0	105	10	24	2			0
Do	Reed College (arts and sciences).	1911	22	7	158	166	17	17			0
Do	St. Mary's College [1]		8	22	0	273					
	Preparatory		6	16	0	238					
	Arts and sciences		2	6	0	35					
	Summer school (1923)		1	6	0	70					
Salem	Kimball School of Theology	1908	4	0	18	2	5	0			0
Do	Willamette University	1844	29	10	275	330	42	46			0
	Arts and sciences		19	10	228	306	26	43			
	Graduate				4	3					
	Special				10	19					
	Law		11	0	45	3	16	3			
	Summer school (1923)				39	47					
PENNSYLVANIA											
Allentown	Cedar Crest College	1866	5	13	0	193	0	8			0
	Preparatory		0	6	0	65					
	Arts and sciences		5	13	0	128	0	8			
	Commerce		1	2	0	35					
	Home economics		0	2	0	31					
	Music				0	9					
Do	Muhlenberg College	1867	36	0	488	0	64	7			4
	Preparatory		15	0	171	0					
	Arts and sciences		21	0	317	0	64	7			
	Summer school (1923)		19	3	176	203					
	Extension courses		16	0	291	803					
Annville	Lebanon Valley College	1866	19	5	191	219	32	24	1	2	6
	Arts and sciences		15	3	175	126	32	24			
	Graduate				2	2			1	2	
	Music		4	2	29	109					
	Summer school (1923)		9	2	40	57					
	Extension courses		6	0	47	130					
Beatty	St. Vincent College and Ecclesiastical Seminary.	1846	57	0	570	0	5	0	2	0	1
	Preparatory		37	0	339	0					
	Arts and sciences		16	0	117	0	5	0	2	0	
	Theology		12	0	114	0					
Beaver	Beaver College	1853	6	15	45	244	0	4	0	2	0
	Arts and sciences		3	8	0	96	0	2			
	Special		3	7	45	136					
	Music				0	12	0	2	0	2	
	Extension courses		1	2	11	27					
Beaver Falls	Geneva College	1848	14	7	198	257	24	29			5
	Arts and sciences		11	5	180	125	24	29			
	Special		3	2	18	132					
	Summer school (1923)		11	10	26	258					
	Extension courses		11	11	94	360					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Bethlehem	Lehigh University	1866	112	0	1,120	5	179	0	8	2	0
	Arts and sciences		61	0	183	0	36	0			
	Graduate				38	5			8	2	
	Special				11	0					
	Chemical engineering		15	0	109	0	11	0			
	Civil engineering		5	0	117	0	18	0			
	Electrical engineering		8	0	160	0	22	0			
	Mechanical engineering		6	0	154	0	26	0			
	Mining engineering		3	0	83	0	27	0			
	Metallurgy		4	0	39	0	11	0			
	Marine engineering		2	0	20	0	3	0			
	Commerce		8	0	206	0	25	0			
	Summer school (1923)		15	0	141	41					
	Extension courses				101	74					
	Military drill				619	0					
Do	Moravian College and Theological Seminary.	1807	9	0	90	0	15	0			0
	Arts and sciences		9	0	74	0	11	0			
	Special				3	0					
	Theology		4	0	13	0	4	0			
Do	Moravian Seminary and College for Women.	1742	6	19	0	138	0	8			0
	Preparatory		0	17	0	75					
	Arts and sciences		6	2	0	63	0	8			
Bryn Mawr	Bryn Mawr College	1885	34	41	0	489	0	72	0	19	0
	Arts and sciences		34	41	0	391	0	72			
	Graduate				0	98			0	19	
	Education		1	1	0	22					
	Music		2	0	0	38					
Carlisle	Dickinson College	1783	35	3	619	179	112	42	16	1	6
	Arts and sciences		27	3	359	170	53	40	16	1	
	Law		8	0	260	9	59	2			
Chambersburg	Wilson College	1870	3	35	0	396	0	88			0
	Arts and sciences		3	35	0	380	0	88			
	Music		1	4	0	16					
Chester	Crozer Theological Seminary.	1868	11	0	75	0	12	0	1	0	0
	Extension courses		2	0	700	0					
Do	Pennsylvania Military College.	1862	22	0	169	0	10	0			5
	Preparatory		18	0	97	0					
	Arts and sciences		12	0	72	0	7	0			
	Civil engineering				23	0	3	0			
	Military drill				169	0					
Collegeville	Ursinus College (arts and sciences).	1870	18	4	155	127	28	28			6
Easton	Lafayette College	1832	79	0	990	0	169	0	14	0	0
	Arts and sciences		54	0	645	0	122	0			
	Graduate		9	0	37	0			14	0	
	Unclassified engineering		[3] 40	0	110	0					
	Chemical engineering				27	0	7	0			
	Civil engineering				42	0	10	0			
	Electrical engineering				40	0	9	0			
	Mechanical engineering				54	0	14	0			
	Mining engineering				22	0	7	0			
	Administrative engineering.				13	0					
	Summer school (1923)		6	0	14	116					
	Military drill				252	0					
Elizabethtown	Elizabethtown College	1900	15	7	88	196	12	8			0
	Preparatory		3	2	25	36					
	Arts and sciences		12	5	46	46	12	8			

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Elizabethtown	Elizabethtown College—Con.										
	Special		3	2	17	114					
	Summer school (1923)		8	1	33	57					
	Extension courses		3	1	19	48					
Gettysburg	Gettysburg College	1827	51	0	681	85	75	9	15	0	8
	Preparatory		10	0	134	4					
	Arts and sciences		41	0	372	77	75	9			
	Graduate				47	2			15	0	
	Special				32	2					
	Industrial engineering				10	0					
	Civil engineering				33	0					
	Electrical engineering				35	0					
	Mechanical engineering				18	0					
	Military drill				132	0					
Do	Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States.	1826	8	0	41	0					0
Greensburg	Seton Hill College	1883	17	54	0	367	0	25			0
	Preparatory		2	14	0	186					
	Arts and sciences		11	24	0	181	0	23			
	Home economics		1	4	0	33					
	Fine arts		1	2	0	24					
	Music		2	10	0	99	0	2			
Greenville	Thiel College	1870	16	6	143	182	16	17			0
	Arts and sciences		15	3	135	112	16	17			
	Special		1	3	8	70					
	Summer school (1923)		9	5	21	64					
	Extension courses		7	2	15	59					
Grove City	Grove City College	1876	20	6	327	307	46	31	1	1	6
	Arts and sciences		15	3	185	146	30	27			
	Graduate				5	7			1	1	
	Special				28	120					
	Commerce		3	1	109	18	16	4			
	Music		2	2	0	16					
	Summer school (1923)		19	6	76	193					
Haverford	Haverford College	1833	27	0	226	3	48	0	5	1	1
	Arts and sciences		27	0	218	0	48	0			
	Graduate				8	3			5	1	
Huntingdon	Juniata College	1876	22	10	209	244	23	20			3
	Preparatory		4	2	49	57					
	Arts and sciences		14	8	116	130	19	20			
	Special				40	57					
	Theology		2	0	4	0	4	0			
	Summer school (1923)		10	5	87	287					
	Correspondence courses				26	74					
Lancaster	Franklin and Marshall College (arts and sciences).	1836	26	0	531	0	69	0	7	0	5
Do	Theological Seminary of the Reformed Church in the United States.	1825	7	0	38	0	15	0			0
Lewisburg	Bucknell University	1846	46	16	674	348	96	72	9	2	10
	Arts and sciences		42	10	663	296	96	72			
	Graduate				2	2			9	2	
	Special		4	6	9	50					
	Summer school (1923)		12	1	61	65					
	Extension courses		8	3	53	102					
Lincoln University.	Lincoln University [2]	1857	24	0	268	0	59	0			4
	Arts and sciences		18	0	250	0	53	0			
	Theology		6	0	18	0	6	0			
Loretto	St. Francis College (arts and sciences).	1845	13	0	85	0	8	0	2	0	0

[2] Colored

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Meadville	Allegheny College	1815	29	9	318	242	48	44	3	3	5
	Arts and sciences		29	9	316	240	48	44			
	Graduate				2	2			3	3	
	Summer school (1923)		11	0	36	66					
Do	Meadville Theological Seminary.	1844	5	0	25	1	3	0			2
Mechanicsburg	Irving College	1856	4	14	0	125	0	4			0
	Arts and sciences		2	8	0	41	0	3			
	Commerce		0	1	0	21					
	Journalism		0	1	0	5					
	Education		1	2	0	27					
	Home economics		0	2	0	27					
	Music		2	4	0	78	0	1			
Myerstown	Albright College	1894	15	7	137	92	20	20			1
	Arts and sciences		13	2	125	90	20	20			
	Special		2	5	12	2					
	Summer school (1923)				18	14					
New Wilmington.	Westminster College	1852	15	11	174	166	30	32			5
	Arts and sciences		13	8	173	160	30	32			
	Music		2	3	1	6					
Philadelphia	Drexel Institute	1892	35	23	342	483	33	2			0
	Special		19	3	9	203					
	Engineering		12	0	321	0	33	0			
	Commerce		4	1	10	64					
	Home economics		0	14	0	191	0	2			
	Library science		0	5	2	25					
	Military drill		3	0	252	0					
Do	Dropsie College	1909	5	0	26	3			3	0	0
	Graduate		5	0	17	1			3	0	
	Special				9	2					
	Extension courses		5	0	17	5					
Do	Hahnemann Medical College and Hospital.	1848	114	0	210	0	45	0			0
Do	Jefferson Medical College	1825	175	0	593	0	145	0			0
	Military drill				249	0					
Do	La Salle College	1867	26	0	340	0	4	0			0
	Preparatory		12	0	280	0					
	Arts and sciences		14	0	60	0	4	0			
	Summer school (1923)		10	0	75	0					
Do	Lutheran Theological Seminary at Philadelphia.	1864	12	0	101	0	6	0			0
Do	Philadelphia College of Osteopathy.	1899	37	3	251	52	20	12			0
Do	Philadelphia College of Pharmacy and Science.	1821	45	1	445	50	242	20			5
Do	St. Charles Seminary		20	0	280	0					0
	Arts and sciences		20		207	0					
	Theology		20		73	0					
Do	St. Joseph's College (arts and sciences).	1851	11	0	144	0	8	0			0
Do	Temple University	1884	381	77	5,170	3,661	256	63	12	2	4
	Preparatory		16	5	604	217					
	Arts and sciences		29	3	411	220	29	44			
	Graduate				42	9			12	2	
	Special		119	32	2,360	1,355					
	Commerce				163	6	22	0			
	Education		54	43	270	1,800					
	Theology		12	0	43	9					
	Law		13	0	360	14	52	0			
	Medicine		131	2	176	8	15	0			
	Dentistry		51	0	521	16	62	2			
	Pharmacy		24	0	280	47	76	17			
	Summer school (1923)		52	13	449	406					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Philadelphia	University of Pennsylvania	1740	1,126	23	6,527	1,538	1,272	174	178	62	19
	Arts and sciences		201	2	1,018	23	129	23			
	Graduate		165	0	772	455			162	61	
	Chemical engineering		[3] 175	0	110	0	28	0			
	Civil engineering				101	0	21	0	2	0	
	Electrical engineering				141	0	20	0			
	Mechanical engineering				131	0	23	0	1	0	
	Hygiene		13	2	3	50					
	Commerce		191	0	2,505	0	570	0	6	0	
	Education		204	2	200	924	28	139			
	Architecture				236	0	35	0	5	0	
	Fine arts		22	0	9	17	2	1			
	Music				7	33	1	2			
	Law		19	1	277	8	57	1			
	Medicine		218	3	452	22	125	7	2	1	
	Dentistry		88	5	533	13	228	1			
	Veterinary medicine		21	0	41	0	5	0			
	Summer school (1923)		43	0	1,068	956					
	Extension courses		55	0	921	1,123					
	Evening school		74	0	1,931	165					
	Military drill				606	0					
Do	Woman's Medical College of Philadelphia.	1850	23	44	0	110	0	32			0
Pittsburgh	Carnegie Institute of Technology.	1905	177	38	1,634	1,070	169	94	10	1	0
	General science		53	11	29	201	3	8			
	Graduate				12	21			10	1	
	Special				403	391					
	Unclassified engineering				302	0					
	Chemical engineering		8	0	33	0	7	0			
	Civil engineering		6	0	54	0	9	0			
	Electrical engineering		5	0	110	0	23	0			
	Mechanical engineering		7	0	81	0	24	0			
	Mining engineering		3	0	14	0	4	0			
	Metallurgical engineering.		4	0	21	0	8	0			
	Commercial engineering		3	0	93	0	19	0			
	Architecture		9	0	139	2	18	1			
	Library work				0	6	0	5			
	Social work		0	5	0	27	0	8			
	Costume economics		0	5	0	50	0	14			
	Secretarial studies		2	4	0	86	0	20			
	Home economics		0	6	0	68	0	8			
	Fine arts		19	3	110	143	0	17			
	Music		16	4	18	75	7	13			
	Building construction		17	0	90	0	27	0			
	Machinery production		19	0	87	0	17	0			
	Printing		6	0	31	0	3	0			
	Industrial education				7	0					
	Summer school (1923)				358	183					
	Night courses				2,306	119					
	Military drill				310	0					
Do	Duquesne University of the Holy Ghost.	1878	96	1	2,353	426	107	22	3	2	5
	Preparatory		36	0	752	0					
	Arts and sciences		10	0	108	0	59	21	3	2	
	Special		11	0	254	0					
	Commerce		37	1	1,036	273	22	0			
	Music		2	0	40	0					
	Education		3	0	0	150					
	Law		14	0	163	3	26	1			
	Summer school (1923)		26	0	300	393					
	Extension courses		10	5	13	339					

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Pittsburgh	Pennsylvania College for Women.	1870	5	31	0	236	0	39	0	3	0
	Arts and sciences		5	31	0	229	0	39			
	Graduate				0	4			0	3	
	Special				0	10					
	Education		2	0	0	45					
	Music		0	5	0	47					
Do	Pittsburgh Theological Seminary.	1825	8	0	55	1	19	0			0
Do	Reformed Presbyterian Theological Seminary.	1850	3	0	9	0					0
Do	University of Pittsburgh	1786	422	28	4,985	1,757	618	149	28	23	9
	Arts and sciences		88	14	1,537	662	97	131			
	Graduate				334	180			28	23	
	Special		25	4	1,488	580					
	Chemical engineering		2	0	28	0	8	0			
	Civil Engineering		6	0	27	0	5	0			
	Electrical engineering		4	0	44	0	18	0			
	Mechanical engineering		5	0	34	0	15	0			
	Mining engineering		5	0	78	0	34	0			
	Industrial engineering		2	0	17	0	4	0			
	Commerce		14	0	299	19	99	0			
	Education		35	7	302	1,178					
	Law		11	0	188	12	48	3			
	Medicine		141	2	194	22	32	4			
	Dentistry		92	0	883	10	138	2			
	Pharmacy		21	1	351	27	120	9			
	Summer school (1923)		97	24	837	933					
	Extension courses		30	3	388	2,524					
	Military drill				495	0					
Do	Western Theological Seminary.	1827	10	0	69	1	14	0	5	0	0
Scranton	Marywood College		16	28	0	394	0	43	0	2	0
	Preparatory		1	5	0	142					
	Arts and sciences		13	27	0	193	0	41	0	2	
	Education		3	3	0	147	0	1			
	Home economics		0	3	0	31					
	Fine arts		0	4	0	45					
	Music		0	5	0	150	0	1			
	Summer school (1923)		10	25	5	461					
	Extension courses		4	20	15	260					
Selinsgrove	Susquehanna University	1858	28	5	429	213	45	19			2
	Preparatory		2	1	26	17					
	Arts and sciences		18	2	280	139	28	15			
	Graduate		4	1	24	8					
	Commerce		2	1	27	32	8	0			
	Education		3	1	71	28					
	Music		3	3	14	92	0	4			
	Theology		5	0	27	0	9	0			
	Summer school (1923)		17	5	207	112					
	Extension courses		5	0	40	85					
Swarthmore	Swarthmore College	1869	41	12	262	273	50	55	6	0	2
	Arts and sciences		41	12	262	273	39	55	2	0	
	General engineering				13	0					
	Chemical engineering				13	0	2	0			
	Civil engineering				8	1	1	0			
	Electrical engineering				21	0	4	0	2	0	
	Mechanical engineering				16	0	4	0	2	0	
Villanova	Villanova College	1842	60	0	505	0	55	4	1	12	1
	Arts and sciences		17	0	194	0	25	4	1	12	
	Engineering		22	0	129	0	25	0			
	Commerce		11	0	144	0	5	0			
	Theology		10	0	38	0					
	Summer school (1923)		17	0	25	201					
Washington	Washington and Jefferson College.	1870	31	0	484	3	80	0	5	3	3
	Arts and sciences		31	0	471	0	80	0			
	Graduate				13	3			5	3	
	Summer school		12	1	76	194					
	Extension courses		2	0	6	13					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Waynesburg	Waynesburg College (Arts and sciences).	1850	10	6	90	80	16	11			6
	Summer school (1923)		4	4	44	99					
RHODE ISLAND											
Providence	Brown University	1765	113	4	1,326	485	193	79	29	27	6
	Arts and sciences		113	4	1,057	359	173	72			
	Graduate				85	72			29	27	
	Special				28	11					
	Engineering				148	0	19	0			
	Education				8	43	1	7			
	Extension courses				(1,552)						
Do	Providence College (arts and sciences).	1919	18	0	453	0	47	0			
Do	Rhode Island College of Pharmacy and Allied Sciences.	1902	5	1	229	14					
SOUTH CAROLINA											
Anderson	Anderson College	1848	5	18	0	294	0	32			0
	Preparatory		0	1	0	8					
	Arts and sciences		5	14	0	164	0	26			
	Special		0	11	0	122					
	Home economics		0	2	0	27					
	Fine arts		0	1	0	8					
	Music		0	6	0	93	0	6			
Clinton	Presbyterian College of South Carolina (arts and sciences).	1880	17	0	200	0	27	0	1	0	3
	Military drill				160	0					
Columbia	Benedict College [2]	1871	7	9	120	204	4	8			0
	Preparatory		7	6	84	161					
	Arts and sciences		6	2	31	38	4	8			
	Education		1	0	5	6					
	Theology		4	0	37	0					
Do	Chicora College for Women	1893	11	13	0	261					0
	Preparatory		0	6	0	41					
	Arts and sciences		11	13	0	169					
	Special				0	51					
Do	Columbia College	1854	6	16	0	316	0	39			0
	Arts and sciences		5	9	0	281	0	39			
	Special		1	7	0	35					
Do	Columbia Theological Seminary.	1828	8	0	68	0	12	0			0
Do	Lutheran Theological Southern Seminary.	1830	4	0	16	0	9	0			0
Due West	Erskine College (arts and sciences).	1837	11	0	131	27	17	1			3
Do	Erskine Theological Seminary.	1837	3	0	8	0	3	0			
Do	Woman's College of Due West.	1859	2	14	0	194	0	34			0
	Arts and sciences		2	14	0	173	0	33			
	Special				0	21					
	Education				0	45					
	Home economics				0	20					
	Music				0	80	0	1			
Gaffney	Limestone College	1845	4	16	0	270	0	27			0
	Preparatory		0	3	0	39					
	Arts and sciences		4	13	0	231	0	27			
Greenville	Furman University	1852	26	0	481	6	78	1	1	0	1
	Arts and sciences		24	0	428	0	76	0	1	0	
	Special				35	4					
	Law		2	0	19	2	2	1			
	Summer school (1923)		15	10	108	328					
Do	Greenville Woman's College	1854	3	27	0	424	0	31			0
	Preparatory		0	4	0	98					
	Arts and sciences		1	16	0	287	0	29			
	Fine arts		2	7	0	39	0	2			

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH CAROLINA—contd.											
Greenwood	Lander College	1873	6	20	0	313	0	38			0
	Preparatory		0	1	0	49					
	Arts and sciences		4	11	0	194	0	38			
	Education		0	1	0	57					
	Home economics		0	2	0	28					
	Fine arts		0	2	0	7					
	Music		2	5	0	62					
Hartsville	Coker College (arts and sciences).	1908	5	14	0	214	0	21			0
Spartanburg	Converse College	1890	15	21	0	386	0	70			1
	Arts and sciences		11	18	0	316	0	61			
	Music		4	3	0	70	0	9			
Do	Wofford College	1854	21	0	467	0	73	0			1
	Arts and sciences		21	0	445	0	73	0			
	Special				22	0					
	Military drill				245	0					
SOUTH DAKOTA											
Huron	Huron College	1883	18	16	171	207	10	10			0
	Preparatory		3	8	37	35					
	Arts and sciences		14	5	132	121	10	10			
	Music		1	3	23	79					
	Summer school (1923)				50	147					
Mitchell	Dakota Wesleyan University.	1885	13	11	178	292	21	28			3
	Preparatory		2	1	23	22					
	Arts and sciences		11	10	137	165	21	28			
	Special				8	19					
	Music		1	3	10	96					
	Summer school (1923)		9	8	55	175					
Sioux Falls	Columbia College [1]	1921	20	1	138	0					
	Preparatory		11	1	48	0					
	Arts and sciences		10	0	90	0					
Do	Sioux Falls College	1883	12	6	61	75	5	6			0
	Preparatory		3	1	2	5					
	Arts and sciences		12	5	54	55	5	6			
	Special				5	15					
	Summer school (1923)		4	1	9	38					
Wessington Springs	Wessington Springs Junior College.	1887	4	8	29	102					
	Preparatory		3	7	21	80					
	Arts and sciences		4	4	8	22					
Yankton	Yankton College	1881	14	11	172	245	8	7			0
	Arts and sciences		11	6	126	129	8	7			
	Special		3	5	46	116					
TENNESSEE											
Bristol	King College	1867	9	0	107	0	16	0			3
	Arts and sciences		9	0	96	0	16	0			
	Special				11	0					
Chattanooga	Chattanooga College of Law	1899	18	0	70	5	17	1			0
Do	University of Chattanooga	1867	16	9	203	153	10	18			3
	Arts and sciences		16	9	193	142	10	18			
	Special				10	11					
	Summer school (1923)		1	3	7	140					
Clarksville	Southwestern Presbyterian University.	1875	13	1	142	33	15	8			3
	Arts and sciences		13	1	140	30	15	8			
	Special				2	3					
Cleveland	Centenary College [1]	1885	1	13	0	122					
	Preparatory		0	7	0	88					
	Arts and sciences		1	7	0	34					
Greenville	Tusculum College (arts and sciences).	1794	10	4	65	69	2	11			2

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—COD.											
Harrogate	Lincoln Memorial University.	1897	19	7	434	248	5	4	1	0	3
	Preparatory		6	2	167	94					
	Arts and sciences		10	3	118	38	5	3	1	0	
	Special		2	1	124	47					
	Music		1	1	25	69	0	1			
	Summer school (1923)		9	6	152	80					
Jackson	Lane College [2]	1891	12	16	218	253	4	4			2
	Preparatory		2	5	101	196					
	Arts and sciences		4	2	45	22	4	4			
	Special		2	3	72	35					
	Commerce		0	2	10	38					
	Home economics		0	2	0	132					
	Music		1	2	27	101					
	Theology		3	0	37	2					
	Summer school (1923)		9	4	28	127					
Do	Union University	1845	22	15	550	694	38	20			0
	Preparatory		4	3	60	68					
	Arts and sciences		15	5	400	408	38	20			
	Special		3	7	90	218					
Jefferson City	Carson and Newman College.	1851	13	4	240	313	17	13			1
	Arts and sciences		13	4	240	287	17	13			
	Music				0	26					
	Summer school (1923)		7	3	24	52					
Kimberlin Heights	Johnson Bible College	1894	9	3	158	16	5	2			2
	Preparatory		8	3	110	10					
	Arts and sciences		4	1	40	4	5	2			
	Special				8	2					
	Theology		4	1	40	4					
Knoxville	Knoxville College [2]	1875	7	12	195	165	7	3			0
	Preparatory		1	6	80	70					
	Arts and sciences		6	1	65	55	7	3			
	Special		0	6	50	20					
	Education		0	2	27	35					
	Home economics		0	1	0	28					
	Music		0	3	15	95					
Lebanon	Cumberland University	1842	15	9	459	203	188	24	9	0	2
	Preparatory		3	8	61	62					
	Arts and sciences		12	5	128	83	11	14			
	Graduate				9	0			9	0	
	Special				6	8					
	Commerce		4	1	63	32					
	Journalism		4	1	20	3					
	Education		2	0	16	15					
	Home economics		0	1	0	49					
	Music		1	2	11	42					
	Law		3	0	235	10	177	10			
	Summer school (1923)		6	2	51	34					
McKenzie	Bethel College	1850	11	10	93	56	6	1			0
	Preparatory		3	3	34	19					
	Arts and sciences		6	3	49	31	4	1			
	Special		0	4	1	4					
	Theology		4	0	9	2	2	0			
Madisonville	Hiwassee College [1]	1849	4	9	38	41					
	Preparatory		0	1	10	7					
	Arts and sciences		4	3	16	20					
	Special		0	5	12	14					
Maryville	Maryville College	1819	22	28	333	463	23	39			3
	Preparatory		2	6	88	82					
	Arts and sciences		18	16	234	354	23	39			
	Special		2	6	11	27					
Milligan	Milligan College	1882	10	5	117	78	8	4			0
	Arts and sciences		10	5	77	55	8	4			
	Special				40	23					
Murfreesboro	Tennessee College (arts and sciences).	1907	6	9	0	117	0	15			0

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—con.											
Nashville	Fisk University [2]	1866	24	15	282	362	12	18			0
	Preparatory		8	8	69	65					
	Arts and sciences		16	7	165	171	12	18			
	Graduate				2	3					
	Music		1	6	46	153					
Do	Meharry Medical College [2]	1876	66	0	518	14	146	6			0
	Medicine		44	0	171	1	37	1			
	Dentistry		30	0	262	3	90	3			
	Pharmacy		12	0	85	10	19	2			
Do	Vanderbilt University	1875	224	0	1,272	180	203	43	23	5	0
	Arts and sciences		75	0	539	168	54	42			
	Graduate				30	9			23	5	
	Engineering		21	0	109	0	10	0			
	Theology		15	0	41	0	6	0			
	Law		9	0	266	1	42	0			
	Medicine		112	0	190	0	49	0			
	Dentistry		36	0	173	2	42	1			
Do	Ward-Belmont School [1]	1865	9	33	6	782					
	Preparatory		0	18	0	324					
	Arts and sciences		5	19	0	458					
	Special		4	14	6	129					
Pulaski	Martin College [1]	1870	0	10	0	85					
	Preparatory		0	5	0	45					
	Arts and sciences		0	5	0	40					
	Education		0	1	0	18					
	Home economics		0	1	0	8					
	Music		0	2	0	22					
Sewanee	University of the South	1868	35	0	352	0	28	0			7
	Preparatory		7	0	87	0					
	Arts and sciences		22	0	232	0	27	0			
	Graduate				6	0					
	Theology		6	0	27	0	1	0			
	Summer school (1923)		7	0	43	1					
	Military drill				87	0					
TEXAS											
Abilene	Abilene Christian College	1906	20	8	172	216	16	18			0
	Preparatory		4	3	35	30					
	Arts and sciences		15	2	137	186	16	18			
	Fine arts		1	3	23	69					
Do	McMurry College [1]	1922	9	12	105	163					
	Preparatory		4	3	36	25					
	Arts and sciences		5	9	33	64					
	Fine arts		1	5	36	74					
Do	Simmons College	1891	19	17	466	595	40	62			0
	Preparatory		2	5	90	75					
	Arts and sciences		19	13	376	520	40	59			
	Education		1	2	187	320					
	Home economics		0	1	0	225					
	Fine arts		1	3	5	150					
	Music		0	2	0	42	0	3			
	Correspondence courses		5	4	23	30					
Austin	Austin Presbyterian Theological Seminary.	1902	4	0	21	2	2	0			0
Do	St. Edward's College	1881	25	0	224	0					0
	Preparatory		12	0	140	0					
	Arts and sciences		10	0	60	0					
	Commerce		3	0	24	0					
Belton	Baylor College for Women	1846	15	58	14	1,304	0	86			0
	Preparatory		0	18	14	496					
	Arts and sciences		10	28	0	767	0	79			
	Special				0	41					
	Journalism		1	2	0	61					
	Education				0	568					
	Home economics		0	3	0	193					
	Fine arts		0	2	0	51	0	5			
	Music		5	12	0	887	0	2			
	Summer school (1923)		9	16	13	464					
	Correspondence courses		4	6	0	200					

[1] Junior college. [2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Brownwood	Daniel Baker College	1889	8	10	78	213	4	13			2
	Arts and sciences		6	7	75	126	4	13			
	Fine arts		0	1	0	10					
	Music		2	3	3	77					
Do	Howard Payne College	1889	20	14	331	403	17	19			3
	Preparatory		4	2	57	17					
	Arts and sciences		12	6	207	192	17	19			
	Commerce		1	1	19	11					
	Music		4	5	48	183					
	Summer school (1923)		8	4	103	208					
	Correspondence courses				31	95					
Clarendon	Clarendon College[1]	1897	6	7	151	150					
	Preparatory		5	3	61	40					
	Arts and sciences		4	2	86	102					
	Special		1	4	4	8					
	Summer school (1923)		3	2	51	124					
Dallas	Southern Methodist University.	1913	75	25	982	803	43	65			3
	Arts and sciences		48	21	671	663	28	60			
	Graduate				38	27					
	Special				115	19					
	Music		8	4	14	135	0	5			
	Theology		19	0	167	52	15	0			
	Summer school (1923)		48	15	320	258					
	Extension courses		21	4	64	152					
	Correspondence courses				57	104					
Do	University of Dallas	1906	18	0	157	0	3	0			0
	Preparatory		10	0	127	0					
	Arts and sciences		8	0	30	0	3	0			
Decatur	Decatur Baptist College[1]	1898	6	3	92	60					
Fort Worth	Texas Christian University	1873	36	16	416	600	25	21	1	1	0
	Arts and sciences		30	15	361	459	23	19			
	Graduate				17	8			1	1	
	Special				16	61					
	Commerce		2	0	124	28					
	Journalism		1	0	14	26					
	Education		2	1	71	202					
	Home economics		0	1	0	19					
	Fine arts		0	2	10	175					
	Music		1	3	2	94	0	2			
	Theology		4	0	18	6	2	0			
	Summer school (1923)		11	3	92	140					
Do	Texas Woman's College	1891	11	18	7	488	0	26			0
	Preparatory		0	2	0	42					
	Arts and sciences		8	11	0	350	0	25			
	Fine arts		3	5	7	158	0	1			
	Summer school (1923)		5	3	4	108					
	Extension courses		2	1	4	20					
Georgetown	Southwestern University	1873	23	16	380	321	23	23	1	1	0
	Arts and sciences		19	9	305	250	23	23	1	1	
	Expression		0	2	1	16					
	Music		0	5	11	48					
	Theology		14	0	63	7					
	Summer school (1923)		12	1	114	126					
	Correspondence courses		12	1	72	106					
Greenville	Burleson College[1]	1895	9	11	253	208					
	Preparatory		5	5	93	75					
	Arts and sciences		7	3	160	133					
	Education		0	1	35	33					
	Fine arts		0	2	8	110					
	Music		0	4	10	40					
	Summer school (1923)		5	3	56	50					
Do	Wesley College[1]	1905	4	9	182	239					
	Preparatory		3	5	56	28					
	Arts and sciences		4	8	68	76					
	Special		0	4	15	66					
	Education		1	0	42	51					
	Home economics		0	1	0	28					
	Fine arts		0	4	15	66					
	Music		0	2	27	8					
	Summer school (1923)		2	5	42	61					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Houston	Rice Institute	1912	58	1	701	350	62	34	2	0	0
	Arts and sciences		58	1	425	342	42	34			
	Graduate				14	7			2	0	
	Chemical engineering				36	0	9	0			
	Civil engineering				31	0	5	0			
	Electrical engineering				86	0	1	0			
	Mechanical engineering				42	0	4	0			
	Unclassified engineering				28	0					
	Architecture				39	1	1	0			
Do	Texas Dental College	1905	16	0	77	2	19	0			0
Jacksonville	Lon Morris College [1]	1873	7	10	126	164					
	Preparatory		1	3	30	41					
	Arts and sciences		6	4	64	57					
	Commerce		1	1	10	16					
	Education		1	1	63	28					
	Home economics		0	1	0	10					
	Fine arts		0	5	6	39					
	Summer school (1923)		2	4	20	54					
	Extension courses				9	16					
Marshall	Bishop College [2]	1881	8	11	161	206	6	16			0
	Preparatory		3	3	90	108					
	Arts and sciences		3	4	66	99	6	16			
	Music		1	3	13	101					
	Theology		1	1	39	0					
Do	College of Marshall [1]	1917	6	5	60	125					
	Preparatory		4	4	28	36					
	Arts and sciences		5	4	32	40					
	Education		1	0	30	40					
	Home economics		1	0	0	8					
	Fine arts		1	1	6	18					
Meridian	Meridian College [1]	1909	5	6	75	50					
	Preparatory		4	4	25	25					
	Arts and sciences		4	4	50	25					
	Education		0	1	32	27					
	Fine arts		1	1	15	12					
	Extension courses		4	2	12	138					
Milford	Texas Presbyterian College	1902	3	23	0	165	0	8			0
	Preparatory		0	5	0	35					
	Arts and sciences		3	5	0	120	0	8			
	Special		0	8	0	60					
	Home economics		0	1	0	12					
	Music		0	4	0	60					
Plainview	Wayland Baptist College [1]	1910	8	7	155	141					
	Preparatory		2	3	29	19					
	Arts and sciences		6	4	127	122					
Rusk	Rusk College [1]	1895	8	10	104	59					
	Preparatory		4	8	47	25					
	Arts and sciences		4	2	57	34					
San Antonio	Our Lady of the Lake College.	1896	3	18	0	333	0	19			0
	Preparatory		0	8	0	135					
	Arts and sciences		3	17	0	173	0	17			
	Graduate				0	16					
	Music		0	1	0	9	0	2			
	Summer school (1923)		8	33	0	338					
Do	Westmoorland College [1]	1894	3	19	0	281					
	Preparatory		0	6	0	85					
	Arts and sciences		2	6	0	175					
	Special		1	7	0	21					
Seminary Hill	Southwestern Baptist Theological Seminary.	1908	18	7	333	316	37	11	22	1	0
	Religious education		7	3	36	216	6	10			
	Music		6	4	64	91	2	1			
	Theology		14	0	233	9	29	0	22	1	
	Correspondence courses				(9 60)						

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Sherman	Austin College (arts and sciences).	1849	16	0	232	93	13	13			39
	Summer school (1923)				39	105					
	Extension courses		1	0	2	13					
Do	Carr-Burdette College [1]	1894	2	9	0	98					
	Preparatory		1	5	0	19					
	Arts and sciences		2	4	0	19					
	Special		0	5	0	83					
Do	Kidd-Key College [1]	1871	4	20	0	365					
	Preparatory		0	4	0	49					
	Arts and sciences		1	4	0	102					
	Special		3	12	0	214					
Tehuacana	Westminster College [1]	1896	6	7	46	63					
	Preparatory		1	2	18	17					
	Arts and sciences		4	2	24	34					
	Special		1	3	4	12					
Thorp Spring	Thorp Spring Christian College. [1]	1910	7	5	87	85					
	Preparatory		4	4	35	35					
	Arts and sciences		6	5	50	40					
	Special				2	10					
	Summer school (1923)		3	3	15	40					
Waco	Baylor University	1845	164	15	1,412	879	132	104	6	2	2
	Arts and sciences		47	12	864	806	81	99			
	Graduate				35	13			6	2	
	Music		4	3	5	40					
	Law		4	0	72	0					
	Medicine		66	2	191	10	17	2			
	Dentistry		36	1	184	5	20	2			
	Pharmacy		7	0	61	5	14	1			
	Summer school (1923)		21	5	216	308					
	Correspondence courses				56	146					
Waxahachie	Trinity University	1869	15	11	217	305	45	32			3
	Arts and sciences		13	7	203	228	45	31			
	Special		2	4	14	77					
	Music		1	4	16	82	0	1			
	Summer school (1923)		7	3	19	61					
Weatherford	Weatherford College [1]	1889	5	2	55	71					
	Preparatory		2	1	15	19					
	Arts and sciences		3	1	40	52					
UTAH											
Ephraim	Snow College [1] (arts and sciences).	1888	8	3	71	91					
Logan	Brigham Young College [1]	1878	14	6	162	245					
	Preparatory		10	6	103	145					
	Arts and sciences		11	6	28	7					
	Special				1	2					
	Education		2	0	30	91					
	Summer school (1923)		1	0	8	13					
	Extension courses		1	0	4	5					
	Correspondence courses		1	0	14	36					
Ogden	Weber College [1]	1889	18	14	270	457					
	Preparatory		16	8	212	355					
	Arts and sciences		2	6	58	102					
	Commerce		1	0	6	4					
	Education		1	1	30	60					
	Home economics		0	2	0	100					
	Music		1	0	10	9					
	Extension courses		2	0	4	2					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
UTAH—continued											
Provo	Brigham Young University	1875	51	23	583	541	46	23	2	1	0
	Preparatory		6	4	101	105					
	Arts and sciences		19	6	190	115	24	13			
	Graduate				10	8			2	1	
	Special				10	20					
	Agriculture		4	0	85	0					
	Commerce		4	3	108	26	10	0			
	Education		13	8	79	275	12	4			
	Home economics		0	4	0	50	0	6			
	Fine arts		1	1	0	17					
	Summer school (1923)		14	8	191	261					
	Extension courses		2	1	13	82					
	Correspondence courses		2	0	110	60					
Salt Lake City	Westminster College [1]	1875	6	11	92	112					
	Preparatory		5	9	65	73					
	Arts and sciences		1	2	22	21					
	Music		0	2	5	18					
VERMONT											
Middlebury	Middlebury College (arts and sciences)	1800	37	14	278	254	47	66	2	7	8
	Summer school (1923)		26	22	83	416					
	Correspondence courses		1	0	4	9					
Northfield	Norwich University	1819	33	0	281	0	51	0			4
	Arts and sciences		23	0	106	0	15	0			
	Chemical engineering		4	0	28	0	5	0			
	Civil engineering		4	0	65	0	14	0			
	Electrical engineering		2	0	82	0	17	0			
	Summer school (1923)		3	0	28	0					
	Military drill				281	0					
Winooski	St. Michael's College	1914	13	0	155	7	6	0			0
	Preparatory		8	0	90	0					
	Arts and sciences		10	0	65	7	6	0			
	Military drill				120	0					
VIRGINIA											
Abingdon	Martha Washington College [1]	1859	3	11	0	130					
	Preparatory				0	14					
	Arts and sciences		2	5	0	76					
	Special		1	6	0	40					
Do	Stonewall Jackson College [1]		2	18	0	150					
	Preparatory		0	2	0	40					
	Arts and sciences		2	15	0	60					
	Special				0	50					
	Home economics		0	1	0	28					
	Fine arts		0	1	0	14					
	Music		1	3	0	52					
Ashland	Randolph-Macon College (arts and sciences)	1832	23	0	197	0	31	0			3
Blackstone	Blackstone College for Girls [1]	1894	1	12	0	267					
	Preparatory		1	12	0	230					
	Arts and sciences		1	12	0	37					
Bridgewater	Bridgewater College	1880	18	4	102	86	16	9			0
	Preparatory		4	2	31	23					
	Arts and sciences		14	2	69	57	16	9			
Bristol	Sullins College [1]	1870	5	33	0	362					
	Preparatory		0	8	0	90					
	Arts and sciences		3	14	0	252					
	Special				0	10					
	Education				0	25					
	Home economics		0	3	0	60					
	Fine arts		0	2	0	50					
	Music		2	6	0	180					

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—con.											
Bristol	Virginia Intermont College [1]	1883	3	20	0	310					
	Preparatory		0	4	0	67					
	Arts and sciences		1	6	0	93					
	Special		2	9	0	150					
	Education		1	0	0	40					
	Home economics		0	1	0	20					
	Fine arts		0	1	0	18					
	Music		2	4	0	110					
Danville	Averett College [1]	1859	2	17	9	234					
	Preparatory		0	6	0	55					
	Arts and sciences		1	5	0	45					
	Special		1	10	9	134					
Emory	Emory and Henry College (arts and sciences).	1838	26	0	210	36	21	15			1
	Summer school (1923)		10	0	49	54					
Hampden-Sidney	Hampden-Sidney College (arts and sciences).	1776	12	0	211	0	15	0			0
Hollins	Hollins College	1842	8	24	0	338	0	48			0
	Arts and sciences		8	24	0	322	0	48			
	Special				0	16					
Lexington	Washington and Lee University.	1749	51	0	833	0	107	0	3	0	7
	Arts and sciences		45	0	470	0	37	0	3	0	
	Special				20	0					
	Commerce				242	0	35	0			
	Law		6	0	101	0	35	0			
Lynchburg	Lynchburg College	1903	10	11	126	118	17	7			0
	Preparatory		1	2	11	5					
	Arts and sciences		7	5	110	107	17	7			
	Special		2	4	23	92					
Do	Randolph-Macon Woman's College.	1893	16	37	0	772	0	112	0	1	0
	Arts and sciences		12	32	0	757	0	112			
	Graduate				0	2			0	1	
	Special				0	13					
	Education				0	170					
	Fine arts		0	1	0	81					
	Music		4	4	0	205					
Do	Virginia Theological Seminary and College.[2]	1908	16	7	185	160	10	1			3
	Preparatory		7	3	138	101					
	Arts and sciences		11	1	34	18	2	1			
	Education		4	6	0	41					
	Music		1	2	29	12					
	Theology		3	0	13	0	8	0			
Marion	Marion Junior College	1874	0	16	0	167					
	Preparatory		0	3	0	47					
	Arts and sciences		0	7	0	67					
	Home economics		0	1	0	18					
	Music		0	5	0	109					
Petersburg	Southern College [1]		2	8	0	50					
	Preparatory		2	8	0	21					
	Arts and sciences		2	8	0	21					
	Special				0	8					
Richmond	Union Theological Seminary	1812	10	0	133	0	26	0	2	0	0
Do	University of Richmond	1832	31	14	588	280	45	35	1	0	3
	Arts and sciences		24	14	451	272	36	34			
	Graduate				2	2			1	0	
	Law		7	0	135	6	9	1			
	Summer school (1923)		19	1	102	51					
Do	Virginia Union University [2]	1865	24	4	449	65	22	3	1	0	2
	Preparatory		4	3	189	0					
	Arts and sciences		14	1	200	50	18	3			
	Graduate		2	0	4	0					
	Special				6	14					
	Theology		6	0	36	0	4	0			
	Law		3	0	14	1					
	Summer school (1923)		6	8	17	90					
	Extension courses		3	0	33	87					

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—con.											
Roanoke	Virginia College [1]	1893	2	20	0	225					
	Preparatory		0	5	0	77					
	Arts and sciences		1	4	0	49					
	Special		1	11	0	99					
Salem	Roanoke College	1843	23	0	232	0	25	0	2	0	4
	Arts and sciences		23	0	216	0	25	0			
	Graduate				2	0			2	0	
	Special				14	0					
	Summer school (1923)		11	3	36	12					
	Extension courses		9	0	42	141					
Staunton	Mary Baldwin College	1842	3	27	0	351	0	1			0
	Preparatory		0	10	0	116					
	Arts and sciences		0	8	0	60	0	1			
	Special		3	9	0	175					
Sweet Briar	Sweet Briar College (arts and sciences).	1906	5	27	0	367	0	48			0
Theological Seminary.	Protestant Episcopal Theological Seminary.	1823	8	0	70	0	15	0			3
WASHINGTON											
College place	Walla Walla College	1892	14	10	200	224	22	8			0
	Preparatory		5	5	80	90					
	Arts and sciences		9	5	100	114	21	8			
	Special				20	21					
	Education				20	60					
	Theology				25	0	1	0			
Lacey	St. Martin's College [1]	1895	18	0	235	0					
	Preparatory		14	0	215	0					
	Arts and sciences		4	0	20	0					
Spokane	Gonzaga University	1887	60	0	766	0	22	0	33	0	0
	Preparatory		20	0	398	0					
	Arts and sciences		16	0	195	0	14	0			
	Graduate		9	0	93	0			33	0	
	Commerce		5	0	21	0					
	Law		12	0	59	0	8	0			
Tacoma	College of Puget Sound	1903	14	10	157	273	13	17			2
	Arts and sciences		12	9	138	213	13	17			
	Music		2	1	19	60					
	Summer school (1923)		4	3	22	49					
	Extension courses		4	3	37	41					
Walla Walla	Whitman College	1866	31	17	264	241	28	31	1	0	1
	Arts and sciences		28	9	254	227	28	27			
	Graduate				4	3			1	0	
	Special				6	11					
	Music		3	8	25	164	0	4			
WEST VIRGINIA											
Bethany	Bethany College (arts and sciences).	1841	20	10	200	108	29	21			0
Buckhannon	West Virginia Wesleyan College.	1890	25	5	265	388	26	23	0	1	2
	Arts and sciences		23	3	194	200	26	23	0	1	
	Fine arts		2	2	71	188					
	Summer school (1923)		9	2	59	139					
Elkins	Davis and Elkins College	1904	10	9	136	253	10	5			1
	Preparatory		3	2	19	10					
	Arts and sciences		6	4	75	54	10	5			
	Special		1	3	42	189					
	Summer school (1923)		6	4	20	103					
Harpers Ferry	Storer College [1, 2]	1867	8	12	80	127					
	Preparatory		8	12	71	118					
	Arts and sciences		4	4	9	9					

[1] Junior college.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WEST VIRGINIA—continued											
Philippi	Broaddus College [1]	1871	7	13	83	79					
	Preparatory		6	4	46	27					
	Arts and sciences		4	4	35	19					
	Special		0	5	1	27					
	Fine arts		0	1	0	6					
	Music		0	4	1	21					
	Extension courses		0	1	2	11					
Salem	Salem College	1892	12	14	176	296	18	13			0
	Preparatory		4	4	37	81					
	Arts and sciences		11	8	124	190	18	13			
	Music		1	2	15	25					
	Summer school (1923)				110	308					
WISCONSIN											
Appleton	Lawrence College	1849	40	26	542	730	47	51	3	0	1
	Arts and sciences		34	15	445	447	47	51	3	0	
	Music		6	11	128	381					
Ashland	Northland College	1892	13	4	95	125	4	5			1
	Preparatory				31	33					
	Arts and sciences		13	4	43	42	4	5			
	Special				21	50					
Beloit	Beloit College	1847	35	9	308	227	49	38	0	1	4
	Arts and sciences		35	9	308	224	49	38			
	Graduate				0	3			0	1	
	Summer school (1923)		17	2	38	76					
	Extension courses		1	0	1	7					
Milton	Milton College	1867	12	7	98	105	6	11			1
	Arts and sciences		12	5	82	74	6	11			
	Music		1	3	56	75					
Milwaukee	College of Electrical Engineering.	1905	9	0	208	0	36	0			0
Do	Marquette University	1881	307	18	2,997	698	379	27	6	2	1
	Preparatory		16	0	397	0					
	Arts and sciences		44	0	366	9	48	0			
	Graduate				11	2			6	2	
	Chemical engineering		[3] 17	0	25	0					
	Civil engineering				98	0	17	0			
	Electrical engineering				128	0	16	0			
	Mechanical engineering				97	0	15	0			
	Commerce		16	0	598	11	36	0			
	Journalism		4	0	60	110	10	23			
	Music		12	15	182	546	1	2			
	Law		18	0	325	13	50	2			
	Medicine		121	1	247	5	28	0			
	Dentistry		59	2	546	7	158	0			
	Summer school (1923)		31	4	88	166					
	Extension courses				18	289					
Do	Milwaukee-Downer College	1851	1	42	0	351	0	36			0
	Arts and sciences		0	25	0	226	0	34			
	Graduate				0	4					
	Special				0	27					
	Home economics		0	5	0	54					
	Fine arts		0	4	0	27	0	1			
	Music		1	8	0	13	0	1			
	Extension courses				0	101					
Mount Calvary	St. Lawrence College	1856	14	0	154	0	6	0			0
	Preparatory		13	0	60	0					
	Arts and sciences		13	0	94	0	6	0			
	Music		2	0	45	0					
Nashota	Nashota House (theology)	1842	8	0	26	0					0
Plymouth	Mission House	1862	16	0	105	3	6	0			1
	Preparatory		7	0	41	3					
	Arts and sciences		8	0	40	0	6	0			
	Theology		5	0	24	0					

[1] Junior college.

[3] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923–24*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN—con.											
Prairie du Chien	Campion College	1880	44	0	413	0	17	0	----	----	0
	Preparatory	------	24	0	306	0	------	------	----	----	----
	Arts and sciences	------	16	0	105	0	17	0	----	----	----
	Special	------	------	------	2	0	------	------	----	----	----
	Music	------	4	0	58	0	------	------	----	----	----
	Summer school (1923)	------	13	0	93	0	------	------	----	----	----
	Military drill	------	------	------	226	0	------	------	----	----	----
Do	St. Mary's College	1872	1	20	0	141	0	5	----	----	0
	Preparatory	------	1	5	0	38	------	------	----	----	----
	Arts and sciences	------	1	10	0	50	0	5	----	----	----
	Special	------	0	5	0	53	------	------	----	----	----
	Summer school (1923)	------	0	6	0	112	------	------	----	----	----
Ripon	Ripon College	1850	18	17	282	209	43	31	1	0	0
	Arts and sciences	------	18	11	245	174	43	31	----	----	----
	Graduate	------	------	------	2	2	------	------	1	0	----
	Special	------	0	6	35	33	------	------	----	----	----
	Military drill	------	------	------	186	0	------	------	----	----	----
St. Francis	St. Francis Seminary	1856	17	0	148	0	10	0	4	0	0
	Arts and sciences	------	16	0	70	0	10	0	4	0	----
	Theology	------	11	0	78	0	------	------	----	----	----
Watertown	Northwestern College	1865	17	0	230	56	9	2	----	----	1
	Preparatory	------	3	0	124	32	------	------	----	----	----
	Arts and sciences	------	14	0	69	4	9	2	----	----	----
	Special	------	------	------	37	20	------	------	----	----	----
	Military drill	------	------	------	225	0	------	------	----	----	----
Waukesha	Carroll College (arts and sciences).	1846	20	9	194	125	18	14	----	----	1
Wauwatosa	Evangelical Lutheran Theological Seminary.	1865	5	0	55	0	------	------	----	----	0

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ALABAMA						
Athens College for Young Women	8,200	$40,000	$225,000	----------	----------	----------
Birmingham-Southern College	16,000	38,000	300,000	$384,000	$84,000	$374,186
Howard College	16,500	55,395	108,000	246,360	78,000	393,400
Judson College	10,000	36,885	21,000	105,250	63,750	286,788
Marion Institute	3,000	61,000	83,000	315,000	145,000	150,000
Woman's College of Alabama	6,033	100,000	100,000	451,500	260,000	42,098
St. Bernard College	11,000	51,000	50,000	175,000	----------	----------
Spring Hill College	20,000	50,000	50,000	400,000	----------	----------
Talladega College [1]	23,000	85,000	49,550	371,760	225,000	245,998

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ARKANSAS						
Henderson-Brown College	3,500	$40,000	$63,700	$236,300	----------	$70,000
Ouachita College	8,000	40,000	27,000	300,000	$160,000	500,000
Arkansas College	8,100	60,000	41,877	200,458	142,458	101,678
College of the Ozarks	6,000	7,000	20,000	165,000	28,000	44,000
Central College	4,000	25,000	30,000	240,000	150,000	10,500
Hendrix College	20,000	58,800	25,000	297,200	147,000	550,000
Little Rock Baptist College [1]	3,000	18,700	47,500	85,500	47,500	----------
Little Rock College	5,000	125,000	40,000	700,000	200,000	----------
St. John's Ecclesiastical Seminary	10,000	----------	----------	250,000	----------	----------
Galloway Woman's College	6,500	90,500	25,000	333,300	265,000	145,000
CALIFORNIA						
College of Notre Dame	4,500	250,000	100,000	100,000	----------	----------
Berkeley Baptist Divinity School	5,000	13,000	25,000	127,000	47,000	130,592
Pacific School of Religion	17,366	25,000	96,642	----------	----------	886,480
Pacific Unitarian School for the Ministry	17,700	20,648	50,000	49,089	8,550	386,418
Ponoma College	44,138	258,070	319,689	1,278,712	395,923	1,394,598
Pacific Union College	7,913	76,485	25,705	241,159	110,562	18,000
College of Medical Evangelists	4,936	254,264	146,163	485,076	111,478	----------
California Christian College	2,200	60,000	150,000	475,000	430,000	291,507
College of Osteopathic Physicians and Surgeons	2,000	29,781	15,078	34,621	----------	52,063
Loyola College	7,000	75,000	200,000	200,000	----------	3,500
Occidental College	20,000	81,222	209,916	511,193	60,000	652,547
Southwestern University	1,650	6,000	125,000	150,000	----------	----------
University of Southern California	60,000	205,071	----------	1,007,311	----------	609,287
St. Patrick's Seminary	19,000	50,000	50,000	700,000	----------	15,000
Mills College	32,345	226,029	163,230	687,140	330,335	1,014,053
St. Mary's College	17,564	77,524	750,000	145,000	----------	----------
California Institute of Technology	15,086	219,209	165,000	1,018,179	17,394	5,733,987
University of Redlands	10,590	98,063	99,788	645,383	278,074	906,167
San Francisco Theological Seminary	18,357	35,000	50,000	250,000	70,000	821,735
Church Divinity School of the Pacific	20,000	----------	----------	66,541	----------	123,753
College of Physicians and Surgeons	5,000	10,000	50,000	70,000	----------	----------
Golden Gate College	600	400	----------	----------	----------	----------
St. Ignatius College	16,000	[2] 69,200	[2] 140,000	[2] 200,000	----------	----------
Dominican College	13,492	175,000	100,000	335,000	175,000	225,000
University of Santa Clara	33,500	115,000	75,000	598,000	425,000	----------
Leland Stanford Junior University	400,000	2,229,083	----------	10,634,593	2,398,866	27,614,010
College of the Pacific	15,000	100,000	100,000	325,000	100,000	372,000
Whittier College	8,570	[2] 27,598	[2] 100,000	[2] 142,000	[2] 12,000	[2] 171,352
COLORADO						
Colorado College	110,000	199,233	257,573	710,546	175,700	1,737,707
Colorado Woman's College	5,000	10,000	78,486	101,541	----------	2,214
Iliff School of Theology	9,000	75,000	20,000	200,000	35,000	281,630
Regis College	17,145	150,000	75,000	500,000	225,000	----------
University of Denver	39,000	130,000	66,844	529,947	----------	762,585
Westminster Law School	3,700	10,000	----------	----------	----------	----------
Loretto Heights College	7,500	176,500	100,000	500,000	----------	----------
CONNECTICUT						
Trinity College	90,000	269,053	162,000	945,914	425,000	2,024,850
Berkeley Divinity School	33,000	50,000	100,060	125,000	60,000	400,000
Wesleyan University	142,500	238,425	146,750	1,216,083	290,866	4,721,518
Yale University	1,600,000	5,000,000	----------	30,000,000	11,000,000	39,697,259
Connecticut College for Women	19,000	150,000	320,652	511,054	313,656	1,050,000

[1] Colored.

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
DISTRICT OF COLUMBIA						
American University	50,000	$56,596	$460,000	$1,087,184		$700,000
Catholic Sisters College	6,000					
Catholic University of America	225,000	289,000	140,000	2,100,000	$380,000	2,750,000
Georgetown University	160,000					
George Washington University	64,000	182,252		1,131,335		554,052
Howard University [1]	41,000	244,429	616,544	838,227	168,152	428,819
National University Law School	5,000					
Trinity College	29,000	600,000	178,285	1,517,143		
Washington College of Law	2,500	7,600		45,000		9,380
Washington Missionary College	7,858	10,513	17,645	236,627	121,562	
FLORIDA						
John B. Stetson University	30,000	115,139		361,243		1,023,000
Rollins College	9,445	55,220	21,695	108,659	48,622	514,450
GEORGIA						
Atlanta College of Pharmacy		7,500				
Atlanta Law School	500					
Atlanta-Southern Dental College	400	72,612				
Atlanta Theological Seminary	5,800			100,000		
Atlanta University [1]	15,000	26,279	94,232	172,850	80,500	236,328
Clark University [1]	5,000	30,000		570,000		50,000
Gammon Theological Seminary [1]	12,000	31,500	25,000	220,000		479,850
Morehouse College [1]	4,500	50,000	40,000	410,000	370,000	321,000
Morris Brown University [1]	5,000	22,500	150,000	190,000		
Southern School of Pharmacy		6,000				
Paine College [1]	5,080	16,561	45,000	120,000	65,000	29,606
Andrew College	2,300	21,300	17,500	184,000		18,000
Agnes Scott College	14,300	83,777	97,431	370,421	271,612	847,092
Piedmont College	17,000	107,300	117,475	227,652	160,500	98,323
Emory University	70,000	228,050	336,000	3,156,237	263,918	2,561,736
Bessie Tift College	9,000	65,000	75,000	270,000	150,000	69,000
Brenau College	11,000	60,000	50,000	275,000		3,000
La Grange College	7,200	23,000	50,000	252,000	175,000	150,000
Mercer University	20,000	85,221	260,000	635,000	292,000	796,693
Wesleyan College	10,896	79,699	300,000	286,876	160,000	504,185
Oglethorpe University	40,000	50,000	100,000	1,000,000	300,000	
Shorter College [2]	10,000	35,000	75,000	300,000		
IDAHO						
College of Idaho	8,000	23,771	21,500	104,500	48,000	268,093
Gooding College	1,000	7,500	10,000	115,000	110,000	103,000
ILLINOIS						
Shurtleff College	16,435	37,500	108,750	258,000	145,000	355,442
Aurora College	7,500	16,250	15,230	324,438	98,100	160,742
Illinois Wesleyan University	13,000	75,200	94,000	528,046	65,000	1,006,543
St. Viator College	17,264	29,097	87,900	650,000	440,000	
Blackburn College	6,000	28,100	24,000	217,500	100,000	633,907
Carthage College	14,965	70,032	13,449	234,679	128,005	534,500
Armour Institute of Technology	30,542	256,279		538,000		
Bethany Bible School	4,100	30,367	37,380	141,602	65,701	39,778
Chicago College of Osteopathy	300	15,357	80,762	127,908		
Chicago-Kent College of Law	5,000					
Chicago Law School	3,500	10,500				
Chicago Medical School	4,000	20,000	10,000	50,000		
Chicago Theological Seminary	20,000	10,000	100,000	350,000	300,000	950,000
De Paul University	22,500	115,000	200,000	1,100,000		47,000
John Marshal Law School	4,000					
Lewis Institute	26,000	355,260	118,280	443,330	50,000	1,139,340
Loyola University	64,536	297,749		1,815,000		

[1] Colored.

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ILLINOIS—continued						
McCormick Theological Seminary	53,500			$445,149		$2,375,572
St. Francis Xavier College	28,005	$99,227	$303,995	1,073,953	$372,238	
University of Chicago	698,028	2,350,387	5,032,204	7,241,140	681,900	31,992,620
James Millikin University	18,138	129,817	215,000	718,200	74,200	799,496
Elmhurst College	15,000	35,000	120,000	500,000	245,000	35,442
Eureka College	16,000	85,200	17,500	270,000	33,000	703,663
Garrett Biblical Institute	103,055	129,929		2,968,787	145,447	555,857
Northwestern University	225,000	787,667	3,040,000	2,191,440	236,827	8,210,956
Norwegian-Danish Theological Seminary	6,000					10,000
Ewing College	1,200	6,000	1,000	65,000	15,000	18,000
Knox College	27,000	78,293	206,400	658,733	215,407	1,576,282
Lombard College	16,172	54,185		285,264	136,625	324,867
Monticello Seminary	6,000					
Greenville College	6,000	27,994	37,640	143,102	67,000	60,970
Illinois College	24,500	69,625	112,735	210,300	74,600	906,429
Illinois Woman's College	13,560	124,283	60,226	385,249	185,000	395,872
Broadview College	6,566	49,263	125,000	195,034	119,304	
Lake Forest College	36,000	82,532		867,428	205,000	1,204,310
McKendree College	11,000	25,000	17,400	186,000	80,000	146,750
Lincoln College	5,200	26,200	92,250	145,212	16,000	400,000
St. Procopius College	21,042	123,903	101,000	494,107		
Theological Seminary of the Evangelical Lutheran Church	18,000	15,000	70,000	345,000	50,000	266,980
Monmouth College	20,000	86,000	75,545	452,100	185,000	1,000,072
Francis Shimer School	3,651			352,980		106,619
Mount Morris College	34,000	24,364	54,000	202,500	65,000	136,563
Evangelical Theological Seminary	4,982	4,266	7,376	56,037		259,064
Northwestern College	15,000	92,705	88,088	505,387	117,631	529,330
Rosary College	13,000	109,918	52,376	1,384,096		202,223
Bradley Polytechnic Institute	16,000	205,000	400,000	600,000	6,000	2,225,000
Rockford College	12,000	99,098	50,000	430,277		357,995
Augustana College	38,508	74,614	51,382	810,885	190,000	514,562
Wheaton College	16,021	46,281	72,871	227,230	68,525	290,532
INDIANA						
Wabash College	61,500	36,698	125,000	332,000		1,318,643
Earlham College	30,000	71,100	80,000	291,965	106,100	832,666
Evansville College	9,702	84,957	108,905	398,267		110,445
Franklin College	26,000	84,250	104,925	175,000	65,000	772,319
De Pauw University	56,100	145,599	81,035	932,312	359,312	3,832,606
Hanover College	30,000	43,815	3,000	270,250	86,650	437,800
Huntington College	5,000	12,900		55,500		
Benjamin Harrison Law School	1,000					
Butler College	20,000	70,548	275,400	143,104	30,000	1,479,921
Indiana Central College	6,050	36,503	60,500	348,000	205,000	5,000
Indiana Dental College	700	100,000				
Indiana Law School	2,500					
Indianapolis College of Pharmacy	2,200	25,000	25,000	100,000		
Marion College	3,500	21,250	20,000	175,000	75,000	100,000
Manchester College	12,000	50,067	22,500	244,000	53,000	502,337
St. Mary's College and Academy	15,057	186,529	174,050	735,509		
University of Notre Dame	135,661	1,001,400	184,000	2,196,397	514,882	722,481
Oakland City College	8,000	19,896	10,000	160,831	19,100	519,760
St. Mary-of-the-Woods College	22,054	82,892	125,000	1,555,240		18,970
St. Meinrad Theological Seminary	32,000					
Rose Polytechnic Institute	15,000	[2] 35,500	30,650	330,000		1,255,000
Taylor University	8,500	35,618	18,000	284,000	80,700	206,000
Valparaiso University	15,909	164,615	93,480	555,902	125,200	
IOWA						
Coe College	20,000	137,538	150,000	430,546	161,178	1,059,563
Wartburg College	7,000		20,000	200,000	150,000	22,000
St. Ambrose College	9,000	39,000	100,000	400,000	200,000	500,000
Luther College	33,000	88,000	11,800	505,038	187,250	304,636

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
IOWA—continued						
Des Moines University	22,000	$172,651	----------	$392,995	----------	$168,258
Des Moines Still College of Osteopathy	----------	10,000	$66,000	20,000	----------	----------
Drake University	35,000	172,967	125,000	455,000	----------	461,892
Grand View College	5,000	15,000	30,000	75,000	$30,000	144,000
Columbia College	20,000	176,796	84,804	750,000	----------	1,000,000
Mount St. Joseph College	11,000	282,000	50,000	1,250,000	750,000	300,000
University of Dubuque	15,000	97,097	91,726	365,067	70,742	497,148
Wartburg Theological Seminary	11,000	30,000	10,000	200,000	40,000	30,300
Parsons College	15,000	121,973	41,650	351,168	27,346	541,912
Upper Iowa University	10,180	37,800	111,750	249,000	12,000	425,000
Grinnell College	73,000	276,153	223,263	561,092	64,838	2,305,896
Lenox College	10,000	15,000	340,000	100,000	25,000	75,000
Simpson College	19,000	86,800	75,000	457,992	75,000	636,385
Ellsworth College	10,250	40,793	220,560	225,000	110,000	200,000
Graceland College	12,224	27,500	70,000	360,000	60,000	267,100
Western Union College	7,500	19,235	60,000	320,000	120,000	84,359
Iowa Wesleyan College	20,000	----------	----------	500,000	----------	1,000,000
Cornell College	54,000	95,020	70,269	394,278	76,221	1,643,344
Penn College	10,982	71,580	42,928	371,714	114,325	276,841
Central College	11,000	14,000	33,000	198,550	80,000	177,900
Morningside College	24,000	52,692	104,121	233,876	----------	608,600
Buena Vista College	12,000	25,310	34,000	104,673	----------	200,000
Tabor College	20,000	34,000	35,000	158,000	36,000	119,716
John Fletcher College	4,219	14,415	90,190	212,200	75,000	204,073
KANSAS						
St. Benedict's College	40,000	250,000	97,000	655,000	175,000	85,000
Baker University	42,000	121,892	47,982	258,222	----------	780,852
College of Emporia	16,500	99,045	35,000	389,500	149,500	226,470
Highland College	2,000	5,000	7,000	50,000	----------	78,000
Kansas City Baptist Theological Seminary	8,000	10,000	41,850	152,500	74,500	115,000
Kansas City University	9,000	25,000	50,000	130,000	60,000	20,000
Bethany College	11,000	89,523	----------	157,188	----------	210,550
McPherson College	7,000	77,574	59,000	301,200	----------	280,000
Bethel College	9,000	32,200	14,000	148,500	58,750	200,601
Ottawa University	13,000	32,444	26,140	365,548	10,000	558,914
St. Mary's College	28,390	214,804	204,168	1,067,959	150,821	1,278,861
Kansas Wesleyan University	20,000	69,564	48,597	263,000	73,000	237,416
Sterling College	7,500	35,500	17,500	185,092	8,504	409,374
Washburn College	35,000	180,749	648,000	701,440	157,776	821,717
Fairmount College	36,000	102,589	46,705	189,296	35,687	94,130
Friends University	9,383	33,175	35,000	280,000	30,000	268,851
Southwestern College	10,780	57,600	32,400	499,000	72,000	320,599
KENTUCKY						
Union College	3,000	17,000	50,000	222,000	80,000	342,281
Berea College	38,925	866,415	215,930	1,142,721	479,415	1,926,972
Ogden College	3,000	15,000	50,000	50,000	----------	150,000
Centre College	20,000	50,000	70,000	591,496	77,856	1,000,000
Kentucky College for Women	1,400	30,500	41,900	200,000	165,000	200,000
Georgetown College	21,400	38,475	78,440	182,359	90,500	589,003
Bethel Woman's College	2,200	----------	----------	----------	----------	----------
Kingswood Holiness College	----------	----------	----------	80,000	----------	----------
College of the Bible	35,000	----------	----------	76,419	33,408	361,015
Hamilton College	28,140	----------	80,000	155,000	95,000	----------
Transylvania College	35,000	132,500	330,632	244,829	84,640	492,300
Jefferson Law School	2,000	----------	----------	----------	----------	----------
Louisville College of Pharmacy	1,500	20,000	30,000	50,000	----------	----------
Presbyerian Theological Seminary	21,305	10,000	----------	307,203	228,286	718,286
Simmons University [1]	1,500	5,000	30,000	86,965	33,000	----------
Southern Baptist Theological Seminary	30,000	35,000	400,000	100,000	40,000	1,760,000
Bethel College	8,000	28,852	32,657	150,643	83,989	86,481
Logan College	1,800	10,000	10,000	155,000	100,000	----------
St. Mary's College	7,000	25,000	150,000	100,000	50,000	----------
Cumberland College	4,307	12,000	----------	500,000	----------	420,000
Asbury College	10,000	15,245	15,000	500,000	----------	----------
Kentucky Wesleyan College	7,500	32,000	35,000	307,500	170,500	130,000

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
LOUISIANA						
Silliman College	1,400	$10,000	$7,500	$132,500		$40,000
Jefferson College	8,600					
Mansfield Female College	2,300	20,000	30,000	190,000	$80,000	
Loyola University	30,000	450,000	350,000	800,000		80,000
New Orleans College [1]	5,000	20,000	150,000	225,000		105,000
Straight College [1]	4,000	25,000		121,530		19,000
Tulane University of Louisiana	100,858	1,071,936	616,792	2,238,677	430,644	6,619,107
Louisiana College	8,000	90,925	19,254	438,831	138,000	39,000
Centenary College	9,000	71,475	161,700	247,367	149,970	653,658
MAINE						
Bangor Theological Seminary	35,784	35,000	30,000	117,013	34,500	536,468
Bowdoin College	129,000	447,600		2,461,015	254,014	3,541,165
Bates College	50,550	94,766	115,500	564,845	163,927	1,225,000
Colby College	60,000	45,294	75,000	300,841		1,219,960
MARYLAND						
St. John's College	9,000	30,000	150,000	470,000	165,000	190,000
College of Notre Dame of Maryland	6,300	40,000	160,000	450,000		
Goucher College	40,000	437,342	159,773	1,863,766	804,093	1,562,473
Johns Hopkins University	266,637	820,722		4,311,351	507,523	19,741,718
Loyola College	25,000					
Morgan College [1]	11,000	51,000	85,000	432,146	59,441	7,000
Mount Vernon College		5,000				
St. Mary's Seminary and University	3,500					
St. Charles College	5,000	35,000	200,000	1,500,000	500,000	285,000
Washington College	6,000	33,890	35,000	381,171	110,653	
Mount St. Mary's College	27,000	110,000	100,000	790,000		260,000
St. Joseph's College	7,600	300,000	40,000	2,500,000		
Hood College	8,154	81,173	98,960	699,507	373,809	184,662
Maryland College for Women	5,000	75,000	50,000	375,000	175,000	260,000
Blue Ridge College	5,000	21,100	24,500	136,800	68,000	67,500
Western Maryland College	16,000	75,000	90,000	1,104,793	557,116	320,681
Westminister Theological Seminary	3,000			150,000		
Woodstock College	65,000	200,000	100,000	350,000		
MASSACHUSETTS						
Amherst College	138,750	280,126		1,624,632	213,000	6,932,473
Boston University	69,591	243,056		1,917,475	123,730	3,057,257
Emmanuel College	12,000	54,000		1,250,000		
Gordon College of Theology	20,000	200,000	51,000	210,000	10,000	
Massachusetts College of Pharmacy	6,000	88,500	117,200	700,000		652,191
Northeastern University	8,918	38,930				50,000
Portia Law School	1,000	5,000		45,000		
St. John's Ecclesiastical Seminary	18,000					
Simmons College	37,075	204,285	501,170	840,661	244,285	2,623,964
Suffolk Law School				500,000		
Bradford Academy	9,500	89,000	16,500	335,000		218,373
Episcopal Theological Seminary	25,000	26,674		524,756	150,000	1,290,458
Harvard University	2,322,300		[2] 5,000,000	17,800,000	[2] 6,300,000	64,413,892
Massachusetts Institute of Technology	164,747	2,106,414	3,163,000	7,023,000	535,000	17,188,000
New Church Theological School	15,000			100,000		155,000
Radcliffe College	52,453	90,000	378,000	615,000	300,000	3,000,000
Boston College	70,000	1,000,000	700,000	1,500,000		336,100
Newton Theological Institution	38,000	125,000	125,000	287,650		1,002,199
Smith College	115,000	742,184	949,045	3,078,584	1,529,758	4,188,976
Wheaton College	15,000	140,000	10,000	800,000	300,000	1,250,000
Mount Holyoke College	88,438	375,000		3,106,000		2,886,086
Atlantic Union College	4,200	21,065	20,705	72,786	31,816	
Tufts College	88,000	45,549	400,000	1,399,697	260,330	3,539,046

[1] Colored.

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furnitue	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
MASSACHUSETTS—continued						
Wellesley College	104,058	$1,024,788	$444,129	$4,223,069	$2,090,801	$3,701,894
Williams College	105,000	930,000	----------	2,823,182	773,000	4,543,990
Clark University	107,500	275,000	----------	600,000	----------	4,253,100
College of the Holy Cross	35,000	150,000	----------	1,491,531	----------	155,260
Worcester Polytechnic Institute	18,900	557,032	289,200	1,377,688	----------	2,336,498
MICHIGAN						
Adrian College	8,000	27,600	----------	257,400	----------	85,000
Albion College	26,000	122,793	54,745	490,496	----------	462,668
Alma College	34,391	84,086	36,000	384,418	155,800	465,582
Emmanuel Missionary College	11,500	48,675	43,085	206,549	109,794	----------
Detroit College of Law	4,348	20,000	----------	100,000	----------	----------
University of Detroit	38,000	332,000	1,960,000	600,000	----------	----------
Suomi College and Theological Seminary	7,000	9,785	13,718	28,895	----------	----------
Hillsdale College	27,000	42,895	17,648	177,632	60,000	696,580
Hope College	25,000	75,000	125,000	525,000	125,000	700,000
Western Theological Seminary	16,000	35,000	15,000	100,000	50,000	85,485
Kalamazoo College	19,000	75,833	103,000	219,630	77,195	787,509
St. Mary's College and Academy	17,000	54,500	350,000	70,000	----------	----------
Olivet College	45,000	69,237	----------	211,328	----------	79,374
MINNESOTA						
St. John's University	42,000	150,000	160,000	850,000	150,000	60,000
College of St. Scholastica	10,000	30,000	----------	400,000	----------	----------
Seabury Divinity School	20,000	9,650	10,000	100,000	50,000	456,000
Augsburg Seminary	12,000	24,946	----------	125,000	----------	66,986
Minnesota College of Law	3,500	7,000	----------	----------	----------	----------
Concordia College [2]	9,000	62,818	----------	207,000	90,000	86,000
Carleton College	65,000	286,761	246,296	1,036,220	367,950	1,594,029
St. Olaf College	21,800	72,480	61,220	370,400	121,500	301,746
St. Benedict's College	15,000	70,000	38,000	400,000	----------	----------
Bethel Institute	16,000	36,784	21,625	105,872	----------	52,436
College of St. Catherine	17,000	125,000	115,000	1,100,000	280,000	376,000
College of St. Thomas	30,000	60,800	180,000	528,997	100,000	350,000
Concordia College	6,000	15,000	200,000	350,000	100,000	----------
Hamline University	24,000	84,942	57,640	450,891	131,207	1,679,967
Luther Theological Seminary	20,000	50,000	15,000	150,000	----------	----------
Macalester College	16,500	39,763	202,086	344,796	167,215	1,354,041
St. Paul College of Law	2,050	3,267	----------	----------	----------	----------
St. Paul Theological Seminary	30,000	141,060	175,000	342,000	180,000	650,400
Gustavus Adolphus College	16,000	45,820	10,000	265,500	25,000	302,261
College of St. Teresa	20,000	305,705	90,886	1,829,222	572,500	----------
St. Mary's College	5,000	35,000	25,000	975,000	250,000	50,000
MISSISSIPPI						
Blue Mountain College	6,200	25,000	25,000	190,000	----------	----------
Whitworth College	2,000	25,000	75,000	223,000	105,000	20,000
Hillman College	3,000	10,000	10,000	30,000	----------	----------
Mississippi College	12,000	91,752	7,335	271,470	85,000	620,026
Grenada College	3,500	33,150	30,000	363,000	200,000	60,000
Mississippi Woman's College	5,000	----------	----------	400,000	----------	10,000
Mississippi Synodical College	1,200	4,000	4,000	140,000	----------	6,000
Rust College [1]	7,000	35,000	----------	125,000	----------	16,000
Belhaven College	2,700	25,000	50,000	250,000	150,000	5,000
Millsaps College	17,000	45,000	100,000	260,374	123,374	697,006
Tougaloo College [1]	5,000	47,400	----------	124,725	----------	7,000
MISSOURI						
Palmer College	3,720	13,500	10,000	215,000	85,000	70,000
Southwest Baptist College	2,800	13,180	----------	178,000	----------	6,100
Missouri Christian College	3,250	19,000	6,000	78,500	----------	52,477
Missouri Wesleyan College	11,700	33,505	75,000	181,000	71,000	305,300

[1] Colored

[2] Statistics of 1922

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
MISSOURI—continued						
Culver-Stockton College	13,956	$43,000	$25,000	$145,000	$75,000	$370,000
Christian College	5,125	80,475	75,000	500,335	225,335	38,485
Stephens College	6,000	115,778	170,581	801,122	485,351	36,037
Central College	18,000	74,257	47,130	287,000	127,000	747,297
Howard-Payne College	18,000			219,000	165,000	21,500
Synodical College for Girls	4,386	25,000	40,000	45,650	36,000	30,000
Westminster College	10,811	43,479	65,455	257,503	47,707	612,795
William Woods College	5,355		25,000	512,873		454,632
Kansas City College of Osteopathy and Surgery	400	5,000		60,000		
Kansas City College of Pharmacy and Natural Sciences		35,000				
Kansas City School of Law	6,000					
Kansas City University of Physicians and Surgeons	500	3,000	15,000	65,000		
Kansas City-Western Dental College	500	55,000				
Rockhurst College	6,000	37,000	125,000	325,000		
St. Teresa College	8,123	200,000	80,000	300,000		
Andrew T. Still College of Osteopathy and Surgery	250	75,000	15,000	150,000		
La Grange College	7,000	20,906	1,000	88,066	25,000	81,600
Central College for Women	7,000	17,000	100,000	200,000		13,212
William Jewell College	32,154	54,117	81,669	402,241	136,668	789,116
Will Mayfield College	2,400					
Missouri Valley College	18,000	118,391	15,030	398,307	68,308	482,731
Hardin College	2,548	45,594	30,000	362,406		106,600
Cottey College	3,203	10,000	20,000	251,000		25,000
Park College	25,000	250,000	120,000	582,000	188,000	1,410,027
Lindenwood College	6,500	102,198	121,152	801,428	336,112	1,653,780
City College of Law and Finance	750	10,000				
College of the Sacred Heart	9,300			1,000,000		
Concordia Theological Seminary	12,000	15,000	425,000	90,000		
Eden Theological Seminary	8,500					
St. Louis College of Pharmacy		10,000	10,000	35,000		
St. Louis College of Physicians and Surgeons	2,000	20,000	50,000	75,000		
St. Louis University	100,000					
The Principia	7,306	121,052	236,172	681,030	329,504	6,600
Washington University	225,000	1,425,490	505,093	4,532,391	695,698	11,608,428
Drury College	33,000	91,810	94,951	265,803		1,130,613
Tarkio College	10,654	63,147	13,750	175,400	83,330	489,372
Central Wesleyan College	12,600	52,900	50,000	167,000	56,000	448,053
Webster College	10,000			919,000		
MONTANA						
Intermountain Union College	7,500	25,000	11,500	200,000	125,000	100,000
Mount St. Charles College	5,110	81,000	50,000	717,238	275,000	416,053
NEBRASKA						
Cotner College	6,000	19,000	30,000	190,000	55,000	183,490
Dana College and Trinity Seminary	4,500	15,000	20,000	150,000		100,000
Nebraska Central College	1,800	6,500	50,000	100,000	20,000	48,358
Union College	8,820	26,984	31,887	133,873	50,474	
Doane College	15,326	42,450	105,675	199,182	50,000	354,180
Midland College	18,000	40,000	75,000	265,000	25,000	128,650
Grand Island College	10,000	23,895	18,475	111,268		63,387
Hastings College	7,000	45,930	30,000	213,352	28,500	266,890
Creighton University	32,000	455,775	187,600	1,697,000	30,000	2,265,000
Duchesne College	8,150	72,000	100,000	408,000		20,000
Presbyterian Theological Seminary	8,100	8,500	30,000	59,500		140,537
University of Omaha			15,000	110,000		207,000
Nebraska Wesleyan University	17,075	43,380		407,870		418,921
York College	4,000	19,795		113,000		118,071
St. Ursula's Junior College	3,500	20,000		100,000		

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
NEW HAMPSHIRE						
Dartmouth College	180,000	$1,000,000	$1,000,000	$5,000,000	$2,000,000	$7,000,000
St. Anselm's College	12,000					
NEW JERSEY						
Bloomfield Theological Seminary	5,853	7,432	31,188	109,429	19,282	449,045
College of St. Elizabeth	14,000	270,425	39,000	524,355	227,000	50,000
Stevens Institute of Technology	14,000	180,000	735,000	1,025,000	75,000	2,565,000
Upsala College	4,000	20,170	150,000	130,000	50,000	
Drew Theological Seminary	140,981			1,383,700		912,420
New Jersey Law School	5,000	6,654	26,500	119,675		
Rutgers University	130,000	302,000	640,698	1,744,378	190,000	1,646,592
Theological Seminary of the Reformed Church in America	57,000		100,000	400,000	150,000	750,000
Mount St. Mary's College	10,000			600,000		
Princeton Theological Seminary	118,555			747,649		3,757,050
Princeton University	492,186					14,500,643
Seton Hall College	20,000			2,500,000		
Alma College	3,000	15,000	80,000	110,000		55,000
NEW YORK						
Alfred University	36,000	110,000	32,500	424,500	75,000	652,862
St. Stephen's College	28,100	151,000	14,261	575,256		394,795
Auburn Theological Seminary	42,500	45,000	45,000	310,000	65,000	1,063,917
Wells College	47,858	209,996	43,136	504,171	245,651	1,232,190
Adelphi College	19,436	75,894	194,305	209,566		349,881
Brooklyn College of Pharmacy	4,175	16,100		38,500		
Long Island College Hospital	3,000	111,750	135,000	1,061,500		
Polytechnic Institute of Brooklyn	10,500	314,135	525,000	552,200		569,997
St. Francis College	6,622	43,371	155,000	237,000		
St. John's College	15,000	136,700	242,500	627,500		302,000
St. Joseph's College for Women	6,000	25,550	135,000	200,000		
Canisius College	21,600	229,000	250,000	360,000		
DeLancey Divinity School	5,412	5,000		15,000		
D'Youville College	10,180	130,600	175,000	260,000		
Martin Luther Theological Seminary	1,800	4,100	8,000	15,500		
University of Buffalo	41,603	429,910	1,284,412	1,440,085		2,097,824
St. Lawrence University	38,200	74,300	125,554	168,000		1,057,197
Hamilton College	104,500	121,343	148,530	989,410	174,760	3,392,680
Elmira College	20,007	146,477	74,018	576,709	186,741	475,248
Mount St. Alphonsus Theological Seminary	32,600					
Hobart College	75,000	85,000	71,362	405,187	132,000	1,019,440
Colgate University	102,000	122,678	125,000	1,150,000	375,000	3,053,575
Hartwick Seminary	5,000	15,000		65,000		84,000
Houghton College	4,935	18,635	10,000	176,220	46,706	86,622
Cornell University	710,575	3,488,073	517,896	9,298,831	1,181,283	18,915,775
Keuka College	12,881	38,000	12,500	315,000	285,000	144,479
College of New Rochelle	12,137	103,518	79,557	634,381		26,577
Barnard College	22,300	126,404	2,425,000	875,000		4,055,761
Biblical Seminary in New York [2]	14,328	72,279	330,970	363,447		79,980
College of Mount St. Vincent	14,264	127,924		512,693		
College of the Sacred Heart	8,967	24,685	962,000	250,000		
Columbia University	893,147	2,085,484	7,815,865	10,726,538	1,631,891	28,204,000
Cooper Union	51,915			1,398,939		2,497,369
Fordham University	115,000	261,000	2,333,000	1,363,098	177,700	98,216
General Theological Seminary of the Protestant Episcopal Church	72,370	137,919	1,027,000	1,057,849	417,347	2,481,996
Jewish Theological Seminary of America	70,000	200,604		125,000		1,370,157
Manhattan College	9,825	216,050	200,000	800,000		
New York College of Dentistry	1,700	62,735		203,630		
New York Homeopathic Medical College and Flower Hospital	14,000			192,997		20,000

[2] Statistics of 1822.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
NEW YORK—continued						
New York Law School	7,000	$15,000				$3,500
New York University	198,472	608,927	$1,264,950	$3,487,986	$211,435	3,072,424
Union Theological Seminary	160,492	250,664	1,234,593	1,612,859	309,042	5,559,936
Niagara University	15,250	291,000	300,000	950,000		
A. M. Chesbrough Seminary	3,000	10,900	82,887	90,000		20,000
Clarkson College of Technology	7,000	61,177	23,178	134,169		423,600
Vassar College	130,708	536,225	143,700	3,699,646	1,350,173	6,454,936
St. Bernard's Seminary	21,400	48,000	40,000	400,000		140,000
Rochester Theological Seminary	51,200	124,617		334,568	239,860	2,022,858
University of Rochester	103,530	1,392,072	994,019	6,690,327	40,144	13,329,640
St. Bonaventure's College	16,843	441,167	112,800	805,800	360,000	33,050
Skidmore College	13,381	198,388	136,246	787,382	582,628	354,294
Union University	70,999	197,602	178,000	679,500	225,000	2,785,436
Syracuse University	121,373	859,409	307,223	4,089,934	366,226	2,308,800
Marymount College	15,000	480,000		2,500,000		
Rensselaer Polytechnic Institute	15,129	504,845	183,925	1,757,339	323,750	2,457,906
Russell Sage College	3,393	81,095	65,000	454,720		775,082
NORTH CAROLINA						
College of St. Genevieve of the Pines	15,020	11,900	40,000	142,000		204,000
Belmont Abbey College	7,000	100,000	250,000	175,000	40,000	
Johnson C. Smith University [1]	1,300	14,799	202,500	382,750	116,500	240,000
Queens College	8,000	62,905	125,000	355,352	120,500	
Davidson College	21,270	50,000	46,490	502,885	265,024	671,954
Trinity College	65,400	160,716	711,089	886,590	440,013	2,715,907
Elon College	12,000	70,000	103,300	493,000		386,587
Greensboro College	9,000	91,035	113,499	332,457	120,009	136,000
Guilford College	9,164	20,000	45,000	28,500	17,500	277,074
Lenoir-Rhyne College	8,000	30,000	60,000	280,000	90,000	417,425
Davenport College	4,000	24,500	25,000	96,500	79,000	150,000
Louisburg College	2,000	30,000	10,000	172,500	155,000	
Mars Hill College	2,223	3,000		200,000		25,000
Collegiate Institute	5,000	10,000	10,000	85,000	50,000	5,400
Meredith College	10,903	89,178	60,000	46,050	38,560	407,421
Peace Institute	3,000	10,000	10,000	250,000		
St. Mary's School	5,000			450,000		150,000
Shaw University [1]	8,400	5,500	250,000	250,000		354,700
Flora Macdonald College	6,700	79,577	35,000	147,161		211,355
Rutherford College	1,500	8,000	30,000	81,000	46,000	
Livingstone College [1]	8,020	45,000	95,000	204,000	105,000	500,000
Wake Forest College	30,482	22,225	48,700	241,097	72,190	934,192
Weaver College	3,000	12,600	27,000	90,000	60,000	
Atlantic Christian College	4,300	15,000	50,000	70,000		103,000
Salem College	9,000	54,468	75,000	345,971	245,971	336,838
NORTH DAKOTA						
Jamestown College	8,000	67,980	47,000	351,700	98,000	503,879
OHIO						
Ohio Northern University	11,000	49,500	62,500	482,000		236,320
Mount Union College	26,000	197,927	137,541	494,415	125,000	639,369
Ashland College	7,000	25,725	54,000	260,000	40,000	294,000
Baldwin-Wallace College	20,000	157,150	115,000	876,500	230,000	895,317
Bluffton College	7,000	49,313	14,000	196,478	95,000	351,457
Cedarville College		12,000	10,000	190,000		153,000
Cincinnati College of Dental Surgery	600	20,000	1,500	20,000		
Cincinnati College of Pharmacy	3,000	32,000	12,000	6,000		
College of the Sacred Heart	6,000			350,000		
Eclectic Medical College [2]	1,500	6,000		60,000		
Hebrew Union College	65,000	800,000	200,000	600,000	275,000	600,000
Lane Theological Seminary	23,720	19,489		481,975	50,000	538,186
Mount St. Mary's Seminary of the West	18,000	75,000	12,000	1,000,000		

[1] Colored.

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
OHIO—continued						
St. Xavier College	55,650	$155,000	$850,000	$725,000		$381,900
Case School of Applied Science	17,005	339,233	426,309	525,021		3,017,803
John Carroll University	26,000					
St. Mary's Seminary	30,000		200,000	1,000,000		
Western Reserve University	169,800	966,138	792,929	5,377,951	$255,130	4,598,720
Capital University	10,000	25,000	125,000	500,000	150,000	274,268
Bonebrake Theological Seminary	8,000	10,000	350,000	850,000	650,000	400,000
Central Theological Seminary of the Reformed Church in the United States	11,000	11,000	40,000	104,500	50,000	167,270
University of Dayton	13,000	238,000	310,000	1,865,000	560,000	
Defiance College	9,922	57,000	25,000	285,500	90,000	369,898
Ohio Wesleyan University	100,517	316,883	106,380	1,668,304	764,779	1,500,000
Findlay College	5,988	46,950	31,000	121,500	9,000	233,085
Kenyon College	40,000	168,000	74,000	1,028,000	305,000	1,514,149
Glendale College	2,000	18,050	20,000	70,000		
Denison University	38,000					
Hiram College	22,000	91,459	31,680	418,580	178,597	962,636
Marietta College	84,600	174,000	125,000	201,000		1,139,165
Muskingum College	10,550	150,194	95,933	651,977	237,619	378,566
Oberlin College	251,904	463,200	368,597	1,689,412	269,900	3,358,517
Oxford College for Women	9,775	55,300	35,000	165,000		51,500
Western College for Women	24,200	124,505	43,900	500,200	100,000	629,120
Lake Erie College	19,071	98,176	62,500	452,803	121,552	417,556
Rio Grande College	5,000	15,244		109,746	6,946	85,708
Wittenberg College	31,600	145,500	283,000	727,000	280,000	743,058
Heidelberg University	22,000	64,115	110,000	425,000	153,500	683,638
St. John's University	15,000	64,000	140,000	150,000		180,000
Otterbein College	25,000	63,323	68,360	519,887	86,872	599,896
Wilberforce University [1]	5,331	57,000	20,000	540,304	510,304	14,373
Wilmington College	7,000	42,200	70,000	211,000	36,000	200,000
College of Wooster	50,000	92,023	140,948	985,190	345,000	1,798,099
Antioch College	17,000	62,551	40,227	324,253	200,747	141,173
OKLAHOMA						
Oklahoma Presbyterian College for Girls	2,100	22,200	25,000	280,800		
Phillips University	10,419	78,000	104,050	275,000	50,000	463,680
Catholic College of Oklahoma for Women	11,000	15,000		130,000		
Oklahoma City University	6,000	46,153	19,854	303,246		161,763
Oklahoma Baptist University	6,000	50,000	60,000	230,000	130,000	
University of Tulsa	6,500	33,909	127,719	223,679	55,000	269,553
OREGON						
Albany College	11,046	25,632	62,900	25,000	4,000	263,350
Eugene Bible University	7,150	20,000	80,200	194,800	46,400	489,632
Pacific University	20,000	74,000		420,800	100,000	250,000
Linfield College	7,500	27,983	40,000	100,300		457,162
Pacific College	5,000	18,800	23,000	67,700	12,500	227,000
Columbia University	3,500	20,000	140,000	180,000	150,000	
North Pacific College	1,450	79,475	30,000	209,500		
Reed College	27,000	110,508	204,957	533,461	192,232	1,500,000
St. Mary's College	12,000					
Kimball School of Theology	5,000	10,000		25,000		40,000
Willamette University	16,000	63,480	250,000	383,500	120,000	601,500
PENNSYLVANIA						
Cedar Crest College	5,000	40,747	19,053	271,149	178,173	3,310
Muhlenberg College	33,000	82,731	500,000	349,717	38,898	505,756
Lebanon Valley College	8,000	49,285	34,500	233,750	99,000	368,853
St. Vincent College and Ecclesiastical Seminary	56,000	260,347	930,000	1,742,656		
Beaver College	7,000	15,500	25,000	160,000	70,000	10,000

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
PENNSYLVANIA—continued						
Geneva College	13,275	$31,420	$72,000	$565,000	$225,000	$300,000
Lehigh University	150,000	249,076	256,655	1,974,218	147,713	3,891,450
Moravian College and Theological Seminary	18,000	80,000	50,000	375,000		186,000
Moravian Seminary and College for Women	5,000	25,278		73,504		
Bryn Mawr College	104,851	315,152	100,784	1,714,956	641,016	5,890,000
Dickinson College	37,000	90,000	101,095	573,487	170,480	408,915
Wilson College	17,278	115,211	46,172	335,823	61,939	402,415
Crozer Theological Seminary	32,000			500,000		1,500,000
Pennsylvania Military College	2,500		100,000	250,000		
Ursinus College	18,000	86,100	75,000	463,500	142,500	288,200
Lafayette College	65,000	436,084	245,381	1,704,803	245,000	2,113,715
Elizabethtown College	5,000	34,909	42,359	161,165	137,376	242,422
Gettysburg College	40,000	125,000	120,000	625,000	225,000	800,000
Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States	26,000	100,000	50,000	300,000	200,000	460,000
Seton Hill College	12,500	165,259	68,000	1,244,376		500,000
Thiel College	10,500	52,400	33,850	321,300	65,800	107,935
Grove City College	23,195	54,634	85,439	459,173	248,313	271,707
Haverford College	94,000	300,000	1,100,000	1,800,000	500,000	3,696,080
Juniata College	30,000					509,696
Franklin and Marshall College	50,000	150,000	200,000	391,375		766,205
Theological Seminary of the Reformed Church in the United States	19,000			270,000	100,000	428,000
Bucknell University	40,000	265,750	59,000	725,000	338,500	782,259
Lincoln University [1]	30,500	27,100	23,500	200,000	35,000	650,000
St. Francis College	10,000	75,000	300,000	250,000		
Allegheny College	40,000	213,763	142,075	1,502,000	400,000	1,248,132
Meadville Theological Seminary	45,000	41,650		93,788	19,600	
Irving College	1,000	1,500	20,000	80,000	60,000	
Albright College	12,860	76,824	45,000	414,755	267,365	412,000
Westminster College	13,000	49,976	75,655	550,300	145,000	670,730
Drexel Institute	40,000	1,125,000	281,000	756,000		2,299,218
Dropsie College	25,360	50,000		101,431		706,450
Jefferson Medical College	11,000	600,000		5,710,655		1,181,000
La Salle College	10,000	41,000	400,000	300,000		
Lutheran Theological Seminary at Philadelphia	33,102	75,000	125,000	415,000	80,000	495,000
Philadelphia College of Pharmacy and Science	15,000	85,000		350,000		
St. Charles Seminary	75,000			2,000,000		
St. Joseph's College	40,000	120,000	150,000	300,000		
Temple University	28,250	197,550		1,604,754	64,000	
University of Pennsylvania	583,393	5,639,159	2,953,634	10,568,695	1,099,087	12,799,231
Woman's Medical College of Philadelphia	2,030	44,784		516,249		556,283
Carnegie Institute of Technology	[3]	987,787		5,394,235	441,536	8,232,000
Duquesne University of the Holy Ghost	17,000	90,000	509,000	859,000	40,000	
Pennsylvania College for Women	6,500	93,395	234,000	372,916	60,000	79,180
Pittsburgh Theological Seminary	20,000					
Reformed Presbyterian Theological Seminary	6,000	15,000	40,000	40,000		60,000
University of Pittsburgh	90,000	972,904	2,620,443	1,875,622		959,790
Western Theological Seminary	41,566	15,000		547,140		817,736
Marywood College	15,500	351,600	125,000	1,600,000		
Susquehanna University	32,000	50,000	45,000	435,000	280,000	246,385
Swarthmore College	40,000	299,918	787,851	1,241,216	451,500	3,150,000
Villanova College	14,600	196,000	850,000	2,000,000	1,000,000	
Washington and Jefferson College	36,350	67,285	151,700	360,804	88,553	1,246,673
Waynesburg College	10,000	60,000	50,000	325,000		107,000

[1] Colored.
[3] Use is made of the adjacent Carnegie Library of Pittsburgh, which contains 450,000 volumes.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
RHODE ISLAND						
Brown University	320,000	----------	$855,208	$2,412,681	$579,139	$8,905,787
Providence College	8,500	$75,000	100,000	480,000	----------	78,000
Rhode Island College of Pharmacy and Allied Sciences	800	40,000	20,000	100,000	----------	----------
SOUTH CAROLINA						
Anderson College	3,100	32,319	32,000	196,624	60,000	1,511
Presbyterian College of South Carolina	6,000	62,785	91,127	400,737	128,835	276,404
Benedict College [1]	7,900	20,000	100,000	300,000	150,000	133,000
Chicora College for Women	5,000	----------	----------	----------	----------	----------
Columbia College	6,000	----------	----------	597,770	----------	----------
Columbia Theological Seminary	32,000	33,264	54,500	98,313	50,000	279,028
Lutheran Theological Southern Seminary	5,500	8,000	10,000	75,000	20,000	73,000
Erskine College	10,000	20,303	28,000	169,159	44,538	197,108
Erskine Theological Seminary	10,000	----------	----------	----------	----------	69,500
Woman's College of Due West	6,000	45,226	25,000	167,736	108,000	29,722
Limestone College	6,400	85,000	50,000	385,000	155,000	----------
Furman University	15,500	65,502	245,763	879,996	343,000	243,902
Greenville Woman's College	6,000	----------	125,000	527,000	----------	----------
Lander College	7,250	29,997	55,544	174,359	----------	19,020
Coker College	8,000	50,000	100,000	700,000	500,000	440,786
Converse College	15,000	105,336	180,000	508,275	----------	536,303
Wofford College	22,642	46,400	200,000	358,000	100,000	287,504
SOUTH DAKOTA						
Huron College [2]	11,840	28,100	126,000	243,197	35,000	579,842
Dakota Wesleyan University	18,130	49,562	41,903	411,484	92,090	342,193
Columbia College	3,600	30,000	170,000	800,000	----------	2,700
Sioux Falls College	4,500	10,000	40,000	150,000	35,000	222,000
Wessington Springs Junior College	4,000	12,000	5,050	100,000	----------	13,000
Yankton College	12,000	32,756	83,766	214,592	130,000	526,345
TENNESSEE						
King College	5,000	10,000	20,000	150,000	100,000	116,688
Chattanooga College of Law	11,000	----------	----------	----------	----------	----------
University of Chattanooga [2]	11,000	26,000	249,888	316,004	----------	501,386
Southwestern Presbyterian University	17,000	52,200	35,000	220,000	40,000	359,783
Centenary College	3,000	60,000	25,000	150,000	----------	----------
Tusculum College	10,000	49,021	52,200	284,912	147,100	654,686
Lincoln Memorial University	10,000	29,100	142,563	257,610	137,036	713,381
Lane College [1]	3,000	7,000	13,500	235,000	105,000	31,500
Union University	12,000	55,000	47,000	511,400	210,000	140,000
Carson and Newman College	9,000	35,000	40,000	241,080	75,672	290,723
Johnson Bible College	5,000	25,000	25,000	310,000	100,000	80,000
Knoxville College [1]	5,400	26,719	53,669	477,141	250,000	300,000
Cumberland University	15,000	50,000	53,000	190,000	65,000	100,000
Hiwassee College	2,000	14,039	5,000	88,474	32,000	----------
Maryville College	25,608	60,750	84,522	529,500	165,000	1,073,103
Milligan College [2]	2,500	10,000	20,000	290,000	190,000	----------
Bethel College	6,050	----------	80,000	145,000	70,000	275,000
Tennessee College [2]	5,000	34,484	101,582	214,085	164,000	19,000
Fisk University [1, 2]	13,000	94,521	77,851	343,903	230,000	260,333
Meharry Medical College [1]	796	80,000	20,000	300,000	32,000	605,712
Vanderbilt University	90,000	414,503	390,715	1,007,817	279,856	5,543,125
Ward-Belmont School	7,500	25,000	460,000	390,000	----------	----------
Martin College	1,150	15,000	20,000	90,000	80,000	30,000
University of the South	40,435	274,770	121,325	589,379	238,767	1,368,639

[1] Colored.

[2] Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
TEXAS						
Abilene Christian College	8,000	$35,000	$50,000	$350,000	$125,000	
McMurry College	2,500	19,639	30,000	171,046	25,000	
Simmons College	10,000	63,983	46,383	790,000	250,000	$200,000
Austin Presbyterian Theological Seminary	2,000	8,000	25,000	100,000		176,778
St. Edward's College	9,500	75,221	105,000	688,000	250,000	
Baylor College for Women	15,000	193,412	72,220	999,073	709,073	162,000
Daniel Baker College	8,000	31,512	52,000	164,423	35,000	250,000
Howard Payne College	8,800	77,128	136,000	322,984	100,000	20,000
Clarendon College	3,200	11,143	25,000	283,000	125,000	
Southern Methodist University	36,000	180,588	700,631	721,563	246,837	1,553,014
University of Dallas	8,550	26,700	600,000	300,000		
Decatur Baptist College	2,500			150,000		
Texas Christian University	31,533	145,581	89,457	440,666	173,000	4,050,000
Texas Woman's College	10,350	69,486	151,038	266,854	97,150	
Southwestern University	28,000	179,500	120,343	391,000	185,000	167,687
Burleson College	4,750		17,000	160,000	140,000	
Wesley College	2,000	18,000	15,150	129,000	60,000	1,000
Rice Institute	35,000	640,000	550,000	1,900,000	575,000	10,000,000
Texas Dental College		18,000				
Lon Morris College	4,000	17,000	15,000	125,000	40,000	250,000
Bishop College [1]	5,000	42,000	100,000	200,000	70,000	13,000
College of Marshall	3,500	225,000	106,000	169,000	60,000	
Meridian College	3,000	12,000	30,000	125,000	43,000	
Texas Presbyterian College	7,000	7,000	32,000	100,000		135,000
Wayland Baptist College	3,500	12,000	15,000	200,000		
Rusk College	2,839	6,000	21,482	122,000	75,000	
Our Lady of the Lake College	12,090	101,361		800,000		
Westmoorland College	3,000	26,000	6,000	143,000		
Southwestern Baptist Theological Seminary	8,000			1,180,572		385,780
Austin College	13,000			750,000		200,000
Carr-Burdette College	4,000	22,200	22,800	100,000	75,000	7,000
Kidd-Key College	2,941	16,000	20,000	239,290	206,278	
Westminister College	4,000	17,000	3,000	85,000	10,000	23,000
Thorp Spring Christian College	3,500	5,000	10,000	150,000	75,000	
Baylor University	54,000	327,222	135,000	1,180,238		449,220
Trinity University	8,500	34,734	16,624	225,000	162,000	542,000
Weatherford College	3,200	5,000		110,000		85,000
UTAH						
Snow College	3,642	40,500	2,000	160,000		
Brigham Young College	9,775	42,318		194,183		2,035
Weber College	4,500	11,656		125,650		
Brigham Young University	32,481	243,456	40,000	300,000		165,000
Westminster College	8,000	11,766	116,000	179,500	85,000	96,928
VERMONT						
Middlebury College	50,000	193,975	29,995	711,700	312,300	2,621,503
Norwich University	21,090	38,000	24,084	358,046	150,000	508,338
St. Michael's College	8,000	30,000	19,000	233,485	96,508	
VIRGINIA						
Martha Washington College	1,500	28,881	30,000	162,500		
Stonewall Jackson College	1,500	28,000	26,000	300,000	145,000	10,000
Randolph-Macon College	15,000	31,000	35,000	382,350	121,000	490,575
Blackstone College for Girls	1,000	20,000	80,000	300,000		
Bridgewater College	12,000	71,572	36,880	131,000	36,000	373,964
Sullins College	4,000	50,000	30,000	200,000	150,000	
Virginia Intermont College	4,525	30,000	50,000	400,000		50,000
Averett College	1,850	25,500	25,000	130,000		
Emory and Henry College	12,000	44,942		321,408		220,000
Hampden-Sidney College	15,000	52,910	22,081	440,350	182,027	159,000
Hollins College	11,000	100,000	100,000	400,000		

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923–24*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
VIRGINIA—continued						
Washington and Lee University	55,000	$248,206	$50,000	$1,169,171	$199,000	$1,310,017
Lynchburg College	6,961	34,122	116,000	320,730	140,000	167,332
Randolph-Macon Woman's College	26,000	247,350	100,000	1,005,000	675,000	490,000
Virginia Theological Seminary and College [1]	6,000	35,000	20,000	266,000	140,000	54,000
Marion Junior College	2,500	25,000	25,000	150,000	----------	----------
Southern College	6,000	10,000	25,000	65,000	----------	----------
Union Theological Seminary	30,866	64,649	48,681	544,811	----------	735,759
University of Richmond	40,000	94,000	200,000	1,432,286	211,130	1,981,837
Virginia Union University [1]	11,000	29,500	250,000	250,000	100,000	400,000
Virginia College	3,500	40,000	150,000	250,000	----------	----------
Roanoke College	18,261	104,795	30,000	323,446	122,500	187,045
Mary Baldwin College	7,000	----------	----------	----------	----------	----------
Sweet Briar College	10,815	121,000	56,800	775,472	355,000	354,000
Protestant Episcopal Theological Seminary	35,000	65,000	25,000	300,000	75,000	1,340,000
WASHINGTON						
Walla Walla College	6,500	54,000	18,000	124,000	35,000	300,000
St. Martin's College	6,250	12,500	----------	350,000	----------	14,000
Gonzaga University	10,000	129,000	85,000	1,250,000	----------	----------
College of Puget Sound	7,689	25,947	195,298	211,530	5,000	406,269
Whitman College	35,000	132,762	225,000	325,000	155,000	884,582
WEST VIRGINIA						
Bethany College	16,000	50,000	107,000	415,000	68,000	1,481,853
West Virginia Wesleyan College	12,000	66,468	74,736	191,098	26,878	561,503
Davis and Elkins College	12,795	8,000	30,000	225,000	200,000	108,000
Storer College [1]	8,000	17,500	----------	200,000	60,000	----------
Broaddus College	3,000	25,000	15,000	450,000	250,000	15,000
Salem College	5,250	11,000	15,000	168,000	----------	99,470
WISCONSIN						
Lawrence College	43,684	193,596	115,157	975,728	353,122	1,532,371
Northland College	9,000	23,065	22,636	73,940	35,374	113,062
Beloit College	70,500	210,500	94,416	460,360	141,650	1,922,784
Milton College	11,344	30,000	8,000	96,000	10,000	268,798
College of Electrical Engineering	1,000	50,000	----------	----------	----------	----------
Marquette University	35,000	632,753	519,417	1,581,314	----------	1,314,352
Milwaukee-Downer College	19,400	102,153	334,878	465,501	205,653	1,029,975
St. Lawrence College	5,200	10,000	3,000	160,000	60,000	----------
Nashotah House	20,000	20,000	33,856	172,000	55,000	784,808
Mission House	18,000	29,900	15,100	235,000	150,000	16,350
Campion College	24,000	150,000	40,000	400,000	200,000	320,000
St. Mary's College	5,500	267,703	50,000	300,000	----------	----------
Ripon College	27,467	130,734	62,676	281,370	130,059	410,239
St. Francis Seminary	35,000	104,000	175,000	440,000	----------	50,000
Northwestern College	11,918	51,600	300,000	280,000	125,000	98,800
Carroll College	12,000	53,500	40,000	470,000	75,000	506,769
Evangelical Lutheran Theological Seminary	6,100	20,000	45,000	95,000	70,000	----------

[1] Colored.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Athens College for Young Women	$18,559		$20,489						$6,600	$45,648	$45,648
Birmingham-Southern College	48,163	$1,527	164	$12,478				$8,000	13,507	83,839	83,839
Howard College	62,034	18,551		28,965				8,000	9,956	127,506	127,506
Judson College	20,800	35,300	49,988	13,500					21,000	140,588	140,588
Marion Institute	61,394						$150,000			211,394	61,394
Woman's College of Alabama	69,229	30,305	52,387	2,377		$81,708		5,269	5,000	246,275	246,275
St. Bernard College	7,800		40,000						7,500	55,300	55,300
Spring Hill College	48,500	4,500	97,000						4,300	154,300	154,300
Talladega College [1]	13,481	6,284	24,414	46,714		57,000		25,000	8,629	181,522	181,522
ARKANSAS											
Henderson-Brown College	34,179	6,626	17,763	6,477					822	65,867	65,867
Ouachita College	55,000	800	45,000				400,000		15,000	515,800	115,800
Arkansas College	18,551	2,578	6,527	6,354		33,284	38,925	16,073		122,292	83,367
College of the Ozarks	13,773								30,774	44,547	44,547
Central College	32,000	5,000	20,000	400				3,500		60,900	60,900
Hendrix College	35,175	12,000	25,000	30,000			18,000	14,275		134,450	116,450
Little Rock Baptist College [1]	5,182		10,210						15,731	31,123	31,123
Little Rock College	22,202		28,321					10,540		61,063	61,063
Galloway Woman's College	44,633	8,573	48,520	4,883		41,000	45,000	9,079		201,688	156,688
CALIFORNIA											
College of Notre Dame	14,418		32,372							46,790	46,790
Berkeley Baptist Divinity School	287			6,304			25,604	5,647	6,037	43,879	18,275
Pacific School of Religion	410	765		52,411		49,138		4,740		107,464	107,464
Pacific Unitarian School for the Ministry	41	868		52,169		5,000	1,500	532	1,179	61,289	59,789
Pomona College	218,713	33,965		79,509		38,437	73,222	12,604	245,388	701,838	628,616
Pacific Union College	36,606	14,827	35,129	600		23,479		5,124	71,981	187,746	187,746
College of Medical Evangelists	55,618	18,716	56,908			97,267			1,105,495	1,334,004	1,334,004
California Christian College	6,372	8,142	11,783	19,209		71,233	28,322	14,188	25,124	184,373	156,051

College of Osteopathic Physicians and Surgeons	32,372							5,976	12,147	50,495	50,495
Loyola College	26,507							3,000		29,507	29,507
Occidental College	93,437	5,163	3,801	23,041		130,849	257,911	15,590	31,501	561,293	303,382
Southwestern University	64,500								4,000	68,500	68,500
University of Southern California	1,038,268			21,471		350,000	50,000	50,000	103,472	1,613,211	1,563,211
St. Patrick's Seminary			40,000	800				412		41,212	41,212
Mills College	186,766	76,385	181,061	30,186		22,886	141,317	26,941	16,304	681,846	540,529
St. Mary's College	21,343	4,261	100,431	1,786						127,821	127,821
California Institute of Technology	98,413	5,200	18,373	153,962		155,525	136,000	28,145	37,491	633,109	497,109
University of Redlands	53,143	14,891	24,128	70,123		45,054	44,486	14,184	1,539	267,548	223,062
San Francisco Theological Seminary	750			37,472			97,884	1,000	11,287	148,393	50,509
Church Divinity School of the Pacific				7,215						7,215	7,215
College of Physicians and Surgeons	63,350								54,738	118,088	118,088
Golden Gate College	25,700								4,875	30,575	30,575
Dominican College		90,661	185,287						55,014	330,962	330,962
University of Santa Clara	15,089	12,650	106,086	2,395		227,353			8,395	371,968	371,968
Leland Stanford Junior University	695,406	27,409	5,804	1,244,937		521,596	486,023	128,039	79,835	3,189,049	2,703,026
College of the Pacific	74,000	8,000	47,000	16,000		103,000	50,000	18,000		316,000	266,000
Whittier College	29,750	2,300	10,500	25,000		100,000	50,000	2,500	65,000	285,050	235,050
COLORADO											
Colorado College	92,997	14,219	40,271	101,531			52,098	7,487	12,696	321,299	269,201
Colorado Woman's College	14,733	7,834	16,139	54				20,000		58,760	58,760
Iliff School of Theology	162	335	132	16,820			10,500	10,007	2,748	40,704	30,204
University of Denver	170,707			40,810			11,505	6,796	2,659	232,477	220,972
Westminster Law School	9,000									9,000	9,000
Loretto Heights College	7,630	1,400	7,000						2,000	18,030	18,030
CONNECTICUT											
Trinity College	49,107	10,723		100,451		242,696	16,574			419,551	402,977
Berkeley Divinity School	4,907			20,891			11,429			37,227	25,798
Wesleyan University	105,841	25,385	7,034	266,906			187,861	14,616	40,560	648,203	460,342
Yale University	1,204,608	310,625		2,364,710		922,516	3,533,217	581,679	111,086	9,028,441	5,495,224
Connecticut College for Women	115,586	53,898	102,745	43,273		10,424	8,849		1,540	336,315	327,466
DISTRICT OF COLUMBIA											
American University	10,000			70,000						80,000	80,000
Catholic University of America	110,000	27,500	85,000	90,000					250,000	562,500	562,500
George Washington University	520,031			9,796		51,100	12,992	1,052	117,266	712,237	699,245
Howard University [1]	174,611	7,609	2,856	20,995	[2] $195,153	1,982	78,732	16,570	13,558	512,066	433,334
National University Law School	68,000									68,000	68,000
Trinity College	68,631	48,902	109,272	12,418			19,097		105,813	364,133	345,036
Washington College of Law	14,564			398			2,024	500	182	17,668	15,644
Washington Missionary College	29,758	13,235	18,856			24,367		16,217		102,433	102,433

[1] Colored.
[2] From United States Government

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
FLORIDA											
John B. Stetson University	$53,214	$11,859	$40,107	$59,757				$4,333		$169,270	$169,270
Rollins College	15,232	8,735	36,877	38,092		$800	$17,450	14,310	$1,710	133,206	115,756
GEORGIA											
Atlanta College of Pharmacy	5,000									5,000	5,000
Atlanta Law School	11,024									11,024	11,024
Atlanta-Southern Dental College	84,599			925					28,875	114,399	114,399
Atlanta Theological Seminary							50	11,460	847	12,357	12,307
Atlanta University [1]	23,723	9,769	23,621	11,050			36,983	34,825	457	140,428	103,445
Clark University [1]	8,734	2,584	11,004	2,000				31,417		55,739	55,739
Gammon Theological Seminary [1]		1,001	3,943	32,149		56,000				93,093	93,093
Morehouse College [1]	10,916		45,166	16,000				675		72,757	72,757
Morris Brown University [1]	12,500		16,368					5,000	25,000	58,868	58,868
Southern School of Pharmacy	9,000									9,000	9,000
Paine College [1]	3,384	3,459	9,641	1,116				24,500	1,400	43,500	43,500
Andrew College	7,776		13,658	900				7,100		29,434	29,434
Agnes Scott College	12,490		148,687	48,702			144,000	12,236		366,115	222,115
Piedmont College	12,300	5,577	22,101	4,861				67,572		112,411	112,411
Emory University	167,404	21,040	76,152	164,725			136,370	67,881	81,979	715,551	579,181
Bessie Tift College	35,542		58,749	3,000		7,736		17,721	16,706	139,454	139,454
Brenau College	95,883		122,059							217,942	217,942
La Grange College	13,300	2,500	12,000	9,000				2,300		39,100	39,100
Mercer University	83,286	17,679	70,247	21,401		20,000	149,000	35,000		396,613	247,613
Wesleyan College	64,305		106,846	16,991		32,075	242,045		34,040	496,302	254,257
Oglethorpe University	49,248	6,423	38,633							94,304	94,304
Shorter College	52,997	15,055	36,131	12,000			39,868	5,000	10,208	171,259	131,391
IDAHO											
College of Idaho	21,686	3,870		13,942			36,634	14,088	7,025	97,245	60,611
Gooding College	12,500							12,500	12,500	37,500	37,500

ILLINOIS

Shurtleff College	20,796	3,768	12,093	22,443		18,972	24,711	8,817		111,600	86,889
Aurora	9,029	5,739	2,841	10,294		7,140	7,973	6,259	1,657	50,932	42,959
Illinois Wesleyan University	129,736			28,065		4,587	38,526	36,000	14,704	251,618	213,092
St. Viator College	30,850	41,959	80,618						47,417	200,844	200,844
Blackburn College	21,435			30,354		42,970	84,135	6,010		184,904	100,769
Carthage College	32,897	8,100	23,283	23,496			70,000	12,503		170,279	100,279
Armour Institute of Technology	159,342							159,000	33,038	351,380	351,380
Bethany Bible School	3,859	6,743	764	8,837		8,075	1,548	18,156	703	48,685	47,137
Chicago College of Osteopathy	39,031								3,214	42,245	42,245
Chicago Law School	25,220									25,220	25,220
Chicago Medical School	35,000									35,000	35,000
Chicago Theological Seminary	100	1,000		49,000		250,000				300,100	300,100
De Paul University	263,464					846	47,000		15,127	326,437	279,437
General Medical College	44,622							7,175	51,798	103,595	103,595
Lewis Institute	222,276			92,989				9,315	324,580	649,160	649,160
Loyola University	400,542								112,122	512,664	512,664
McCormick Theological Seminary			2,388	116,298			16,600	2,562	3,014	140,862	124,262
St. Francis Xavier College	74,482		35,703						140,761	250,946	250,946
University of Chicago	1,760,569	106,100	330,393	1,680,628		435,060	2,134,373	129,653	285,418	6,862,194	4,727,821
James Millikin University	133,695	6,630	18,832	48,796		1,949		88	2,244	212,234	212,234
Elmhurst College	9,045		18,500	2,134				55,304		84,983	84,983
Eureka College	30,120	3,156	20,034	22,759			165,692	13,865	14,201	269,827	104,135
Garrett Biblical Institute	9,035			161,436		23,173			1,813	195,457	195,457
Northwestern University	1,472,915	108,231	136,682	338,496		2,989,502	1,992,132	75,908		7,113,866	5,121,734
Norwegian-Danish Theological Seminary		518		706				4,000	1,200	6,424	6,424
Ewing College	3,444		6,888							10,332	10,332
Knox College	94,958	27,838	64,622	76,112			150,143	7,080	2,634	423,387	273,244
Lombard College	35,920		19,466	15,596		8,290	25,000	8,290	34,552	147,114	122,114
Greenville College	25,403	9,278	24,740	530		3,000	1,745	7,000		71,696	69,951
Illinois College	41,122	1,372	14,889	55,252			63,834		17,475	193,944	130,110
Illinois Woman's College	72,407		95,207	22,274			30,274		10,901	231,063	200,789
Broadview College	25,222	14,873	24,834	3,988		11,631		11,421		91,969	91,969
Lake Forest College	28,489			73,325						101,814	101,814
McKendree College	18,094	5,587	15,503	8,818		2,000	53,434	2,931	23,243	129,610	76,176
Lincoln College	7,554			8,247			16,000	6,137	4,539	42,477	26,477
St. Procopius College	5,418		49,794						35,099	90,311	90,311
Theological Seminary of the Evangelical Lutheran Church				22,931			10,871	5,296	40	39,138	28,267
Monmouth College	46,674	7,804	20,464	33,450		40,609	23,111	12,621	11,192	195,925	172,814
Francis Shimer School	110,539			3,500			11,028		500	125,567	114,539
Mount Morris College	16,123	6,629	4,476	3,417				20,301		50,946	50,946
Evangelical Theological Seminary	738			10,640					6,977	18,355	18,355
Northwestern College	70,002	6,046		30,964		37,494	52,750	3,606	11,514	212,376	159,626
Rosary College	35,943	14,666	59,563	12,925		146,449				269,546	269,546
Bradley Polytechnic Institute	90,575	940	9,200	94,032				8,000		202,747	202,747
Rockford College	75,872		100,743	28,265			66,178		17,255	288,313	222,135
Augustana College	87,788	5,727	36,403	26,502		84,264		57,123		297,807	297,807
Wheaton College	30,769	12,811	9,569	17,175		23,100	39,322	35,192	3,445	171,383	132,061

[1] Colored.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
INDIANA											
Wabash College	$49,097			$71,598			$108,968		$4,661	$234,324	$125,356
Earlham College	78,137		$104,074	43,330		$16,557	29,969	$10,000	1,441	283,508	253,539
Evansville College	53,080	$1,017	3,128	2,731			3,015	16,839	90,945	170,755	167,740
Franklin College	58,237	7,268	18,134	43,120		455	36,406	10,023	13,432	187,075	150,669
De Pauw University	150,727	27,080	80,027						98,720	356,554	356,554
Hanover College	22,276	29,554				1,508	63,415	701	4,273	121,727	58,312
Benjamin Harrison Law School	13,080									13,080	13,080
Butler College	171,805	2,293	7,165	36,802				12,149	6,163	236,377	236,377
Indiana Central College	28,131	13,537	5,089	300			14,016	28,232	15,498	104,803	90,787
Indiana Dental College	117,000									117,000	117,000
Indiana Law School	10,000									10,000	10,000
Indianapolis College of Pharmacy	25,000									25,000	25,000
Marion College	22,069	1,500	1,800	8,318		5,000	2,000	3,752	5,700	50,139	48,139
Manchester College	73,303	5,899	10,323	10,792			37,948	9,387		147,652	109,704
St. Mary's College and Academy	230,500									230,500	230,500
University of Notre Dame	391,863	129,109	211,369	27,951			603,113			1,363,405	760,292
Oakland City College	73,809	1,667	15,690	31,897					6,875	129,938	129,938
St. Mary-of-the-Woods College	54,483	36,572	58,318				18,970			168,343	149,373
Rose Polytechnic Institute	24,000			60,000					1,000	85,000	85,000
Taylor University	25,000	3,200	6,000	9,000		25,000	100,000	20,000		188,200	88,200
Valparaiso University	117,000	15,910	25,832						8,415	167,157	167,157
IOWA											
Coe College	137,835	19,112	8,284	51,155				13,100	83,000	312,486	312,486
Wartburg College			18,000	1,200		60,000		20,000		99,200	99,200
St. Ambrose College	5,000	3,000	12,000	15,000			50,000			85,000	35,000
Luther College	19,904	11,448	1,214	8,853		2,397		46,551	889	91,256	91,356
Des Moines University	128,035	21,587	29,167	13,063			1,340	89,404		282,596	281,256
Des Moines Still College of Osteopathy	30,419								11,058	41,477	41,477
Drake University	291,662			13,910			2,345	3,978		311,895	309,550
Grand View College	4,591	2,755	11,018	7,618				8,235	7,259	41,476	41,476

Columbia College	50,000	50,000	125,000	45,000						270,000	270,000
Mount St. Joseph College	45,000	13,800	52,025	18,000					13,045	141,870	141,870
University of Dubuque	8,316	3,844	16,079	43,521				47,988	21,758	141,506	141,506
Wartburg Theological Seminary			4,482	1,200				20,000	3,867	29,549	29,549
Parsons College	48,721	4,663	15,771	23,752			45,906	32,817		171,630	125,724
Upper Iowa University	44,101		586	19,387			4,000	3,861	6,612	78,547	74,547
Grinnell College	137,066		232,281	64,627			60,421	44,477	302,631	841,503	781,082
Lenox College	2,500			500					2,500	5,500	5,500
Simpson College	69,307	321	3,108	26,943			101,879	16,599	38,361	256,518	154,639
Ellsworth College	14,575	1,703	10,324	11,000				3,000		40,602	40,602
Graceland College	32,500			8,461					24,073	65,034	65,034
Western Union College	13,911	2,658	11,756	4,889		4,000	5,306	9,293	19,384	71,197	65,891
Iowa Wesleyan College	34,116	4,892	12,892						47,718	99,618	99,618
Cornell College	104,813	13,178	54,471	102,869		60,000	12,424	16,217	2,549	366,521	354,097
Penn College	34,830	8,739	25,903	28,724			2,100	15,000		115,296	113,196
Central College	9,786	2,431	14,270	7,526			20,000	23,480	15,482	92,975	72,975
Morningside College	106,640			16,224				11,232	7,027	141,123	141,123
Buena Vista College	12,810								22,846	35,656	35,656
Tabor College	9,624	1,000		3,515					14,176	28,315	28,315
John Fletcher College	22,630	3,363	15,565	3,965		2,136	1,660	7,842	3,281	60,442	58,782
KANSAS											
St. Benedict's College [3]	7,869	250	26,856							34,975	34,975
Baker University	54,490	1,654	4,958	46,458		20,000	248,410	11,271		387,241	138,831
College of Emporia	40,936	11,546	8,180				56,265	30,418	24,602	171,947	115,682
Highland College	1,900			3,500			100	7,000	1,300	13,800	13,700
Kansas City Baptist Theological Seminary				3,300		7,800		26,665	78,404	116,169	116,169
Kansas City University	11,727	480	5,760	2,000				12,251	2,200	34,418	34,418
Bethany College	60,653	6,465	19,811	10,942				18,111	22,461	138,443	138,443
McPherson College	40,295	4,889	6,750	10,600			11,250	2,600	15,000	91,384	80,134
Bethel College	21,607	7,468	20,270	8,500		30,981		10,532		99,358	99,358
Ottawa University	39,774			28,647		17,700	22,271	1,702		110,094	87,823
St. Mary's College	67,248	20,174	114,323			70,464	12,000	6,998	125,573	416,780	404,780
Kansas Wesleyan University	84,238	4,749	16,477	7,691		40,900	12,500	16,143		182,698	170,198
Sterling College	20,849	1,798		7,818			8,189	5,018	268	43,940	35,751
Washburn College	113,866	7,101	3,031	33,683		23,258	6,600	7,682	66,886	262,107	255,507
Fairmount College	53,190	5,132	9,700	4,287			9,525	29,740	43,729	155,303	145,778
Friends University	44,279		1,172	15,980		10,472	824	3,838	856	77,421	76,597
Southwestern College	101,900			17,821				19,834	11,934	151,489	151,489
KENTUCKY											
Union College	7,340	2,460	1,800	21,000		11,000	30,000	5,500		79,100	49,100
Berea College	76,223	36,061	142,685	80,748		148,570	66,161	103,199	48,696	702,343	636,182
Ogden College	3,000			17,000		64,000		2,500		86,500	86,500
Centre College	30,847	2,688		56,265			300,000	4,819		394,619	94,619
Kentucky College for Women	12,800	4,500	19,500							36,800	36,800
Georgetown College	36,157	16,911	37,210	30,192		5,699	23,941	42,342	1,349	195,801	169,860

[3] Statistics of 1922.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—continued											
College of the Bible	$4,569	$3,210	$852	$21,542					$4,060	$34,233	$34,233
Hamilton College	63,399									63,399	63,399
Transylvania College	21,392	7,798	852	31,240		$2,500	$98,516	$18,750	8,386	189,434	90,918
Jefferson Law School	9,860									9,860	9,860
Louisville College of Pharmacy	23,636					225			1,949	25,810	25,810
Presbyterian Theological Seminary			1,167				100,128	12,423	38,183	151,901	51,773
Simmons University [1]	8,499		11,234					7,693	11,797	39,223	39,223
Southern Baptist Theological Seminary				55,000			35,000	20,000	10,000	120,000	85,000
Bethel College	10,166	6,834	12,340	5,255					39,646	74,241	74,241
Logan College	15,000		26,618						625	42,243	42,243
St. Mary's College	6,500	2,500	36,000	10,000						55,000	55,000
Cumberland College	14,589	4,264				65,000	100,000	107,000	50,000	340,853	240,853
Asbury College	52,789	21,080	55,000			85,000				213,869	213,869
Kentucky Wesleyan College	8,000	4,000	18,000				30,000	11,000	500	71,500	41,500
LOUISIANA											
Silliman College	3,300	1,800	10,000	2,000					5,000	22,100	22,100
Mansfield Female College	16,078		25,644			10,000				51,722	51,722
Loyola University	65,505			5,000		325,000	10,000	5,000		410,505	400,505
New Orleans College [1]	10,393	1,339	7,107	5,500				11,800	8,002	44,141	44,141
Tulane University of Louisiana	291,902	29,193	82,220	398,349		78,084	312,648	45,625	17,421	1,255,442	942,794
Louisiana College	36,224	11,547	33,411					74,922		156,104	156,104
Centenary College	45,371	6,619	26,170	30,889		29,250		49,064		187,363	187,363
MAINE											
Bangor Theological Seminary		740		25,862			19,825		2,548	48,975	29,150
Bowdoin College	89,962	24,519	706	121,416			553,319	5,769	5,090	800,781	247,462
Bates College	100,000	36,386	2,595	50,999				3,116		193,096	193,096
Colby College	67,151	27,355	28,908	51,360						174,774	174,774

MARYLAND											
St. John's College	15,875			585	[4] $50,000				2,080	68,540	68,540
College of Notre Dame of Maryland	17,000	5,000	20,000							42,000	42,000
Goucher College	231,818		48,118	89,381					24,945	394,262	394,262
Johns Hopkins University	326,020	50,889		976,282	[4] 75,000	321,480	1,290,158	36,391	55,679	3,131,899	1,841,741
Morgan College [1]	12,000	3,060	14,500	3,341	[4] 3,000	6,000		3,800	42,542	88,183	88,183
Mount Vernon College	10,000	300							250	10,550	10,550
St. Charles College	32,525		65,935	14,500		25,000	12,000	17,500	1,325	168,785	156,785
Washington College	16,025				[4] 33,750		250,000		1,914	301,689	51,689
Mount St. Mary's College [3]	44,645	6,750	107,901	53			22,700	388	29,928	212,365	189,665
St. Joseph's College	80,000									80,000	80,000
Hood College	93,587	34,635	117,585	8,072		9,494	16,028	3,797	5,149	288,347	272,319
Maryland College for Women [3]	35,000	25,000	35,000						5,000	100,000	100,000
Blue Ridge College	22,504	4,171	14,099	1,200	[4] 7,000	3,900		1,869		54,743	54,743
Western Maryland College	36,108	23,094	69,283	13,830						142,315	142,315
Westminster Theological Seminary	18,205								23,859	42,064	42,064
Woodstock College								100,000	100,000	200,000	200,000
MASSACHUSETTS											
Amherst College	116,618	17,247		328,007			390,000		11,335	863,207	473,207
Boston University	1,154,341		160,637	128,334		22,600	126,432	71,590	16,304	1,680,238	1,553,806
Emmanuel College	34,160		2,500					5,000	47,750	89,410	89,410
Gordon College of Theology		12,000					55,795	1,789		69,584	13,789
Massachusetts College of Pharmacy	56,536			22,000			277		125	78,938	78,661
Northeastern University	624,531									624,531	624,531
Portia Law School	31,078									31,078	31,078
Simmons College	238,897		229,734	85,837		3,508	582,715	32,896	4,441	1,178,028	595,313
Suffolk Law School	126,531								12,815	139,346	139,346
Bradford Academy	54,153		146,911	2,277			45,335			248,676	203,341
Episcopal Theological Seminary	1,100	540	7,576	63,069			3,050	1,262	16,752	93,349	90,299
Harvard University	1,847,368	408,169	556,763	3,460,379		891,147	6,306,002	583,595	678,417	14,731,840	8,425,838
Massachusetts Institute of Technology	972,475	10,425		959,306	[2] 16,666	209,000	271,000	33,000	185,340	2,657,212	2,386,212
New Church Theological School				17,000				5,000	160	22,160	22,160
Radcliffe College	179,288	45,190	78,504	125,000		35,000	109,000			571,982	462,982
Boston College	131,500					87,300	12,000	5,900		236,700	224,700
Newton Theological Institution		640		44,529			1,500	42,067		88,736	87,236
Smith College	656,466		677,428	253,155		313,804	15,000	6,000	63,080	1,984,933	1,969,933
Wheaton College	105,301	62,273	117,420	59,250			7,300		5,024	356,568	349,268
Mount Holyoke College	187,271	340,905	15,700	122,449		8,775	36,452		86,196	797,748	761,296
Atlantic Union College	28,451	10,361	15,499						10,927	65,238	65,238
Tufts College	535,379	27,481	62,628	103,674			378,343	5,840	46,179	1,159,524	781,181
Wellesley College	516,037		714,517	224,313			603,696	2,273	147,576	2,208,412	1,604,716
Williams College	207,418	80,014		198,124		56,750	524,178	11,757	267,351	1,345,592	821,414
Clark University	24,403		17,630	200,000						242,033	242,033
College of the Holy Cross	449,500			6,560		27,576	6,727	1,715	145,801	637,879	631,152
Worcester Polytechnic Institute	98,789			140,668				500		239,957	239,957

[1] Colored. [2] From United States Government. [3] Statistics of 1922. [4] From State.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN											
Adrian College			$24,851	$11,000				$11,610	$13,857	$61,318	$61,318
Albion College	$79,733			24,680				25,608	11,363	141,384	141,384
Alma College	31,239	98,948	28,215	25,568		$5,029	$39,270	6,839	5,251	151,359	112,089
Emmanuel Missionary College	48,036	28,992	42,876	13,543					25,435	158,882	158,882
Detroit College of Law	64,564									64,564	64,564
University of Detroit	222,712						8,457	60,537	90,737	382,443	373,986
Suomi College and Theological Seminary	4,998		4,688					10,582	2,024	22,292	22,292
Hillsdale College	51,207	15,628		46,885		16,650	54,759	3,598	324	189,051	134,292
Hope College	25,325	890		36,865					40,000	103,080	103,080
Western Theological Seminary	170	480		3,963				8,985	6,402	20,000	20,000
Kalamazoo College	45,410	11,651	15,352	45,000		23,000		21,000	59,232	220,645	220,645
St. Mary's College and Academy	22,000		76,500	43,900					19,076	161,476	161,476
Olivet College	46,078	9,185	3,600	2,669			40,175	25,199	2,300	129,206	89,031
MINNESOTA											
St. John's University	40,000	4,125	97,500	20,000						161,625	161,625
Seabury Divinity School			1,014						28,996	30,010	30,010
Augsburg Seminary	8,481	840		3,986			2,210	30,795	1,175	47,487	45,277
Minnesota College of Law	33,419									33,419	33,419
Concordia College	30,000	9,600	37,000	5,000				30,000		111,600	111,600
Carleton College	200,453	115,291	171,796	71,204		2,243	45,922	81,311	20,495	708,715	662,793
St. Olaf College	98,015	18,096	76,878			70,143	1,018	73,033		337,183	336,165
St. Benedict's College	19,000	4,000	40,000							63,000	63,000
Bethel Institute	10,095	2,207		1,482			11,126	26,163	7,906	58,979	47,853
College of St. Catherine	22,919	6,929	36,954	17,500		385,000	20,000	10,000		499,302	479,302
College of St. Thomas	75,590	9,302	96,894						18,208	199,994	199,994
Concordia College			16,741			2,008		32,908	2,069	53,726	53,726
Hamline University	86,679	10,373	8,886	52,353			1,828	18,615	4,286	183,020	181,192
Luther Theological Seminary [3]		1,330		7,075			1,350	20,882	6,707	37,344	35,994
Macalester College	53,506	12,248	31,336	58,000		25,000	35,782	1,255		217,127	181,345

St. Paul College of Law	34,097							1,093	35,190	35,190
St. Paul Theological Seminary	13,920		38,370	31,392				1,025	84,707	84,707
Gustavus Adolphus College	31,712	1,629		47,173			83,112		163,626	163,626
College of St. Teresa	68,550		58,877	45,000		5,961			178,388	172,427
St. Mary's College	15,000	5,200	26,800	3,500				12,790	63,290	63,290
MISSISSIPPI										
Blue Mountain College	32,466		44,452	1,455			10,000	1,001	89,374	89,374
Whitworth College	29,170	10,950	25,280	1,000			3,600		70,000	70,000
Hillman College	10,925	1,890	9,293						22,108	22,108
Mississippi College	44,826	6,943	35,794	34,007					121,570	121,570
Grenada College	12,650	9,625	26,390			60,000		5,581	114,246	54,246
Mississippi Woman's College	40,000								40,000	40,000
Mississippi Synodical College	38,000					4,000	1,000		43,000	39,000
Rust College [1]	9,128	2,260	13,284				21,630	4,126	50,428	50,428
Belhaven College	24,724		33,464	300			2,360		60,848	60,848
Millsaps College	28,719	4,817	34,967					7,157	75,660	75,660
MISSOURI										
Palmer College	10,901	517	2,662	467		11,722	2,130	11,661	3,011	43,071	40,941
Missouri Christian College	4,861	2,842	3,000	2,297				9,870	3,119	25,989	25,989
Missouri Wesleyan College	28,377	3,470	15,056					4,503	6,656	58,062	58,062
Culver-Stockton College	25,500		10,000	25,000		225,000	450,000	700	2,000	738,200	288,200
Christian College	57,890	41,387	51,640			12,626			6,368	169,911	169,911
Stephens College	119,289	53,213	159,637	11,859		17,477	262	9,260	1,583	372,580	372,318
Central College	56,721		79,137	35,925			112,043	8,398	30,305	322,529	210,486
Howard-Payne College	51,297			1,200				300	32,043	84,840	84,840
Synodical College for Girls	8,414		12,067					5,661		26,142	26,142
Westminster College	22,343	3,058	10,053	38,959		18,083	25,200	8,539	3,461	129,696	104,496
William Woods College	39,143		67,215	18,055			75,000	6,070	3,354	208,837	133,837
Kansas City College of Medicine and Surgery	15,930								2,500	18,430	18,430
Kansas City College of Pharmacy and Natural Sciences	21,937									21,937	21,937
Kansas City University of Physicians and Surgeons	8,500									8,500	8,500
Rockhurst College	23,198							4,328	8,666	36,192	36,192
Andrew T. Still College of Osteopathy and Surgery	56,948							4,000		60,948	60,948
La Grange College	13,850	4,725	11,340	3,500		4,000	12,609	8,417		58,441	45,832
Central College for Women	18,220		27,769	1,010				587		47,586	47,586
William Jewell College	43,237	7,573	28,321	33,466			169,837	6,246	1,739	290,419	120,582
Missouri Valley College	17,542	3,499	12,903	25,782				1,500	14,380	75,606	75,606
Hardin College	92,000								5,000	97,000	97,000
Cottey College	48,000									48,000	48,000
Park College	24,990		28,921	69,338		30,096	241,376	59,425	1,300	455,446	214,070
Lindenwood College	114,071	3,770	156,722	82,843					8,587	365,993	365,993
City College of Law and Finance	35,710									35,710	35,710

[1] Colored.

[2] Statistics of 1922.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—continued											
Concordia Theological Seminary			$32,586					$45,000	$500	$78,086	$8,086
St. Louis College of Pharmacy	$27,755								322	28,077	28,077
St. Louis College of Physicians and Surgeons	13,740									13,740	13,740
The Principia	34,321		91,350							125,671	125,671
Washington University	580,402	$24,182	3,177	$812,485		$25,000	$27,473	26,677		1,499,396	1,471,923
Drury College	32,681	1,764	1,567	41,267					737	78,016	78,016
Tarkio College	13,848		23,490	28,008			14,362	12,533	8,940	101,181	86,819
Central Wesleyan College	21,913		10,000	17,826			6,500	5,723		61,962	55,462
Webster College	26,378		18,400	36,500						81,278	81,278
MONTANA											
Intermountain Union College	14,000	7,000	16,000	6,000			82,000	20,000		145,000	63,000
Mount St. Charles College	12,060	3,750	41,600	25,900				16,659		99,969	99,969
NEBRASKA											
Cotner College	23,687	4,276	15,398	6,538			9,482	25,960	1,636	86,977	77,495
Dana College and Trinity Seminary	484	8,060	12,783						8,022	29,349	29,349
Nebraska Central College	7,706	1,612		1,780			500	2,853	516	14,467	14,467
Union College	34,241	15,168	28,540						17,028	94,977	94,977
Doane College	20,153	3,421	18,812	19,146			14,417	12,505	4,190	92,644	78,227
Midland College	24,937	3,024	1,318	5,860				22,120	440	57,699	57,699
Grand Island College	12,900	3,594	20,764	3,695		5,343		36,402	2,625	85,323	85,323
Hastings College	35,150	4,200	18,956	15,450			25,000	19,000	20,200	137,956	112,956
Creighton University	125,416	4,443	45,674	171,760			34,960			382,253	347,293
Duchesne College	16,000		6,000							22,000	22,000
Presbyterian Theological Seminary		432		7,629			2,300	12,539	263	23,163	20,863
University of Omaha	41,123			8,000			2,200			51,323	49,123
Nebraska Wesleyan University	87,016		101			62,228	30,140	84,206	12,247	275,938	245,798
York College	24,449	1,372	1,525				5,605	35,421	2,254	70,626	65,021
St. Ursula's Junior College	11,500		1,000							12,500	12,500

NEW HAMPSHIRE											
Dartmouth College	464,936	242,352	204,121	379,553		71,003	124,135	142,415		1,628,515	1,504,380
St. Anselm's College	75,000									75,000	75,000
NEW JERSEY											
Bloomfield Theological Seminary				16,258			54,840	17,631		88,729	33,889
College of St. Elizabeth	39,338	17,686	67,550							124,574	124,574
Stevens Institute of Technology	162,007	8,627		68,603					3,343	242,580	242,580
Upsala College	6,357	3,612	12,500			117,510		18,022	3,416	161,417	161,417
Drew Theological Seminary	8,123			46,503			4,500	3,251	66,171	128,548	124,048
New Jersey Law School	145,051								380	145,431	145,431
Rutgers University	158,851	25,558	25,075	85,044	[6] $946,914	302,446	151,285	11,600	207,300	1,914,073	1,762,788
Theological Seminary of the Reformed Church in America				37,000				1,750		38,750	38,750
Mount St. Mary's College	8,500	6,000	32,000							46,500	46,500
Princeton Theological Seminary		13,953		177,931			37,588	8,519	24,686	262,677	225,089
Princeton University	803,757	215,441		609,816			881,723	56,145		2,566,882	1,685,159
NEW YORK											
Alfred University	49,007	10,139		34,458	[4] 81,245		74,238	2,297	157,133	408,517	334,279
St. Stephen's College	52,716			9,847			91,762	78,783	39,540	272,648	180,886
Auburn Theological Seminary	1,000	5,367	11,207	58,314		2,966		31,505	2,975	113,334	113,334
Wells College	123,784		60,757	55,036		1,492		525	4,440	246,034	246,034
Adelphi College	87,548			15,854				10,000		113,402	113,402
Brooklyn College of Pharmacy	87,660		1,075						8,283	97,018	97,018
Long Island College Hospital	125,928			447					61,487	187,862	187,862
Polytechnic Institute of Brooklyn	168,385			30,515			46,381	100	17,347	262,728	216,347
St. Francis College	9,717							13,430	13,913	37,060	37,060
St. John's College	126,020	7,250	20,004	10,448			18,491	1,269	113,645	297,127	278,636
St. Joseph's College for Women	22,075			500					12,335	34,910	34,910
Canisius College	78,915		2,941				1,742		83,248	166,846	165,104
De Lancey Divinity School				3,338					1,250	4,588	4,588
D'Youville College	20,872	2,250	22,000						8,000	53,122	53,122
Martin Luther Theological Seminary				826				3,974		4,800	4,800
University of Buffalo	358,821		37,370	66,813			727,802		18,565	1,209,371	481,569
St. Lawrence University	44,595			46,081	[4] 71,372		247,849		3,000	412,897	165,048
Hamilton College	52,519	21,761	37,170	185,745		59,561	873,757	750	8,809	1,240,072	366,315
Elmira College	99,646	42,644	98,597	19,275					5,316	265,478	265,478
Hobart College	55,935		37,199	154,300			110,259		101,248	458,941	348,682
Colgate University	142,333	14,307	20,213	125,660					15,245	317,758	317,758
Hartwick Seminary	2,004	2,701	12,081				10,070		26,448	53,304	43,234
Houghton College	18,925			6,471		4,778	11,444	15,106	11,595	68,319	56,875
Cornell University	1,156,211	174,162	342,932	865,133	[7] 2,305,087	320,000	604,826	172,077	1,232,268	7,172,696	6,567,870
Keuka College	15,681	9,888	17,096	6,224		200,000	20,000	29,500	11,655	310,044	290,044
College of New Rochelle	245,643						16,246	53,840		315,729	299,483
Barnard College	386,907			197,241			74,421	13,912	88,573	761,054	686,633
Biblical Seminary in New York [3]	31,871	16,273	40,683	3,371		3,488	13,427	77,475	61,326	247,914	234,487

[3] Statistics of 1922.
[4] From State.
[6] $175,474 from United States Government; $771,440 from the State.
[7] $301,413 from United States Government; $2,003,674 from the State.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—continued											
College of Mount St. Vincent	$57,185		$69,452			$16,131		$25,905	$218,296	$386,969	$386,969
College of the Sacred Heart	18,000	$10,000	40,000						10,000	78,000	78,000
Columbia University	2,694,218	208,541	49,989	$1,106,808		577,355	$398,078	117,341	2,188,194	7,340,524	6,942,446
Cooper Union	7,271			250,212				3,900		261,383	261,383
Fordham University	577,229	16,587	54,574	2,525					357,094	1,008,009	1,008,009
General Theological Seminary of the Protestant Episcopal Church			35,275	130,201				22,435	24,668	212,579	212,579
Jewish Theological Seminary of America				46,901			484,259		41,513	572,673	88,414
Manhattan College	37,568	4,000	18,865				200,092		862,834	1,123,359	923,267
New York College of Dentistry	172,377								145,732	318,109	318,109
New York Homeopathic Medical College and Flower Hospital	56,360								7,000	63,360	63,360
New York Law School	150,000			125					10,690	160,815	160,815
New York University	2,296,556	20,127		153,095				105,090	14,278	2,589,146	2,589,146
Union Theological Seminary	40,568	6,680		291,276		10,765	3,010	4,374	20,938	377,611	374,601
Niagara University	17,175	3,975	53,559	7,203			58,958		31,882	172,752	113,794
A. M. Chesbrough Seminary	5,136	2,892	13,043	7,431					6,811	35,313	35,313
Clarkson College of Technology	39,045			21,638				2,500	810	63,993	63,993
Vassar College	359,240	167,444	404,425	263,828		187,373	774,000		1,031,635	3,187,945	2,413,945
St. Bernard's Seminary			45,807	15,603			2,604		31,143	95,157	92,553
Rochester Theological Seminary				87,518			31,949		7,089	126,556	94,607
University of Rochester	383,949	9,349	4,259	873,575		15,100	227,878	4,273	21,859	1,540,242	1,312,364
St. Bonaventure's College	37,768	6,275	69,630						50,000	163,673	163,673
Skidmore College	108,035	50,473	173,153	16,304			19,604		11,609	379,178	359,574
Union University	274,244	12,972		241,202			426,794	500	25,341	981,053	554,259
Syracuse University	980,932	6,817	896	183,468			191,122		676,132	2,039,367	1,848,245
Marymount College	206,000									206,000	206,000
Rensselaer Polytechnic Institute	287,850	26,984	67,222	137,175			151,073		25,338	695,642	544,569
Russell Sage College	63,387		88,249	47,269					28,313	227,218	227,218

NORTH CAROLINA											
College of St. Genevieve of the Pines	10,455			10,000		2,000				22,455	22,455
Belmont Abbey College	8,000	1,000	8,000							17,000	17,000
Johnson C. Smith University [1]	1,751			12,067				53,106		66,864	66,864
Queens College	21,314		43,500	1,120			17,000	6,190		89,124	72,124
Davidson College	79,739	39,004	18,735	36,711		146,921	63,241	16,653	7,770	408,774	345,533
Trinity College	64,536	45,751		85,612				100,701	2,165	298,765	298,765
Elon College	34,874		13,153			500,000	14,318		7,405	569,750	555,432
Greensboro College	53,700	17,700	53,000	8,700			3,200	4,000		140,300	137,100
Guilford College	25,302	1,218	6,048	13,444			70,000	11,778		127,790	57,790
Lenoir-Rhyne College	17,950	5,850		27,045		50,000	200,000	1,800		302,645	102,645
Davenport College	6,997	3,070	16,840	5,850		1,935		2,137	4,095	40,924	40,924
Louisburg College	11,772	3,390	18,500					4,700	6,638	45,000	45,000
Collegiate Institute	8,500	2,000	10,500	200				2,000		23,200	23,200
Meredith College	69,981	17,200	29,318	22,000			10,000		9,655	158,154	148,154
Peace Institute	20,000		37,750					5,500		63,250	63,250
St. Mary's School	35,000		104,000				10,900	2,000		151,900	141,000
Shaw University [1]	15,170		35,249	12,612				20,119	4,809	87,959	87,959
Flora Macdonald College	30,693		62,435	8,732				45,910	214	147,984	147,984
Rutherford College	4,081	1,994		4,048					4,407	14,530	14,530
Livingstone College [1]	6,544		19,632				500,000		27,272	553,448	53,448
Wake Forest College	54,225	7,928		89,073				18,132	4,294	173,652	173,652
Weaver College	6,110	2,848	6,899					3,000	1,700	20,557	20,557
Atlantic Christian College	15,549	4,570	19,398	3,340			5,229	13,823	5,160	67,069	61,840
Salem College	44,245	26,590	56,894	18,518		96,374	15,156			257,777	242,621
NORTH DAKOTA											
Jamestown College	27,030	8,401	23,100	28,428		55,000	5,000		13,721	160,680	155,680
OHIO											
Ohio Northern University	172,257			8,594		2,465	21,500	1,200	250	206,266	184,766
Mount Union College	76,003	12,416	39,141	36,096		24,046	32,700	18,640	2,158	240,800	208,100
Ashland College	18,551	3,365	12,023	7,240		13,465	20,470	764		75,878	55,408
Baldwin-Wallace College	44,683	7,528	18,618	60,264		1,655	160,637	9,897	95,252	398,534	237,897
Bluffton College	31,064	5,479	19,316	9,574		35,000	2,000	10,024	470	112,927	110,927
Cedarville College	6,044			9,156		5,691	6,740	3,803	1,746	33,180	26,440
Cincinnati College of Dental Surgery	5,785									5,785	5,785
Cincinnati College of Pharmacy	25,000									25,000	25,000
College of the Sacred Heart	64,400									64,400	64,400
Eclectic Medical College	13,600			3,000			30,000		3,000	49,600	19,600
Hebrew Union College				60,000		375,000	20,000		100,000	555,000	535,000
Lane Theological Seminary				39,000			20,000	1,352		60,352	40,352
Mount St. Mary's Seminary of the West								75,000		75,000	75,000
St. Xavier College	87,594			10,462		10,000				108,056	108,056
Case School of Applied Science	121,035			180,142		529			4,750	306,456	306,456
John Carroll University [3]	25,765								23,994	49,759	49,759

[1] Colored.

[3] Statistics of 1922.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Western Reserve University	$490,369		$110,755	$296,990		$1,487,386	$464,338	$134,315	$67,913	$3,052,066	$2,587,728
Capital University	30,649			14,272		20,920	4,470	30,000	74,088	174,399	169,929
Bonebrake Theological Seminary		$7,039	13,501	14,200				17,000	5,000	56,740	56,740
Central Theological Seminary of the Reformed Church in the United States	645	426	330	8,728			9,450	13,961		33,540	24,090
University of Dayton	246,466									246,466	246,466
Defiance College	36,915	10,766	10,937	28,667			28,329			115,614	87,285
Ohio Wesleyan University	308,235	83,836	139,785	71,421				37,087	42,257	682,621	682,621
Findlay College	9,610	1,314	844	12,845		10,671	3,648	737	50,563	90,232	86,584
Kenyon College	34,036	18,242	20,790	89,792		187,914	54,031	10,000		414,805	360,774
Glendale College	29,778								5,654	35,432	35,432
Hiram University	53,494	1,083		34,493			176,058	8,861	351	274,340	98,282
Marietta College	27,245	2,467	1,276	67,962				8,877		107,827	107,827
Muskingum College	87,301	8,254	25,201	14,212		32,962	53,653	18,000	15,058	254,641	200,988
Oberlin College	428,050		26,672	218,332	[8] $2,471	10,748	374,788	140,550	268,349	1,469,960	1,095,172
Oxford College for Women	63,246									63,246	63,246
Western College for Women	55,524	45,365	85,583	39,042		20,000	28,156			273,670	245,514
Lake Erie College	46,610		73,550	15,777				13,060	17,737	166,734	166,734
Rio Grande College	18,456			5,022			3,049	4,017	1,720	32,264	29,215
Wittenberg College	108,330	23,351	28,400	36,000			130,000	17,000	14,000	357,081	227,081
Heidelberg University	39,250	8,457	31,639	27,509					14,610	121,465	121,465
St. John's University	21,907			7,500			14,472		24,376	68,255	53,783
Otterbein College	80,760	7,529	29,082	25,203		4,464	201,367	24,158		372,563	171,196
Wilberforce University [1]	17,457	5,286	15,524							38,267	38,267
Wilmington College	38,438	5,580	17,871	7,983				8,500	11,212	89,584	89,584
College of Wooster	134,417	26,227	80,166	108,587		30,000	364,340	21,269		765,006	400,666
Antioch College	117,379	16,873	41,987	2,928		4,000	500	18,260	6,043	207,970	207,470
OKLAHOMA											
Oklahoma Presbyterian College for Girls	10,050	3,150	13,760			53,348		9,690	1,130	91,128	91,128
Phillips University	72,703	10,456	8,983	28,240				24,279	59,817	204,478	204,478

Catholic College of Oklahoma for Women	5,000		15,000					10,000	30,000	30,000
Oklahoma City University	68,910			13,143		14,000	34,812	29,000	159,865	125,053
Oklahoma Baptist University	78,467	5,300	7,031					30,122	120,920	120,920
University of Tulsa	41,717	3,837	17,254	15,864			98,142	10,607	187,421	89,279
OREGON										
Albany College	4,353			13,886				26,179	4,715	49,133	49,133
Eugene Bible University	8,614	2,800		20,500		30,000	33,000	52,200	3,500	150,614	117,614
Pacific University	15,500		3,000	8,000		55,000	50,000	10,000		141,500	91,500
Linfield College	30,743			22,151			180,676	9,705	1,228	244,503	63,827
Pacific College	9,078	1,912	3,170	8,062			30,573	7,403	26,763	86,961	56,388
Columbia University	11,381	2,700	17,000	500					700	32,281	32,281
North Pacific College	128,240								64,796	193,036	193,036
Northwestern College of Law	8,750									8,750	8,750
Reed College	61,158	15,127	34,038	65,513						175,836	175,836
Kimball School of Theology	700		3,000					12,000		15,700	15,700
Willamette University	42,500	4,500	22,400	33,000		80,000	41,500			223,900	182,400
PENNSYLVANIA											
Cedar Crest College	41,554	11,660	25,749			48,084	559	12,518	19,963	160,087	159,528
Muhlenberg College	54,747	5,520	20,000	28,887		168,954	42,569	5,035	19,868	345,580	303,011
Lebanon Valley College	59,638	9,748	37,365	16,427			3,724	21,841	13,397	162,140	158,416
St. Vincent College and Ecclesiastical Seminary	51,010	1,400	121,264	59,031						232,705	232,705
Beaver College	21,310		10,100	600				10,278	5,000	47,288	47,288
Geneva	38,939	5,432	16,639	16,500			24,064	27,090		128,664	104,600
Lehigh University	335,666	17,930	33,716	152,816					46,621	586,749	586,749
Moravian College and Theological Seminary		11,867		11,619		2,840		7,738		34,064	34,064
Moravian Seminary and College for Women	24,890		25,127							50,017	50,017
Bryn Mawr College	141,010	107,903	165,659	203,827			50,000	26,081	38,392	732,872	682,872
Dickinson College	125,611	19,551	13,111	29,604		40,000	45,000			272,877	227,877
Wilson College	81,725	42,575	88,802	17,809					23,352	254,263	254,263
Crozer Theological Seminary				79,013					3,411	82,424	82,424
Ursinus College	55,209	23,978	53,307			12,154	6,000	27,774	20,921	199,343	193,343
Lafayette College	235,530	21,645		101,184			33,790		4,281	396,430	362,640
Elizabethtown College	33,084	7,226	23,535	8,628				3,413	17,885	93,771	93,771
Gettysburg College	86,500	4,500		42,000			115,000		3,500	251,500	136,500
Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States	1,044			29,300		250	18,000	3,000		51,594	33,594
Seton Hill College	58,500		145,669			36,400			27,237	267,806	267,806
Thiel College	36,305	4,660		8,847					18,968	68,780	68,780
Grove City College	67,416	21,878	74,811	16,389		21,607	100	4,985		207,186	207,086
Haverford College	43,672	25,588	51,800	174,265		1,825	33,098	3,468	11,580	345,296	312,198
Juniata College	50,428	13,381	53,934	19,563		776	2,605	2,836		143,523	140,918

[1] Colored.

[8] From city for library.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Franklin and Marshall College	$92,600			$40,773		$115,000	$88,000			$336,373	$248,373
Theological Seminary of the Reformed Church in the United States		$1,500	$4,500	17,000				$14,000		37,000	37,000
Bucknell University	224,926	25,249	36,999	35,621		52,000	92,836	2,250	$1,900	471,781	378,945
Lincoln University [1]	15,064	6,250	36,398	26,223		27,250	19,000	2,402		132,587	113,587
St. Francis College	25,000							28,000	20,000	73,000	73,000
Allegheny College	109,948	17,055	58,087	64,320			51,028		6,218	306,656	255,628
Meadville Theological Seminary		373					30,532	49,411	9,558	89,874	59,342
Irving College	50,106									50,106	50,106
Albright College	95,771									95,771	95,771
Westminster College	47,011	756	2,947	27,125			64,953	8,449		151,241	86,288
Drexel Institute	277,426	31,397	34,480	101,061			262,465		2,706	709,535	447,070
Dropsie College				49,527						49,527	49,527
Jefferson Medical College	194,925			58,576	[4] $90,000				470,393	813,894	813,894
La Salle College	35,000									35,000	35,000
Lutheran Theological Seminary at Philadelphia		419	15,858	21,009					40,440	77,726	77,726
Philadelphia College of Pharmacy and Science	160,451									160,451	160,451
St. Charles Seminary	46,500									46,500	46,500
St. Joseph's College	51,196									52,751	51,196
Temple University	666,000	8,138			[4] 135,000	89,953	1,555		52,647	951,738	951,738
University of Pennsylvania	1,991,535	174,925		813,993	[4] 702,458	83,489	336,203	158,168	1,935,214	6,195,985	5,859,782
Woman's Medical College of Philadelphia	27,180			24,024	[4] 10,000			2,377	192	63,773	63,773
Carnegie Institute of Technology	457,869	145,784	68,734	397,655		225,000	200,000	577,750	33,773	2,106,565	1,906,565
Duquesne University of the Holy Ghost	162,537	18,000	22,000						28,349	230,886	230,886
Pennsylvania College for Women	50,870	18,514	57,078	3,902				17,575	30,000	177,939	177,939
Pittsburgh Theological Seminary								1,834	2,350	117,642	121,826	119,992
Reformed Presbyterian Theological Seminary		300		3,300		15,000			2,000	20,600	20,600
University of Pittsburgh	1,002,191		132,452	47,091	[5] 439,714	363,861	542,074	69,344	88,114	2,684,841	2,142,767
Western Theological Seminary		11,440		44,853				12,166	5,413	73,872	73,872

Marywood College	52,908			81,600				10,000		144,508	144,508
Susquehanna University	42,500	5,000	50,000	16,500		6,000	4,000	500		124,500	120,500
Swarthmore College	135,245	74,800	135,517	158,648			10,000		14,274	528,484	518,484
Villanova College	188,197		224,941	5,000		2,500				420,638	420,638
Washington and Jefferson College	83,917	6,520		55,798				4,909	13,233	164,377	164,377
Waynesburg College	24,000			6,000				2,500	7,000	39,500	39,500
RHODE ISLAND											
Brown University	521,130	62,310	110,237	407,317		328,962	440,483		130,785	2,001,224	1,560,741
Providence College	79,000			7,500					150,000	236,500	236,500
Rhode Island College of Pharmacy and Allied Sciences	22,000									22,000	22,000
SOUTH CAROLINA											
Anderson College	80,030						1,500			81,530	80,030
Presbyterian College of South Carolina	10,041	8,221	29,668	10,992		50,517	115,677	23,238	19	248,373	132,696
Benedict College [1]	12,962		21,035					28,000	7,844	69,841	69,841
Chicora College for Women	110,000									110,000	110,000
Columbia College	37,452		71,599					7,013		116,064	116,064
Columbia Theological Seminary				20,230			18,770	16,437		55,437	36,667
Lutheran Theological Southern Seminary			224	4,830			14,531	8,540		28,125	13,594
Erskine College	15,713	3,913	17,403	13,245				10,164	241	60,679	60,679
Erskine Theological Seminary				3,359				2,200		5,559	5,559
Woman's College of Due West	12,590	7,097	21,856	3,551			8,137	2,999		56,230	48,093
Limestone College	26,320		37,163	3,250		80,000	3,500	2,832		153,065	149,565
Furman University	44,182	9,109	11,735	15,400				19,900		100,326	100,326
Greenville Woman's College	63,360		56,469					2,832	2,880	125,541	125,541
Lander College	17,889		47,765	1,029			700	6,093	12,77	86,254	85,554
Coker College	2,799	14,677	39,710	30,660		3,000		1,900	18,000	110,746	110,746
Converse College	80,004		112,545	30,531					1,170	224,250	224,250
Wofford College	31,960	4,204	34,418	17,017			39,125	13,942	742	141,408	102,283
SOUTH DAKOTA											
Huron College [3]	224,345	1,699	43,546				10,375	34,191	2,351	116,507	106,132
Dakota Wesleyan University	48,854	7,545	24,325	18,974			1,253	24,982	1,632	127,565	126,312
Columbus College	13,399	5,078	25,867	135				15,200		59,679	59,679
Sioux Falls College	15,000	1,000	9,000	12,000				30,000		67,000	67,000
Wessington Springs Junior College	5,891	1,306	6,835	600			4,000	6,144	8,622	33,398	29,398
Yankton College	18,262	5,574	19,678	13,187			10,390	33,660	20,068	120,819	110,429

[1] Colored. [3] Statistics for 1922. [4] From State. [2] $19,657 from United States Government; $420,057 from the State.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE											
King College	$3,660		$9,600	$7,799				$9,844	$621	$31,524	$31,524
Chattanooga College of Law	5,172									5,172	5,172
University of Chattanooga	51,844	$1,459	4,334	37,078					11,577	106,292	106,292
Southwestern Presbyterian University	16,724	4,175	18,993	17,530				7,840	35,775	101,037	101,037
Centenary College	29,788									29,788	29,788
Tusculum College	8,936	5,446	1,275	35,400		$40,000		6,556	236	97,849	97,849
Lincoln Memorial University	28,794	17,649	34,238	32,079			$6,725	114,346	26,000	259,831	253,106
Lane College [1]	8,201	7,050	22,000	1,022		5,000	5,000	12,500		60,773	55,773
Union University	59,090	8,975	29,660	8,400		20,000		20,000		146,125	146,125
Carson and Newman College	28,285	8,100	34,425	23,013		17,774	4,500		4,500	120,597	116,097
Johnson Bible College	10,660	2,942	22,468			3,500	5,000	23,873	1,500	69,943	64,943
Knoxville College [1]	9,196	5,000	30,380	425		8,139		38,468	633	92,241	92,241
Cumberland University	57,584	8,632	29,153						30,201	125,570	125,570
Hiwassee College	6,031	3,987	12,775					6,000		28,793	28,793
Maryville College	36,892	19,822		56,707		42,395	111,291	14,352	9,370	290,829	179,538
Milligan College [3]	11,435							40,100		51,535	51,535
Bethel College	7,241	452	6,755	13,750						28,198	28,198
Tennessee College [3]	28,387	7,743	25,787	1,140		5,400	500	70,000		138,957	138,457
Fisk University [1]	25,204	9,996	35,311	13,106				109,196	1,060	193,873	193,873
Meharry Medical College [1]	96,820	4,293		35,514		88,770	15,000	26,000	24,794	291,191	276,191
Vanderbilt University	133,675	10,521		262,777					148,218	555,191	555,191
Ward-Belmont School	105,936									105,936	105,936
Martin College	11,000		16,000						1,200	28,200	28,200
University of the South	62,179	15,088	112,810	47,288			249,660	13,805	28,477	529,307	279,647
TEXAS											
Abilene Christian College	60,090	13,500	62,000			24,000				159,500	159,500
McMurry College	20,304	3,054	12,360			4,750	25,000	10,778	3,500	79,746	54,746
Simmons College	92,615	10,503	26,655			100,000	65,000	50,000	20,000	364,773	299,773
Austin Presbyterian Theological Seminary				11,164			6,378	3,875		21,417	15,039

St. Edward's College	15,000	7,500	26,000	15,000						63,500	63,500
Baylor College for Women	220,550	30,472	131,890	3,625						386,537	386,537
Daniel Baker College	18,884	1,264	4,297	3,719				9,753	406	38,323	38,323
Howard Payne College	70,679	10,048	26,181	1,600		1,800			9,100	119,408	119,408
Clarendon College	20,845		23,582						15,000	59,427	59,427
Southern Methodist University	242,692	19,720	176,788	119,795		63,505	741,009	58,325		1,421,834	680,825
University of Dallas	14,000	2,000	17,000							33,000	33,000
Decatur Baptist College [3]	11,252		17,065						20,000	48,317	48,317
Texas Christian University	120,676	31,136	89,573	8,500		150,000		15,212	28,410	443,507	443,507
Texas Woman's College	56,519	24,202	79,478			32,000		5,000	8,615	205,814	205,814
Southwestern University	38,093	19,184	75,158	7,955			15,275	67,203	50,667	273,535	258,260
Burleson College	25,728	7,765	15,528				1,000	4,792		54,813	53,813
Wesley College	30,000	10,000	38,000						15,000	93,000	93,000
Rice Institute	17,252	28,868	80,948	693,964						821,032	821,032
Texas Dental College	13,461								2,865	16,326	16,326
Lon Morris College	18,000	4,000	16,000	33,000		25,000	250,000			346,000	96,000
Bishop College [1]	13,522	3,589	22,675	20,030				13,371	25,683	98,870	98,870
College of Marshall	19,000	15,320	10,800						15,000	60,120	60,120
Meridian College	6,000	7,300	20,000					10,000		43,300	43,300
Texas Presbyterian College	15,000	10,000	31,000	6,000						62,000	62,000
Wayland Baptist College	26,000		14,000					6,000		46,000	46,000
Rusk College	7,764	3,150	9,160						12,000	32,074	32,074
Our Lady of the Lake College	10,329	5,494	14,563							30,386	30,386
Westmoorland College	29,000	7,000	21,186						5,000	62,186	62,186
Austin College				9,000				25,000		34,000	34,000
Carr-Burdette College	10,900		14,200			719		5,300	3,108	34,227	34,227
Kidd-Key College	124,934									124,934	124,934
Westminster College	4,666	212	3,935	1,875				3,992	1,718	16,398	16,398
Thorp Spring Christian College	9,300	2,300	13,500					3,000		28,100	28,100
Baylor University	221,473	42,940	84,041	148,229				1,407	52,163	550,253	550,253
Trinity University	52,000	7,791	15,000	31,000						105,791	105,791
UTAH											
Snow College	4,590					3,600		28,000	7,500	43,690	43,690
Brigham Young College	10,360			96		816		50,000	9,532	70,804	70,804
Weber College	5,577							57,691	1,866	65,134	65,134
Brigham Young University	67,640					6,000		195,295		268,935	268,935
Westminster College	11,788		23,594				7,658	27,818	10,000	80,858	73,200
VERMONT											
Middlebury College	86,865	32,422	73,429	118,208	[4] $28,800	90,050	444,535	9,710	19,517	903,536	[4] 459,001
Norwich University	67,767			33,746	[4] 34,868				1,558	137,939	137,939
St. Michael's College	12,451	2,050	23,763			18,262			3,997	60,523	60,523

[1] Colored.

[3] Statistics of 1922.

[4] From State.

TABLE 31.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923–24*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA											
Martha Washington College	$38,617									$38,617	$38,617
Stonewall Jackson College	19,616		$27,166	$600		$28,002		$5,210	$249	80,843	80,843
Randolph-Macon College	26,942	$8,101		24,158					23,660	82,861	82,861
Blackstone College for Girls	18,500		37,883					17,252	1,284	74,919	74,919
Bridgewater College	21,960	4,559	20,554	14,923				3,886		65,882	65,882
Sullins College	60,000	30,000	130,000						30,000	250,000	250,000
Virginia Intermont College	39,475	30,313	39,621	1,371			$19,776			130,556	110,780
Averett College	16,055	8,700	22,185						20,000	66,940	66,940
Emory and Henry College	34,653	8,955	28,098	8,400			95,000	2,585	6,150	183,841	88,841
Hampden-Sidney College	21,960	11,268		10,903				13,581	22,000	79,712	79,712
Hollins College	81,260		164,096			19,284			22,521	287,161	287,161
Washington and Lee University	145,618	15,384		89,135		47,410			27,596	325,143	325,143
Lynchburg College	36,719	11,952	43,297	7,215		68,494	60,964	21,302	10,463	260,406	199,442
Randolph-Macon Woman's College	166,646		239,783	24,246			85,000			515,675	430,675
Virginia Theological Seminary and College [1]	16,741		29,834	3,180		31,594		25,440		106,789	106,789
Marion Junior College	37,000					14,000				51,000	51,000
Southern College	16,250		18,750							35,000	35,000
Union Theological Seminary	100			40,267			72,370		21,213	133,950	61,580
University of Richmond	88,917	38,490	82,932	98,160			185,185		4,909	498,593	313,408
Virginia Union University [1]	16,800		35,410	20,000		5,000		12,000	3,800	93,010	93,010
Virginia College	113,520									113,520	113,520
Roanoke College	21,819	6,586	27,193	9,654			91,225	16,517	12,302	185,296	94,071
Sweet Briar College	73,872	55,038	95,966	17,738			10,422		17,499	270,535	260,113
Protestant Episcopal Theological Seminary			12,000	54,150			215,000			281,150	66,150
WASHINGTON											
Walla Walla College	40,000	4,627	13,135			5,000		12,000	12,200	86,962	86,962
Gonzaga University	16,500	2,250	50,500						45,000	114,250	114,250
College of Puget Sound	28,790	197		36,188		71,274	115,299	7,974	2,235	261,957	146,658
Whitman College	61,226	16,646	24,469	46,089			820	11,325	557	161,132	160,312

WEST VIRGINIA											
Bethany College	42,934	16,043		53,234		43,250	57,148	1,107		213,716	156,568
West Virginia Wesleyan College	40,774	3,015	17,170	27,643			44,026	15,035	3,667	151,330	107,304
Davis and Elkins College	20,996	2,544	8,025			60,000	7,830	8,000	3,000	110,395	102,565
Storer College [1]	5,109			19,186	[4] $6,000		3,000		27,993	61,288	58,288
Broaddus College	16,143	4,911	25,619						22,650	69,323	69,323
Salem College	26,534	125		5,476			7,228	6,771	37,636	83,770	76,542
WISCONSIN											
Lawrence College	163,321		14,402	98,971		16,909	24,964	1,010	3,843	323,420	298,456
Northland College	8,692	3,626	28,142	7,240		12,827	2,138	45,023	23	107,711	105,573
Beloit College	114,246	1,877	7,486	93,298			116,517	16,297		349,721	233,204
Milton College	11,703	1,368		15,477		3,853	2,589	4,715	3,281	42,986	40,397
College of Electrical Engineering	28,000									28,000	28,000
Marquette University	617,304			56,421		51,252	126,761	21,771	666,118	1,539,627	1,412,866
Milwaukee-Downer College	85,232		102,869	44,356		239	234,146	465	12,030	479,337	245,191
St. Lawrence College	30,500									30,500	30,500
Nashotah House			5,400	25,040				5,171		35,611	35,611
Mission House	12,740			800		12,874	1,075	58,679		86,168	85,093
Campion College	99,000									99,000	99,000
St. Mary's College	14,095	3,963	20,473					4,197		42,728	42,728
Ripon College	59,650	23,955	27,355	16,207				17,679		144,846	144,846
Northwestern College	5,598		21,699	3,850			23,000	43,600		97,747	74,747
Carroll College	47,252	5,322	11,300			40,000	100,000	4,884	14,673	223,431	123,431
Evangelical Lutheran Theological Seminary								45,716		45,716	45,716

[1] Colored.

[4] From State.

CHAPTER XXIII

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1923–24

CONTENTS.—Review of the statistics—Statistical summaries (Tables 1–21)—Teachers colleges: Sessions, graduates, degrees conferred; instructors; students; property and income; expenditures (Tables 22–26)—State normal schools (Tables 27–31)—City normal schools (Tables 32–33)—Private normal schools (Tables 34–37).

This report contains statistics from 382 institutions engaged primarily in training teachers. It is supplemented by data from secondary schools showing the number of pupils in teacher-training courses, and from colleges and universities with a department of education, showing the number of college students preparing for the profession of teaching. Table 1 gives a summary by States of the number in teacher preparation in each type of school, and of the number of public-school teaching positions in each State. In a few States the number of teaching positions is for 1922.

The total number of these teaching positions is 742,172, and the number preparing to teach in the types of schools mentioned is reported as 418,533. Of this number, 253,747, or about 61 per cent, are enrolled in the regular sessions, and 191,311 in the summer sessions, both enrollments including 26,525 duplicates. If the regular students in these colleges attend the full four years, those in normal schools two years, and those in high schools one year, these institutions would be turning out 107,488 prospective teachers each year, or about one for every seven teaching positions. Taking the average training period as two years, 126,874 annual recruits would take care of all these teaching positions in six years.

Many do not teach, even after preparation, and some teach without formal training. There are always teachers to be found whose training was in some of the 212 colleges not included in this report, some from the better type of commercial and business schools, and some from other schools. There are also in the United States about 150,000 teaching positions in colleges and schools other than public schools. The work of supplying recruits for all these positions, and of improving those already employed is of vital importance.

The summer-school enrollment is composed of those already teaching who desire to improve their positions, those who wish to shorten the period of training by attending both regular sessions and summer sessions, and those who wish to use the summer school as a short course in the preparation of teaching.

It is difficult to analyze the situation with respect to each State, since so many students prepare in one State and later teach in another. Most States provide ample training facilities for those wishing to follow the profession of teaching. A study of columns 7 and 13 of Table 1 shows the following States with more than one-half as many students in teacher-training institutions preparing to teach as there are public-school teaching positions in those States: Oklahoma, Nebraska, Wisconsin, North Dakota, Kansas, Washington, Missouri, Michigan, Colorado, Alabama, South Dakota, Virginia, and Idaho. It is also possible to make comparisons between columns 11 or 12, and 13, but it must be kept in mind that column 11 includes those in institutions under private control, and 12 excludes students in summer sessions only, while 13 does not include teaching positions in schools other than public schools.

Table 2 gives a sex distribution of those preparing to teach and taking training in secondary schools and colleges. A study of this table and of Table 3 shows 81,718 men and 336,815 women in teacher training. Of the public-school teaching positions, 16.3 per cent are filled by men, and 19.5 per cent of those in teacher training are men. Better salaries are no doubt attracting more men toward the teaching profession, and the openings in other fields of work are perhaps taking women from the work of teaching.

Of the 382 institutions included in Table 3, 88 are teachers colleges, 108 State normal schools, 67 private normal schools, 29 city normals, and 90 county normals. Since 1922 there has been an increase of 40,963 students in these schools. The increase in number taking teacher-training courses is 51,115. This is an increase of 25.5 per cent for women, and 30.1 per cent for men.

The list of teachers colleges has been changed since 1922, the following 11 schools having been added:

State Teachers College, Chico, Calif.
State Teachers College, San Diego, Calif.
State Teachers College, San Francisco, Calif.
Western Kentucky State Normal School and Teachers College, Bowling Green, Ky.
Eastern Kentucky State Normal School and Teachers College, Richmond, Ky.
Eastern State Teachers College, Madison, S. Dak.
State Normal School, Spearfish, S. Dak.
Sul Ross State Normal School, Alpine, Tex.
Stephen F. Austin Teachers College, Nacogdoches, Tex.
Concord State Normal School, Athens, W. Va.
State Normal School, Fairmont, W. Va.

The following schools formerly on the teachers college list now appear elsewhere:

Chicago Teachers College, Chicago, Ill.
Tri-State College, Angola, Ind.
State Normal School, Buffalo, N. Y.

TABLE 1.—*Number of students in teacher-training courses, 1923–24*

State	In institutions under public control [1]						In institutions under private control [2]			Total in all institutions	Total in regular sessions	Number of public-school teaching positions
	Universities and colleges [3]	Teachers colleges	State normal schools	City normal schools	High schools	Total	Universities and colleges [4]	Normal schools	High schools			
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	53,222	134,431	79,877	13,065	35,521	316,116	82,450	10,074	1,691	418,533	301,619	741,109
Alabama	1,052	0	6,461	0	110	7,623	1,101	460	11	9,195	5,332	13,849
Arizona	0	0	907	0	0	907	0	0	0	907	571	2,373
Arkansas	882	1,625	114	0	406	3,027	355	0	81	3,463	2,650	9,200
California	2,000	5,153	181	0	1,320	8,654	1,553	151	5	10,363	8,674	27,421
Colorado	899	4,432	0	0	151	5,482	177	95	0	5,734	2,950	8,934
Connecticut	79	0	1,038	0	586	1,703	53	172	44	1,972	1,972	8,049
Delaware	460	0	0	0	0	460	0	0	0	460	460	1,323
District of Columbia	0	0	0	527	0	527	1,974	70	4	2,575	2,575	2,493
Florida	1,042	0	0	0	59	1,101	69	0	0	1,170	1,170	6,742
Georgia	1,643	1,054	138	112	190	3,137	545	0	67	3,749	3,534	17,687
Idaho	775	0	1,355	0	17	2,147	157	265	0	2,569	1,762	4,249
Illinois	515	10,339	0	2,828	1,101	14,783	5,813	1,018	56	22,174	15,979	41,904
Indiana	1,307	4,653	0	0	11	5,971	5,018	438	0	13,841	10,642	18,874
Iowa	475	7,337	0	78	4,255	12,145	2,374	18	46	14,583	10,179	25,479
Kansas	1,601	8,616	0	0	3,762	13,979	2,557	0	45	16,581	10,989	18,186
Kentucky	988	2,914	1,324	249	73	5,548	964	0	75	6,587	5,367	12,455
Louisiana	869	1,930	0	181	370	3,350	300	0	31	3,681	2,902	10,754
Maine	265	0	2,073	18	41	2,397	359	0	160	2,916	2,177	6,172
Maryland	79	0	1,233	727	0	2,039	758	38	0	2,835	2,323	7,430
Massachusetts	45	2,334	1,989	21	1,828	6,217	3,526	1,585	4	11,332	10,421	22,007
Michigan	301	14,034	0	0	81	14,416	1,034	0	17	15,976	9,370	23,811
Minnesota	2,148	0	7,057	0	696	9,901	852	116	66	10,935	7,661	20,018
Mississippi	1,079	1,432	0	0	403	2,914	560	0	0	3,474	2,633	14,608
Missouri	501	12,649	0	217	2,064	15,431	2,786	5	62	18,284	11,295	22,393
Montana	637	0	906	0	582	2,125	17	0	0	2,142	1,673	5,699
Nebraska	2,082	5,011	0	0	5,069	12,162	1,950	38	301	14,451	11,216	13,995
Nevada	211	0	0	0	0	211	0	0	0	211	211	774
New Hampshire	100	0	1,145	10	0	1,255	35	0	0	1,290	770	2,861
New Jersey	0	0	2,845	158	2,352	5,355	1,071	144	90	6,660	6,660	19,902
New Mexico	183	1,044	66	0	31	1,324	0	0	5	1,329	468	2,818
New York	2,950	1,952	6,972	3,240	2,187	17,301	13,588	844	99	31,832	27,122	63,492
North Carolina	2,343	868	1,161	0	113	4,485	1,156	1,704	113	7,458	4,792	21,434
North Dakota	759	1,863	2,695	0	1,470	6,787	165	0	7	6,959	5,559	8,264
Ohio	6,336	4,792	0	3,345	362	14,835	7,104	521	40	23,104	18,826	37,841
Oklahoma	2,500	12,520	778	0	698	16,496	1,369	0	0	17,865	10,348	18,033
Oregon	490	0	1,644	0	217	2,351	102	258	36	2,747	1,734	7,192
Pennsylvania	2,028	0	14,510	1,245	233	18,016	8,243	213	0	26,472	18,344	51,961
Rhode Island	112	955	0	0	93	1,160	0	0	0	1,160	802	3,013
South Carolina	2,985	543	0	0	15	3,543	1,179	22	10	4,754	4,408	11,090
South Dakota	897	3,790	0	0	1,209	5,896	487	147	73	6,603	4,602	10,861
Tennessee	50	0	5,633	0	1,347	7,030	1,953	613	31	12,307	6,756	14,841
Texas	2,613	13,094	0	0	218	15,925	6,741	42	29	22,737	16,158	35,459
Utah	1,024	0	0	0	24	1,048	864	27	0	1,939	1,939	4,163
Vermont	774	0	79	0	255	1,108	107	0	35	1,250	1,250	2,838
Virginia	2,078	5,499	709	109	28	8,423	611	929	0	9,963	5,151	16,490
Washington	1,901	0	4,761	0	142	6,804	585	141	0	7,530	5,591	9,576
West Virginia	104	3,145	1,221	0	304	4,774	1,814	0	5	6,593	3,906	11,860
Wisconsin	944	853	10,882	0	882	13,561	424	0	43	15,539	9,463	17,500
Wyoming	116	0	0	0	166	282	0	0	0	282	282	2,741

[1] Students in county normal schools as follows: 509 in Michigan, 604 in Ohio, 1,511 in Wisconsin, included in column 11.

[2] Students in private teachers colleges as follows: 504 in Illinois, 2,414 in Indiana, 2,680 in Tennessee, included in column 11.

[3] Number of students registered in education, used for 12 institutions out of 87.

[4] Out of 481 institutions, 66 not reporting.

TABLE 2.—*Students in teacher-training courses in universities and colleges and in high schools, 1923–24*

State	In universities and colleges under public control		In universities and colleges under private control		In public high schools		In private high schools	
	Men	Women	Men	Women	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Continental United States	12,181	41,041	22,102	60,348	4,593	30,928	310	1,381
Alabama	127	925	338	763	42	68	0	11
Arizona					0	0	0	0
Arkansas	288	594	124	231	111	295	34	47
California	515	1,485	400	1,153	145	1,175	2	3
Colorado	301	598	47	130	6	145	0	0
Connecticut	12	67	37	16	7	579	0	44
Delaware	37	423	0	0	0	0	0	0
District of Columbia	0	0	137	1,837	0	0	0	4
Florida	149	893	9	60	15	44	0	0
Georgia	29	1,614	64	481	34	156	28	39
Idaho	150	625	62	95	3	14	0	0
Illinois	355	160	1,423	4,390	177	924	11	45
Indiana	399	908	1,649	3,369	11	0	0	0
Iowa	164	311	710	1,664	296	3,959	10	36
Kansas	560	1,041	762	1,795	545	3,217	6	39
Kentucky	401	587	447	517	7	66	19	56
Louisiana	118	751	94	206	2	368		31
Maine	122	143	131	228	23	18	10	150
Maryland	29	50	147	611	0	0	0	0
Massachusetts	39	6	993	2,533	168	1,660	0	4
Michigan	106	195	388	646	15	66	0	17
Minnesota	550	1,598	320	532	59	637	23	43
Mississippi	264	815	175	385	150	253	0	0
Missouri	67	434	701	2,085	339	1,725	16	46
Montana	138	499	7	10	15	567	0	0
Nebraska	181	1,901	416	1,534	708	4,361	24	277
Nevada	28	183	0	0	0	0	0	0
New Hampshire	35	65	35	0	0	0	0	0
New Jersey	0	0	166	905	40	2,312	0	90
New Mexico	44	139	0	0	6	25	0	5
New York	664	2,286	3,450	10,138	68	2,119	46	53
North Carolina	31	2,312	353	803	24	89	32	81
North Dakota	191	568	51	114	333	1,137	1	6
Ohio	1,151	5,185	1,928	5,176	95	267	4	36
Oklahoma	1,100	1,400	346	1,023	110	588	0	0
Oregon	140	350	34	68	11	206	16	20
Pennsylvania	482	1,546	2,387	5,856	16	217	0	0
Rhode Island	73	39	0	0		93	0	0
South Carolina	335	2,650	203	976	2	13	0	10
South Dakota	347	550	135	352	197	1,012	13	60
Tennessee	10	40	555	1,398	435	912	2	29
Texas	856	1,757	1,672	5,069	75	143	13	16
Utah	246	778	304	560	9	15	0	0
Vermont	66	708	35	72	80	175	0	35
Virginia	448	1,630	212	399	4	24	0	0
Washington	604	1,297	146	439	72	70	0	0
West Virginia	24	80	268	1,546	48	256	0	5
Wisconsin	189	755	241	183	68	814	0	43
Wyoming	16	100	0	0	22	144	0	0

TABLE 3.—*Review of statistics of all teachers colleges and normal schools, 1900–1924*

Items	1899–1900	1904–5	1909–10	1914–15	1919–20	1923–24
1	2	3	4	5	6	7
Schools reporting	305	268	264	273	371	382
Instructors:						
a. Total in all courses—						
Men	1,856	1,920	2,195	2,506	3,560	4,949
Women	2,511	3,131	3,719	4,370	6,027	7,568
Total	4,367	5,051	5,914	6,876	9,587	12,517
b. In normal courses—						
Men	1,466	1,540	1,360	1,740	(1)	4,257
Women	1,617	2,111	2,400	3,165	(1)	6,717
Total	3,083	3,651	3,760	4,905	(1)	10,974
Students enrolled:						
a. Total in all courses—						
Men	47,906	47,889	37,823	27,370	29,149	53,351
Women	68,778	83,496	94,615	91,590	133,647	219,756
Total	116,684	131,385	132,438	118,960	162,796	273,107
b. In normal courses—						
Men	24,157	15,954	19,746	19,978	19,110	42,477
Women	45,394	49,346	68,815	80,347	116,325	203,192
Total	69,551	65,300	88,561	100,325	135,435	245,669
Graduates from normal courses:						
Men	2,989	1,713	2,151	2,772	2,151	5,749
Women	8,370	8,647	13,279	19,172	18,861	34,735
Total	11,359	10,360	15,430	21,944	21,012	40,484
Enrollment in model schools	35,397	51,310	66,180	52,605	92,146	85,585
Volumes in libraries	807,963	1,156,715	1,521,528	1,672,462	2,385,238	2,926,023
Receipts for the year:						
a. From State, city, and county for improvements	$718,507	$1,684,789	$2,635,838	$1,957,199	$4,245,667	$7,573,406
b. From State, city, and county for current expenses	$2,782,123	$4,149,908	$6,675,152	$8,769,258	$15,424,586	$26,337,388
c. Total receipts from State, city, and county	$3,500,630	$5,834,697	$9,310,990	$10,737,325	$19,670,253	$33,910,794
Total receipts, all sources	$5,231,856	$7,962,299	$14,688,220	$15,875,438	$31,395,389	$48,948,518
Average receipts per school [2]	$17,154	$37,382	$55,637	$67,844	$91,532	$128,137
Average number of students per school [2]	382	490	502	436	439	715
Average number of students in normal courses per school [2]	228	243	335	367	365	643
Average number of students per instructor [2]	26.7	26.0	22.4	17.3	17.0	21.8
Percentage of all students who were in normal courses	59.7	49.7	66.9	84.3	83.2	89.9

[1] No data.
[2] These averages include only the schools which report both items.

TABLE 4.—*Teachers colleges—Instructors and graduates, 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

State	Schools reporting	Instructors								Graduates in 1924		Degrees conferred	
		In all courses, excluding duplicates		In normal courses									
				In regular session		In summer session		Total for the year, excluding duplicates					
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	88	2,741	3,281	1,678	2,249	2,144	2,211	2,534	3,073	3,648	15,498	1,293	1,908
Arkansas	1	27	19	17	18	23	17	27	19	47	116	11	7
California	6	129	217	54	139	60	77	90	188	110	819	8	28
Colorado	2	137	94	72	78	99	78	137	94	81	582	51	152
Georgia	2	15	64	15	62	3	7	15	64	1	279	0	15
Illinois	6	165	227	117	156	147	183	158	205	220	995	63	80
Indiana	4	102	130	76	92	102	130	102	130	152	628	138	117
Iowa	1	128	175	81	90	115	163	128	175	111	689	39	89
Kansas	3	166	167	123	104	166	147	166	167	229	468	147	181
Kentucky	2	62	53	55	37	44	32	59	49	328	707	[1] 54	[1] 22
Louisiana	1	34	42	30	42	34	34	34	42	64	413	20	15
Massachusetts	6	62	130	45	123	0	0	45	123	19	726	9	85
Michigan	5	217	336	146	250	176	246	213	332	595	2,058	99	115
Mississippi	1	12	26	10	20	12	26	12	26	16	31	12	7
Missouri	7	244	239	172	163	213	204	229	225	353	1,507	166	285
Nebraska	4	82	109	58	86	74	95	76	106	93	344	24	35
New Mexico	2	35	53	10	17	24	30	25	35	53	143	14	15
New York	1	58	64	34	37	24	27	58	64	17	54	17	54
North Carolina	1	15	31	9	24	11	11	15	31	0	141	0	6
North Dakota	1	22	57	15	39	22	43	22	57	50	538	10	15
Ohio	2	63	71	38	48	58	66	63	71	57	497	29	24
Oklahoma	6	238	138	100	87	159	61	220	124	378	1,096	149	170
Rhode Island	1	20	31	9	24	11	7	20	31	5	21	3	6
South Carolina	1	53	27	12	12	27	9	29	21	32	55	1	2
South Dakota	4	88	115	55	77	63	67	77	96	58	546	[2] 16	[2] 16
Tennessee	1	85	46	30	19	85	46	85	46	89	145	89	145
Texas	8	309	314	175	191	249	219	268	276	309	730	[3] 83	[3] 99
Virginia	4	52	182	30	113	44	97	52	158	0	722	0	57
West Virginia	4	101	96	72	74	79	64	89	90	49	332	20	49
Wisconsin	1	20	28	18	27	20	25	20	28	132	116	21	17
Private teachers colleges only (included above)													
Illinois	1	6	22	2	13	3	13	3	13	0	182	0	8
Indiana	2	28	53	12	42	28	53	28	53	37	297	35	8
Tennessee	1	85	46	30	19	85	46	85	46	89	145	89	145
United States	4	119	121	44	74	116	112	116	112	126	624	124	161
Colored only (included above)													
Missouri	1	22	16	3	4	10	6	11	8	8	43	4	0
South Carolina	1	53	27	12	12	27	9	29	21	31	267	12	14
Texas	1	46	27	17	8	18	8	18	8	14	17	14	17
West Virginia	1	28	12	17	7	19	6	18	18	9	26	5	7
United States	4	149	82	49	31	74	29	76	55	62	353	35	38

[1] One granting degrees in 1925.
[2] Two granting degrees in 1926.
[3] One granting degrees in 1927.

TABLE 5.—*Teachers colleges—Students, 1923–24*

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	33,097	118,465	15,434	51,488	16,890	69,530	28,717	111,312	32,362	34,907
Arkansas	453	1,172	331	571	178	601	453	1,172	1,246	170
California	1,185	5,179	391	3,132	229	1,667	588	4,565	906	1,709
Colorado	633	4,035	205	1,423	378	2,911	563	3,869	2,875	1,177
Georgia	33	1,053	6	893	27	240	33	1,021	0	452
Illinois	2,512	8,858	1,310	3,538	1,389	5,841	2,288	8,555	828	2,436
Indiana	2,088	5,029	1,113	2,982	1,139	2,532	2,068	4,999	[1] 2,466	811
Iowa	965	6,372	566	2,367	488	4,094	965	6,372	632	1,554
Kansas	2,230	7,427	1,035	1,989	1,052	5,420	1,788	6,828	2,704	1,665
Kentucky	1,321	2,066	776	1,341	499	1,051	848	2,066	1,798	430
Louisiana	282	1,648	154	997	197	946	282	1,648	367	439
Massachusetts	183	2,383	95	2,239	0	0	95	2,239	0	2,274
Michigan	2,692	11,633	1,711	6,226	1,317	6,452	2,562	11,472	5,054	6,698
Mississippi	309	1,273	55	536	204	673	259	1,173	160	44
Missouri	3,329	10,338	1,439	4,221	1,636	6,377	2,919	9,730	2,509	1,612
Nebraska	1,298	4,338	603	1,173	587	2,848	1,138	3,873	972	738
New Mexico	497	1,498	72	137	173	662	245	799	440	348
New York	333	1,690	102	828	215	807	317	1,635	-------	210
North Carolina	6	862	1	515	5	431	6	862	0	-------
North Dakota	186	1,677	186	1,677	127	1,152	186	1,677	189	246
Ohio	691	4,101	196	1,018	527	3,264	691	4,101	1,311	1,310
Oklahoma	4,277	10,186	1,691	3,564	2,721	5,420	3,985	8,535	5,385	1,674
Rhode Island	26	939	14	583	12	346	26	929	-------	525
South Carolina	396	491	69	128	123	223	192	351	-------	204
South Dakota	825	3,252	446	1,343	333	1,890	709	3,081	[2] 330	1,506
Tennessee	728	1,952	268	341	460	1,611	728	1,952	452	478
Texas	4,088	10,171	2,125	4,390	2,151	6,595	3,654	9,440	377	1,619
Virginia	150	5,349	0	2,077	150	3,364	150	5,349	[1] 333	2,625
West Virginia	918	3,103	206	958	331	1,961	516	2,629	1,028	785
Wisconsin	463	390	268	301	242	151	463	390	0	1,168
Private teachers colleges only (included above)										
Illinois	0	504	0	380	0	124	0	504	5	-------
Indiana	540	1,924	180	1,189	373	1,025	520	1,894	0	518
Tennessee	728	1,952	268	341	460	1,611	728	1,952	452	478
United States	1,268	4,380	448	1,910	833	2,760	1,248	4,350	457	996
Colored only (included above)										
Missouri	215	303	59	65	18	84	77	149	13	40
South Carolina	396	491	69	128	123	223	192	351	-------	204
Texas	613	1,236	122	204	76	321	198	525	0	65
West Virginia	201	555	60	101	28	274	80	364	32	343
United States	1,425	2,585	310	498	245	902	547	1,389	45	652

[1] One school reports this number; no report on this item from other schools of State.
[2] Two schools only report this number.

TABLE 6.—*Teachers colleges—Property, 1923–24*

State	Schools reporting	Bound volumes in library	Value of property			
			Library, apparatus, machinery, furniture	Grounds and buildings	Endowment funds	Total, including endowments
1	2	3	4	5	6	7
Continental United States	88	1,556,118	$7,998,448	$55,586,419	$3,272,696	$66,857,563
Arkansas	1	6,500	37,581	366,494	0	404,075
California	6	145,373	481,371	2,516,406	----	2,997,777
Colorado	2	69,750	391,260	1,649,273	0	2,040,533
Georgia	2	17,990	85,000	840,125	0	925,125
Illinois	6	153,872	545,178	3,702,974	0	4,248,152
Indiana	4	121,956	681,986	3,120,000	[1] 14,000	3,815,986
Iowa	1	75,000	318,824	1,301,600	0	1,620,424
Kansas	3	78,174	343,550	4,166,000	[1] 250,000	4,759,550
Kentucky	2	27,000	258,165	1,415,706	0	1,673,871
Louisiana	1	21,819	242,145	694,850	----	936,995
Massachusetts	6	54,690	209,820	3,692,623	0	3,902,443
Michigan	5	144,165	693,671	3,868,798	----	4,562,469
Mississippi	1	6,000	78,652	677,997	----	756,649
Missouri	7	146,503	615,100	4,735,263	0	5,350,363
Nebraska	4	74,400	333,500	2,815,000	0	3,148,500
New Mexico	2	21,963	120,639	538,950	0	659,589
New York	1	6,960	48,000	410,000	0	458,000
North Carolina	1	2,460	----	864,163	0	864,163
North Dakota	1	20,000	150,000	575,000	[2]	725,000
Ohio	2	39,000	260,000	2,016,362	----	2,276,362
Oklahoma	6	63,579	284,755	1,493,491	0	1,778,246
Rhode Island	1	20,000	----	1,000,000	0	1,000,000
South Carolina	1	5,473	107,344	619,500	0	726,844
South Dakota	4	43,454	286,688	1,690,000	[3] 379,365	2,356,053
Tennessee	1	38,000	180,000	2,010,212	2,629,331	4,819,543
Texas	8	89,790	750,219	3,645,632	----	4,395,851
Virginia	4	33,347	300,000	2,510,000	0	2,810,000
West Virginia	4	26,650	155,000	1,950,000	0	2,105,000
Wisconsin	1	2,250	40,000	700,000	----	740,000
Private teachers colleges only (included above)						
Illinois	1	3,275	21,036	114,301	----	135,337
Indiana	2	13,005	46,986	420,000	14,000	480,986
Tennessee	1	38,000	180,000	2,010,212	2,629,331	4,819,543
United States	4	54,280	248,022	2,544,513	2,643,331	5,435,866
Colored only (included above)						
Missouri	1	4,000	5,500	264,500	----	270,000
South Carolina	1	5,473	107,344	619,500	0	726,844
Texas	1	4,500	145,583	525,459	0	671,042
West Virginia	1	2,250	40,000	700,000	----	740,000
United States	4	16,223	298,427	2,109,459	0	2,407,886

[1] One school only reporting.
[2] Lands.
[3] All report lands; one reports money endowment.

TABLE 7.—*Teachers colleges—Receipts, 1923–24*

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9
Continental U. S.	88	$220,219	$4,233,957	$14,034,495	$2,535,555	$2,260,953	$1,226,416	$24,511,595
Arkansas	1	0	0	100,000	11,266	27,354	0	138,620
California	6	0	323,315	866,741	27,312	[1] 2,862	0	1,220,230
Colorado	2	0	137,724	453,171	136,904	17,785	40,613	786,197
Georgia	2	0	0	122,600	22,040	49,608	4,265	198,513
Illinois	6	0	556,537	1,039,738	135,218	246,670	50,691	2,028,854
Indiana	4	[1] 700	0	348,925	218,216	43,239	36,906	647,986
Iowa	1	0	150,000	683,000	215,000	45,645	119,958	1,213,603
Kansas	3	[1] 12,000	161,013	792,337	232,795	90,097	0	1,288,242
Kentucky	2	0	0	317,279	128,132	124,508	96,446	666,365
Louisiana	1	0	0	217,000	21,441	233,874	14,400	486,715
Massachusetts	6	0	[1] 17,500	757,304	2,250	193,661	9,776	980,491
Michigan	5	0	404,750	1,588,678	80,789	0	5,570	2,079,787
Mississippi	1	0	1,130	81,575	18,405	98,344	0	199,454
Missouri	7	0	491,125	[2] 1,245,527	331,535	125,140	16,357	2,209,684
Nebraska	4	0	[1] 4,500	591,000	58,569	35,040	1,500	690,609
New Mexico	2	0	[1] 9,000	131,296	39,166	27,812	2,946	210,220
New York	1	0	0	222,312	15,913	0	0	238,225
North Carolina	1	0	85,500	125,000	3,830	102,288	2,202	318,820
North Dakota	1	20,783	17,478	174,657	32,996	10,728	69,240	325,882
Ohio	2	0	320,780	431,805	63,311	45,561	7,069	868,526
Oklahoma	6	0	280,000	695,431	75,088	0	0	1,050,519
Rhode Island	1	0	0	117,200	0	0	16,343	133,543
South Carolina	1	0	0	[3] 135,478	9,284	0	2,011	146,773
South Dakota	4	41,736	49,150	475,920	75,250	22,971	7,224	672,251
Tennessee	1	145,000	150,000	0	145,674	13,638	94,758	549,070
Texas	8	0	666,500	1,534,248	286,663	147,122	82,878	2,717,411
Virginia	4	0	99,000	326,119	62,345	425,430	322,579	1,235,473
West Virginia	4	0	256,685	276,500	44,262	124,455	222,684	924,586
Wisconsin	1	0	52,270	183,654	41,901	7,121	0	284,946
Private teachers colleges only (included above)								
Illinois	1	0	151,012	0	75,793	104,024	4,313	335,142
Indiana	2	700	0	0	130,904	43,239	10,666	185,509
Tennessee	1	145,000	150,000	0	145,674	13,638	94,758	549,070
United States	4	145,700	301,012	0	352,371	160,901	109,737	1,069,721
Colored only (included above)								
Missouri	1	0	0	[2] 117,898	6,426	36,777	0	161,101
South Carolina	1	0	0	[3] 135,478	9,284	0	2,011	146,773
Texas	1	0	0	216,070	20,937	146,353	52,677	436,037
West Virginia	1	0	150,000	45,000	1,439	40,911	37,683	275,033
United States	4	0	150,000	514,446	38,086	224,041	92,371	1,018,944

[1] One school reports this amount; no report on this item for the other schools of the State.
[2] Includes $3,125 from Federal funds.
[3] Includes $34,328 from Federal funds

TABLE 8.—*Teachers colleges—Expenditures, 1923–24*

State	Schools reporting	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rents, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
		Business	Educational		Salaries of deans and teachers	Textbooks, supplies, etc.						
			Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	87	$348,148	$456,650	$702,352	$10,294,356	$629,159	$2,348,567	$1,559,577	$1,464,493	$309,354	$18,112,656	$4,267,729
Arkansas	1	0	3,750	6,595	63,968	0	38,558	14,834	0	0	127,705	0
California	6	17,953	36,100	25,739	560,905	36,157	64,929	41,524	1,700	420	785,427	301,781
Colorado	2	12,186	12,347	28,016	367,369	72,038	45,138	34,490	50,000	3,076	624,660	151,131
Georgia	2	0	10,000	7,488	99,830	1,032	32,548	0	18,409	0	169,307	6,365
Illinois	6	34,171	36,000	64,902	769,083	21,459	160,221	74,075	141,044	30,377	1,331,332	243,421
Indiana	3	43,918	13,100	8,109	321,256	8,486	65,098	9,006	45,549	2,545	517,067	85,596
Iowa	1	32,000	8,000	10,000	490,000	16,000	60,000	80,000	171,600	0	867,600	194,184
Kansas	3	0	18,000	48,302	588,108	3,000	74,000	263,770	72,000	0	1,067,180	109,500
Kentucky	2	36,636	11,000	28,866	191,878	11,350	50,997	19,616	18,175	2,875	371,393	163,028
Louisiana	1	11,406	6,000	2,000	138,513	15,193	24,225	17,087	240,469	6,470	461,363	41,125
Massachusetts	6	2,955	28,716	10,909	436,631	37,558	94,105	146,621	199,324	1,288	958,107	13,963
Michigan	5	0	26,000	95,335	1,208,202	17,328	169,139	56,560	2,475	2,653	1,577,692	434,576
Mississippi	1	4,900	4,800	7,472	65,894	257	8,358	5,620	97,684	0	194,985	3,791
Missouri	7	44,063	40,450	78,405	843,239	55,055	210,863	181,125	37,318	148,224	1,638,742	562,586
Nebraska	4	0	20,000	25,080	359,571	73,000	59,779	82,499	0	0	619,929	14,999
New Mexico	2	4,424	9,000	6,100	114,528	10,019	20,508	8,514	27,471	3,222	203,786	3,741
New York	1	0	7,000	11,007	151,296	7,923	19,596	18,903	5,626	1,684	223,035	5,191
North Carolina	1	(1)	6,500	19,680	76,969	7,373	0	0	0	0	110,522	50,000
North Dakota	1	0	5,000	8,742	125,762	7,079	52,846	39,169	51,774	4,977	295,349	36,868
Ohio	2	8,725	13,000	8,312	275,147	17,654	49,108	42,399	26,484	8,672	449,501	202,422
Oklahoma	6	16,177	29,867	32,251	513,745	11,252	66,284	45,648	50,919	654	766,797	132,442
Rhode Island	1	2,055	5,000	3,000	79,668	6,342	20,206	3,410	13,408	0	133,089	----------
South Carolina	1	974	3,000	3,580	61,159	10,847	31,154	5,524	9,273	3,999	129,510	37,820
South Dakota	4	23,714	21,500	24,753	366,135	22,402	100,973	45,790	1,237	6,076	612,580	44,417
Tennessee	1	0	5,000	26,301	167,937	0	12,757	8,588	12,000	27,481	260,064	45,393

Texas	8	29,637	34,120	48,853	1,122,796	87,621	230,848	178,698	89,655	34,552	1,856,780	760,259
Virginia	4	16,359	17,600	37,664	277,976	38,963	392,216	87,201	17,606	20,054	905,639	254,601
West Virginia	4	5,895	19,800	16,348	335,587	11,726	113,684	41,464	63,293	55	607,852	355,871
Wisconsin	1	0	6,000	8,543	121,204	22,045	80,429	7,442	0	0	245,663	12,658
Private teachers colleges only (included above)												
Illinois	1	26,132	3,500	4,622	40,153	3,280	2,502	5,805	51,586	30,377	167,957	11,087
Indiana	2	2,780	6,600	5,109	95,092	0	18,658	2,388	3,401	0	134,028	17,228
Tennessee	1	0	5,000	26,301	167,937	0	12,757	8,588	12,000	27,481	260,064	45,393
United States	4	28,912	15,100	36,032	303,182	3,280	33,917	16,781	66,987	57,858	562,049	73,708
Colored only (included above)												
Missouri	1	10,683	3,000	1,060	43,651	8,679	19,422	62,333	1,765	0	150,593	----------
South Carolina	1	974	3,000	3,580	61,159	10,847	31,154	5,524	9,273	3,999	129,510	37,820
Texas	[1]	5,700	2,620	2,280	73,235	20,409	102,526	34,763	63,166	34,249	338,948	98,248
West Virginia	1	2,600	4,200	4,650	68,550	3,262	35,000	25,775	0	0	144,037	125,000
United States	4	19,957	12,820	11,570	246,595	43,197	188,102	128,395	74,204	38,248	763,088	261,068

[1] Included in column 5.

TABLE 9.—*State normal schools—Instructors and graduates, 1923–24*

State	Schools reporting	Summer sessions reporting	Instructors								Graduates in 1924	
			In all courses, excluding duplicates		In normal courses							
					Regular session		Summer session		Total, excluding duplicates			
			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	108	92	1,457	2,674	911	1,908	958	1,322	1,297	2,401	1,504	12,524
Alabama	7	7	90	141	39	74	63	96	73	125	83	396
Arizona	2	1	32	41	23	32	17	19	32	41	32	163
Arkansas	1	1	9	3	3	4	[1] 3	[1] 3	3	4	11	12
California	1	1	11	12	7	8	4	4	11	12	5	42
Connecticut	4	0	14	38	14	38	0	0	14	38	0	358
Georgia	2	1	11	16	4	5	4	6	5	7	5	26
Idaho	2	2	26	49	17	36	21	35	23	40	27	219
Kentucky	3	3	31	35	16	18	22	24	22	27	1	16
Maine	6	5	26	110	21	83	9	33	26	110	47	433
Maryland	3	3	14	83	7	32	9	28	13	56	24	308
Massachusetts	5	3	47	135	31	118	26	27	46	134	38	450
Minnesota	6	6	87	185	57	146	75	105	87	185	74	1,129
Montana	1	1	21	42	11	33	16	13	21	36	12	120
New Hampshire	2	2	17	32	14	29	8	14	17	32	1	208
New Jersey	5	0	22	128	21	128	0	0	21	127	64	1,172
New Mexico	1	1	7	11	3	3	1	4	3	3	6	1
New York	10	9	141	339	75	247	96	108	130	306	119	660
North Carolina	5	5	57	79	19	17	28	38	40	51	5	30
North Dakota	4	4	65	73	24	49	52	52	52	61	66	756
Oklahoma	1	1	37	21	19	12	18	9	37	21	8	31
Oregon	1	1	13	59	10	40	13	59	13	59	11	284
Pennsylvania	14	14	258	523	167	347	182	274	238	476	249	2,302
Tennessee	4	4	71	73	54	65	70	71	70	71	51	257
Vermont	1	0	0	8	0	8	0	0	0	8	0	24
Virginia	1	1	36	55	6	20	8	12	8	20	4	48
Washington	3	3	86	117	47	75	56	83	72	97	102	971
West Virginia	4	4	36	38	19	22	25	32	31	30	82	146
Wisconsin	9	9	192	228	183	219	132	173	189	224	377	1,962
Colored only (included above)												
Alabama	2	2	30	32	4	8	13	15	13	16	5	27
Arkansas	1	1	9	3	3	4	[1] 3	[1] 3	3	4	11	12
Georgia	1	1	8	12	3	4	4	6	4	6	3	3
Kentucky	1	1	17	15	3	4	8	4	8	7	0	1
Maryland	1	1	4	7	1	1	3	4	3	4	2	25
North Carolina	4	4	47	65	13	12	21	29	32	39	3	24
Oklahoma	1	1	37	21	19	12	18	9	37	21	8	31
Pennsylvania	1	0	4	10	2	7	0	0	2	7	1	16
Tennessee	1	1	24	19	18	17	23	17	23	17	14	28
Virginia	1	1	36	55	6	20	8	12	8	20	4	48
West Virginia	1	1	11	10	3	2	10	4	10	5	0	10
United States	15	14	227	249	75	91	111	103	143	146	51	225
Outlying possessions												
Hawaii	1	1	7	45	5	30	5	12	5	37	6	93
Philippine Islands	1	0	26	45	25	45	0	0	25	45	55	75

[1] Estimated.

TABLE 10.—*State normal schools—Students, 1923–24*

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	13,795	73,869	6,545	35,795	5,885	36,574	11,361	68,516	16,619	37,819
Alabama	1,495	5,579	540	2,473	753	3,069	1,284	5,177	3,792	1,952
Arizona	192	804	89	482	82	316	162	745	33	895
Arkansas	92	164	10	14	20	77	30	84	-------	159
California	24	172	12	139	5	85	12	169	-------	90
Connecticut	0	1,038	0	1,038	0	0	0	1,038	-------	2,785
Georgia	188	423	14	64	14	124	14	124	-------	348
Idaho	170	1,243	94	617	88	757	162	1,193	0	301
Kentucky	445	1,136	270	631	100	465	340	984	12	463
Maine	235	1,883	184	1,150	51	737	190	1,883	0	1,721
Maryland	103	1,230	54	667	27	498	81	1,152	0	496
Massachusetts	142	1,847	84	994	107	859	142	1,847	195	2,644
Minnesota	528	6,651	350	3,433	248	3,815	502	6,555	76	2,764
Montana	72	1,067	33	404	33	564	40	866	1,647	660
New Hampshire	31	1,114	6	619	25	495	31	1,114	0	649
New Jersey	146	2,699	146	2,699	0	0	146	2,699	175	1,117
New Mexico	53	21	25	15	20	7	45	21	-------	93
New York	1,097	6,589	268	3,036	573	3,562	800	6,172	1,128	5,479
North Carolina	446	2,397	20	175	98	868	118	1,043	175	716
North Dakota	559	2,467	218	1,077	316	1,617	450	2,245	261	549
Oklahoma	185	611	154	372	27	225	181	597	85	118
Oregon	85	1,559	48	765	40	710	85	1,559	-------	459
Pennsylvania	2,469	13,234	948	5,434	1,330	7,301	2,131	12,379	7,452	5,406
Tennessee	965	4,678	567	1,683	597	3,308	955	4,678	0	954
Vermont	0	79	0	79	0	0	0	79	0	400
Virginia	323	1,139	6	167	43	493	49	660	66	679
Washington	658	4,424	378	2,479	325	1,469	561	4,200	609	1,144
West Virginia	477	1,123	193	322	230	652	339	882	581	578
Wisconsin	2,615	8,498	1,834	4,767	733	4,501	2,511	8,371	332	4,200
Colored only (included above)										
Alabama	352	1,248	61	223	94	644	155	867	829	798
Arkansas	92	164	10	14	20	77	30	84	-------	159
Georgia	143	332	8	22	14	124	14	124	-------	38
Kentucky	141	392	30	123	6	117	36	240	12	352
Maryland	27	146	2	25	3	43	5	68	0	40
North Carolina	356	2,099	8	98	74	711	82	809	175	458
Oklahoma	185	611	154	372	27	225	181	597	85	118
Pennsylvania	17	86	3	50	0	0	3	50	0	64
Tennessee	396	1,254	196	339	210	946	396	1,254	0	344
Virginia	323	1,139	6	167	43	493	49	660	66	679
West Virginia	112	360	1	20	21	161	22	181	28	46
United States	2,144	7,831	479	1,453	512	3,541	973	4,934	1,195	3,096
Outlying possessions										
Hawaii	48	436	37	208	15	219	47	362	438	609
Philippine Islands	1,002	1,387	555	1,007	0	0	555	1,007	-------	827

TABLE 11.—*State normal schools—Property, 1923–24*

State	Schools reporting	Bound volumes in the library	Value of property			
			Library, apparatus, furniture, etc.	Grounds and buildings	Endowment funds	Total, including endowments
1	2	3	4	5	6	7
Continental United States	108	983,569	$5,934,890	$46,530,898	$929,000	$53,394,788
Alabama	7	34,284	146,700	1,760,750	0	1,907,450
Arizona	2	23,000	288,030	1,316,015	0	1,604,045
Arkansas	1	1,409	5,000	129,875	----------	134,875
California	1	6,188	46,699	264,228	----------	310,927
Connecticut	4	53,000	94,167	1,324,566	0	1,418,733
Georgia	2	2,900	6,751	166,300	5,000	178,051
Idaho	2	15,800	164,233	560,432	524,000	1,248,665
Kentucky	3	3,750	8,850	513,000	0	521,850
Maine	6	15,000	118,500	1,552,500	0	1,671,000
Maryland	3	10,415	38,095	998,121	0	1,036,216
Massachusetts	5	37,860	84,000	1,604,000	0	1,688,000
Minnesota	6	63,034	207,190	3,379,532	0	3,586,722
Montana	1	16,000	45,251	452,124	0	497,375
New Hampshire	2	8,500	13,500	460,000	0	473,500
New Jersey	5	40,262	505,196	3,352,905	0	3,858,101
New Mexico	1	458	10,000	85,000	(1)	95,000
New York	10	114,155	680,453	5,407,686	0	6,088,139
North Carolina	5	7,987	116,789	1,677,370	0	1,794,159
North Dakota	4	22,522	163,115	1,912,872	[1] 400,000	2,475,987
Oklahoma	1	500	84,701	214,100	0	298,801
Oregon	1	10,000	21,000	520,000	0	541,000
Pennsylvania	14	151,519	1,156,542	8,367,252	0	9,523,794
Tennessee	4	16,909	145,987	1,993,627	----------	2,139,614
Vermont	1	3,600	8,000	150,000	0	158,000
Virginia	1	4,670	137,527	542,630	0	680,157
Washington	3	72,985	304,151	1,869,873	(1)	2,174,024
West Virginia	4	22,300	85,000	1,475,000	0	1,560,000
Wisconsin	9	224,562	1,249,463	4,481,140	0	5,730,603
Colored only (included above)						
Alabama	2	13,127	48,000	667,300	0	715,300
Arkansas	1	1,409	5,000	129,875	----------	134,875
Georgia	1	500	751	101,300	5,000	107,051
Kentucky	1	400	750	250,000	0	250,750
Maryland	1	150	3,580	69,130	0	72,710
North Carolina	4	5,112	112,289	1,177,370	0	1,289,659
Oklahoma	1	500	84,701	214,100	0	298,801
Pennsylvania	1	4,403	36,000	288,282	0	324,282
Tennessee	1	2,300	30,987	418,627	0	449,614
Virginia	1	4,670	137,527	542,630	0	680,157
West Virginia	1	2,500	15,000	250,000	----------	265,000
United States	15	35,071	474,585	4,108,614	5,000	4,588,199
Outlying possessions						
Hawaii	1	6,000	27,164	133,797	0	160,961
Philippine Islands	1	8,000	20,000	300,000	----------	320,000

[1] Lands.

TABLE 12.—*State normal schools—Receipts, 1923–24*

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9
Continental United States	107	$63,157	$3,647,700	$9,950,556	$1,111,527	$2,324,848	$742,144	$17,839,932
Alabama	7	0	30,060	[1] 249,320	143,117	145,741	125,703	693,881
Arizona	2	0	6,800	262,500	9,005	104,789	4,500	387,594
Arkansas	1	0	0	[2] 88,820	3,003	74	0	91,897
California	1	0	5,900	41,270	0	0	0	47,170
Connecticut	4	0	238,382	184,666	0	0	192,132	615,180
Georgia	2	0	[3] 7,500	[4] 46,988	2,161	0	0	56,649
Idaho	2	20,952	12,228	184,678	24,664	45,537	1,847	289,906
Kentucky	2	0	0	78,505	1,831	8,546	0	88,882
Maine	6	0	243,000	203,856	0	45,200	0	492,056
Maryland	3	0	255,000	231,000	7,475	63,889	35,163	592,527
Massachusetts	5	0	17,573	452,643	1,666	96,935	1,191	570,008
Minnesota	6	0	1,132,239	764,589	68,153	42,452	24,474	2,031,907
Montana	1	0	260,000	104,249	26,000	110,000	8,700	508,949
New Hampshire	2	0	0	134,000	25,297	56,909	0	216,206
New Jersey	5	0	42,500	744,263	0	92,888	0	879,651
New Mexico	1	1,800	2,700	12,300	100	250	375	17,525
New York	10	0	77,084	1,361,196	10,372	0	4,407	1,453,059
North Carolina	5	0	544,500	[5] 184,760	23,621	47,641	3,730	804,252
North Dakota	4	27,905	166,025	384,503	38,843	38,497	0	655,773
Oklahoma	1	0	10,000	90,900	6,495	50,089	0	157,484
Oregon	1	0	0	114,241	20,000	0	0	134,241
Pennsylvania	14	0	131,821	1,503,676	514,384	1,019,447	266,150	3,435,478
Tennessee	4	0	64,244	274,405	39,802	144,407	42,213	565,071
Vermont	1	0	90,000	0	0	12,000	10,000	112,000
Virginia	1	0	48,069	75,152	12,807	30,733	13,059	179,820
Washington	3	12,500	0	589,806	91,004	77,491	8,500	779,301
West Virginia	4	0	159,000	194,379	15,812	32,565	0	401,756
Wisconsin	9	0	103,135	1,393,891	25,915	58,768	0	1,581,709
Colored only (included above)								
Alabama	2	0	0	64,250	26,044	28,084	32,789	151,167
Arkansas	1	0	0	[2] 88,820	3,003	74	0	91,897
Georgia	1	0	[3] 7,500	[4] 31,988	661	0	0	40,149
Kentucky	1	0	0	48,505	0	0	0	48,505
Maryland	1	0	10,000	44,000	0	8,100	0	62,100
North Carolina	4	0	294,500	134,760	20,656	44,361	2,130	496,407
Oklahoma	1	0	10,000	90,900	6,495	50,089	0	157,484
Pennsylvania	1	0	0	68,358	4,751	6,074	8,358	87,541
Tennessee	1	0	14,244	54,405	9,214	46,501	3,870	128,234
Virginia	1	0	48,069	75,152	12,807	30,733	13,059	179,820
West Virginia	1	0	54,000	34,379	2,312	12,565	0	103,256
United States	15	0	438,313	735,517	85,943	226,581	60,206	1,546,560
Outlying possessions								
Hawaii	1	0	0	124,000	3,200	0	0	127,200
Philippine Islands	1	0	0	100,000	0	0	0	100,000

[1] Includes $19,850 from Morrill-Nelson fund.
[2] Includes $20,654 from Federal funds.
[3] From private benefactions.
[4] Includes $12,888 from private benefactions.
[5] Includes $500 from Smith-Hughes fund.

TABLE 13.—*State normal schools—Expenditures, 1923–24*

State	Schools reporting	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
		Business	Educational		Salaries of deans and teachers	Textbooks, supplies, etc.						
			Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	107	$251,052	$500,035	$446,799	$6,764,685	$609,322	$1,768,306	$1,106,145	$1,235,648	$168,294	$12,850,286	$3,602,366
Alabama	7	7,644	27,800	28,605	209,603	29,355	66,304	54,908	145,520	7,866	577,605	44,032
Arizona	2	3,769	10,000	5,644	146,775	6,221	60,485	10,079	64,348	4,747	312,068	14,799
Arkansas	1	0	3,250	1,920	34,075	0	0	28,921	0	0	68,166	12,200
California	1	500	5,000	1,500	31,700	2,000	5,000	0	0	0	45,700	5,100
Connecticut	4	0	19,000	19,461	100,994	13,705	27,272	15,002	837	0	196,271	238,382
Georgia	2	838	6,300	0	25,000	750	450	7,740	28,545	100	69,723	6,700
Idaho	2	3,402	7,950	10,350	133,311	24,429	40,647	6,924	27,991	2,755	257,759	3,200
Kentucky	3	3,000	13,183	6,334	62,062	6,671	4,156	12,903	1,629	3,512	113,450	0
Maine	6	0	17,650	4,552	132,100	6,360	44,052	3,901	6,129	8,774	223,518	261,000
Maryland	3	1,516	10,667	5,220	105,368	28,686	16,389	39,192	112,582	1,620	321,240	245,000
Massachusetts	5	27,685	21,975	30,597	212,744	19,774	61,311	27,182	41,921	0	443,189	31,344
Minnesota	6	9,484	33,800	62,043	525,040	62,517	106,695	43,906	36,468	9,368	889,321	1,102,951
Montana	1	5,000	5,500	7,000	74,000	8,000	16,670	2,400	28,379	2,000	148,949	260,000
New Hampshire	2	0	8,500	4,280	94,617	9,337	4,435	95,510	0	0	216,679	0
New Jersey	5	12,287	29,808	34,290	383,358	79,507	104,638	39,072	12,547	2,453	697,960	36,825
New York	10	3,169	51,500	27,948	927,543	107,741	122,906	76,991	36,491	2,011	1,356,300	9,664
North Carolina	5	3,297	14,500	11,068	110,989	6,733	58,301	5,196	31,550	1,375	243,009	552,798
North Dakota	4	1,825	16,500	16,798	199,480	8,562	52,198	57,173	8,393	14,769	375,698	171,125
Oklahoma	1	1,620	4,000	5,629	57,170	1,307	30,136	7,490	0	0	107,352	2,976
Oregon	1	16,900	4,500	0	102,000	1,500	12,130	4,000	0	0	141,030	3,000
Pennsylvania	14	78,308	86,837	89,847	1,187,769	69,020	643,018	397,456	474,474	76,232	3,102,961	177,835
Tennessee	4	5,640	15,000	2,940	218,611	5,865	48,077	67,051	84,575	9,804	457,563	68,802
Vermont	1	0	2,500	900	9,600	500	0	0	0	0	13,500	122,000
Virginia	1	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,268
Washington	3	35,997	18,832	12,080	394,021	54,142	46,653	26,240	15,430	0	603,395	19,810

West Virginia	4	0	16,050	5,720	141,870	2,300	34,000	16,500	14,700	1,050	232,190	108,200
Wisconsin	9	19,903	45,833	49,503	1,067,155	47,308	143,372	35,735	63,139	14,078	1,486,026	58,355
Colored only (included above)												
Alabama	2	4,289	[1] 5,400	7,644	42,877	4,259	20,550	4,002	35,373	1,397	125,791	12,247
Arkansas	1	0	3,250	1,920	34,075	0	0	28,921	0	0	68,166	12,200
Georgia	1	538	3,000	0	14,500	0	0	7,140	28,045	0	53,223	----------
Kentucky	1	1,200	3,600	1,860	32,217	0	0	0	0	0	38,877	0
Maryland	1	0	2,000	0	7,971	2,382	0	23,522	0	420	36,295	----------
North Carolina	4	797	10,000	8,568	77,489	4,883	53,601	2,896	29,850	500	188,584	295,298
Oklahoma	1	1,620	4,000	5,629	57,170	1,307	30,136	7,490	0	0	107,352	2,976
Pennsylvania	1	3,693	5,000	4,205	22,741	1,994	25,259	9,143	3,102	7,045	82,182	6,192
Tennessee	1	1,680	3,600	1,140	36,870	545	1,082	40,010	0	5,819	90,746	14,244
Virginia	1	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,268
West Virginia	1	0	3,800	1,080	21,870	0	7,000	6,000	12,000	0	51,750	8,200
United States	15	23,085	47,250	34,616	425,510	22,402	156,639	153,797	108,370	20,961	992,630	397,625
Outlying possessions												
Hawaii	1	3,000	4,200	6,000	91,600	3,200	3,500	2,500	13,200	0	127,200	----------
Philippine Islands	1	0	3,000	1,500	75,500	20,000	0	0	0	0	100,000	----------

[1] Plus house.

TABLE 14.—*City normal schools—Personnel and property, 1923–24*

State	Teachers and students							Property				
	Schools reporting	Number of teachers, including principal		Normal students		Graduates from normal courses		Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Total value of property reported
		Men	Women	Men	Women	Men	Women					
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	29	140	505	913	12,152	208	3,000	27	119,086	$413,182	$6,614,745	$7,027,927
District of Columbia	2	3	33	16	511	3	210	2	16,632	70,000	490,000	560,000
Georgia	1	0	10	0	112	0	49	1	1,200	1,500	250,000	251,500
Illinois	1	41	39	133	2,695	10	430	1	31,000	85,545	1,037,532	1,123,077
Iowa	1	1	5	0	78	0	17	1	2,800	6,000	160,000	166,000
Kentucky	1	1	9	0	249	----	----	1	9,204	14,410	71,781	86,191
Louisiana	1	1	16	1	180	1	81	1	2,791	3,000	40,000	43,000
Maine	1	0	1	0	18	0	4	1	1,500	6,875	60,000	66,875
Maryland	2	3	26	65	662	31	282	2	9,000	40,000	190,000	230,000
Massachusetts	1	1	0	21	0	13	0	1	400	1,875	----	1,875
Missouri	1	2	8	0	217	0	87	1	2,100	800	500,000	500,800
New Hampshire	1	0	1	0	10	0	3	----	----	----	----	----
New Jersey	1	2	7	0	158	0	41	----	----	----	----	----
New York	7	33	173	192	3,048	103	1,170	7	27,047	105,077	2,534,180	2,639,257
Ohio	5	42	113	329	3,016	4	317	5	13,412	3,100	293,776	296,876
Pennsylvania	2	8	59	156	1,089	43	273	2	0	75,000	987,476	1,062,476
Virginia	1	2	5	0	109	0	36	1	2,000	----	----	----
Colored only (included above)												
District of Columbia	1	3	12	16	279	3	115	1	6,632	20,000	240,000	260,000
Maryland	1	1	8	42	169	25	67	1	0	0	80,000	80,000
United States	2	4	20	58	448	28	182	2	6,632	20,000	320,000	340,000

TABLE 15.—*City normal schools—Receipts and expenditures, 1923–24*

State	Receipts			Expenditures						
	Schools reporting	Student fees for educational services	For current expenditures	Schools reporting	Salaries of principals	Salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8	9	10	11
Continental United States	29	$53,603	$1,851,710	29	$106,351	$1,247,096	$82,228	$225,761	$1,661,436	$338,583
Dist. Columbia	2		90,029	2	6,100	76,515	6,120	1,294	90,029	
Georgia	1		14,604	1	2,922	11,682	0	0	14,604	
Illinois	1		297,845	1	6,500	194,432	23,340	73,573	297,845	4,681
Iowa	1		20,170	1	2,500	13,120	1,100	3,450	20,170	
Kentucky	1		35,210	1	3,575	26,454	1,998	74	32,101	3,109
Louisiana	1		24,278	1	3,000	17,270	2,690	1,318	24,278	44,000
Maine	1		1,700	1	1,700	0	0	0	1,700	
Maryland	2		78,835	2	6,880	56,410	6,080	8,237	77,607	1,228
Massachusetts	1	1,968	4,008	1	3,191	0	502	315	4,008	200
Missouri	1	3,506	29,443	1	4,200	21,841	3,402	0	29,443	
New Hampshire	1		1,700	1	1,700	0	0	0	1,700	
New Jersey	1		47,000	1	7,000	38,000	2,000	0	47,000	
New York	7		816,745	7	30,775	486,099	1,713	74,727	593,314	223,431
Ohio	5	48,129	112,150	5	15,308	123,825	16,221	6,225	161,579	50,000
Pennsylvania	2		242,587	2	8,000	171,438	13,019	47,453	239,910	2,676
Virginia	1		35,406	1	3,000	10,010	4,043	9,095	26,148	9,258
Colored only (included above)										
Dist. Columbia	(1)									
Maryland	1	0	20,968	1	2,880	15,862	1,887	339	20,968	

[1] Not given separately from other schools in District of Columbia.

TABLE 16.—*County normal schools—Personnel and property, 1923–24*

State	Teachers and students							Property				
	Schools reporting	Number of teachers, including director		Normal students		Graduates from normal courses		Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Total value of property reported
		Men	Women	Men	Women	Men	Women					
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	90	27	171	297	2,327	164	1,507	73	49,923	$92,066	$1,181,500	$1,273,566
Michigan	30	0	61	42	467	24	324	20	4,714	9,350	156,000	165,350
Ohio	34	3	40	86	518	51	406	31	15,013	16,260	3,000	19,260
Wisconsin	26	24	70	169	1,342	89	777	22	30,196	66,456	1,022,500	1,088,956

TABLE 17.—*County normal schools—Receipts and expenditures, 1923–24*

State	Receipts					Expenditures						
	Schools reporting	Student fees for educational services	Public funds for—		From all other sources	Schools reporting	Salaries of directors	Salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
			Increase of plant	Current expenditures								
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	89	$4,992	$261	$483,845	$9,595	89	$191,524	$170,502	$20,649	$48,123	$446,005	$36,724
Michigan	29	----	----	95,913	11	30	49,775	41,625	1,482	4,656	97,538	350
Ohio	34	126	261	83,726	693	34	67,010	12,960	4,659	747	85,376	80
Wisconsin	26	4,866	----	304,206	8,891	25	74,739	115,917	14,508	42,720	[1] 263,091	36,294

[1] One school reports total only.

TABLE 18.—*Private normal schools—Instructors and graduates, 1923–24*

State	Schools reporting	Reporting summer sessions	Instructors								Graduates in 1924	
			In all courses, excluding duplicates		In normal courses							
					Regular session		Summer session		Total, excluding duplicates			
			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	67	19	584	937	207	494	94	149	259	567	225	2,206
Alabama	1	1	137	123	5	3	10	16	10	16	0	25
California	2	2	0	13	0	13	0	1	0	13	0	65
Colorado	1	0	1	2	1	2	0	0	1	2	2	8
Connecticut	4	1	13	24	6	16	4	2	6	16	6	175
District of Columbia	2	1	3	14	3	14	0	0	3	14	0	32
Idaho	1	1	16	6	6	1	4	2	8	3	16	9
Illinois	6	4	38	60	16	47	5	13	17	48	49	334
Indiana	2	2	9	11	5	9	7	10	7	10	28	87
Iowa	1	0	12	8	2	3	0	0	2	3	0	7
Maryland	2	1	10	4	10	4	0	0	10	4	4	8
Massachusetts	7	0	23	150	21	138	2	0	21	138	0	526
Minnesota	3	0	17	19	12	13	0	0	12	13	5	30
Missouri	1	0	0	1	0	1	0	0	0	1	0	0
Nebraska	1	0	11	1	11	1	0	0	11	1	15	1
New Jersey	2	0	30	17	16	8	0	0	16	8	22	35
New York	8	1	58	115	37	65	0	2	37	65	48	317
North Carolina	2	1	43	51	5	27	33	34	33	39	0	76
Ohio	5	1	17	59	7	42	1	8	7	47	3	174
Oregon	2	1	3	39	2	21	1	25	3	32	0	15
Pennsylvania	3	0	7	13	6	4	0	0	6	4	6	74
South Carolina	1	0	2	11	1	3	0	0	1	3	0	16
South Dakota	2	0	18	23	6	12	0	0	6	12	2	52
Tennessee	3	1	27	40	12	26	3	1	13	26	7	53
Texas	1	0	0	3	0	3	0	0	0	3	0	20
Utah	1	0	13	11	6	1	0	0	6	1	8	9
Virginia	1	0	76	66	11	3	24	32	23	31	4	3
Washington	2	1	0	53	0	14	0	3	0	14	0	55
Colored only (included above)												
Alabama	1	1	137	123	5	3	10	16	10	16	0	25
North Carolina	1	0	10	17	0	5	0	0	0	5	0	8
South Carolina	1	0	2	11	1	3	0	0	1	3	0	16
Tennessee	2	0	18	36	9	25	0	0	9	25	0	14
Virginia	1	0	76	66	11	3	24	32	23	31	4	3
United States	6	1	243	253	26	39	34	48	43	80	4	66

TABLE 19.—*Private normal schools—Students, 1923–24*

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	5,249	12,943	813	5,595	423	3,557	1,189	8,885	308	5,484
Alabama	1,112	1,212	0	45	45	370	45	415		315
California	0	151	0	122	0	30	0	151		[1] 102
Colorado	20	75	20	75	0	0	20	75		
Connecticut	0	173	0	172	3	10	0	172		[1] 220
District of Columbia	0	145	0	70	0	0	0	70		100
Idaho	255	243	50	52	75	88	125	140	22	80
Illinois	425	895	127	691	41	253	148	870	20	207
Indiana	107	331	62	149	63	223	107	331	77	163
Iowa	98	97	2	16	0	0	2	16		[1]
Maryland	34	22	16	22	0	0	16	22		[2] 89
Massachusetts	3	1,595	0	1,585	0	4	0	1,585		[1] 115
Minnesota	150	139	41	75	0	0	41	75		[1] 54
Missouri	0	5	0	5	0	0	0	5		125
Nebraska	168	30	32	6	0	0	32	6		45
New Jersey	774	680	56	88	0	0	56	88	9	150
New York	432	1,216	107	717	0	0	107	737		[1] 655
North Carolina	195	1,877	4	352	50	1,438	54	1,650		[1] 239
Ohio	0	576	0	425	0	96	0	521	37	[1] 356
Oregon	0	368	0	76	0	184	0	258	31	[1] 507
Pennsylvania	51	162	51	162	0	0	51	162	31	[1] 72
South Carolina	108	165	0	22	0	0	0	22		127
South Dakota	78	176	35	112	0	0	35	112	2	[1] 25
Tennessee	383	632	160	356	11	107	165	448		[1] 407
Texas	0	42	0	42	0	0	0	42		[1] 150
Utah	141	161	12	15	0	0	12	15		[1] 300
Virginia	715	1,040	38	37	135	719	173	756	79	[1] 395
Washington	0	735	0	106	0	35	0	141		486
Colored only (included above)										
Alabama	1,112	1,212	0	45	45	370	45	415		315
North Carolina	145	239	4	12	0	0	4	12		94
South Carolina	108	165	0	22	0	0	0	22		127
Tennessee	256	482	134	328	0	0	134	328		339
Virginia	715	1,040	38	37	135	719	173	756	79	[1] 395
United States	2,336	3,138	176	444	180	1,089	356	1,533	79	1,270

[1] Public schools also are used.
[2] Only one school reports its own model-school enrollment; the other uses public schools.

TABLE 20.—*Private normal schools—Property and receipts, 1923–24*

State	Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Endowment	Receipts							
						Schools reporting	Public funds for current expenditures	From private benefactions for—		From students' fees		From all other sources	Total receipts
								Increase of plant and endowment	Current expenditures	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	63	217,327	$1,350,810	$10,921,000	$8,661,026	52	$48,770	$733,047	$1,220,721	$994,885	$813,243	$282,319	$4,092,985
Alabama	1	14,681	236,647	1,811,932	2,824,415	1	29,193	199,962	278,133	29,561	171,853	65,578	774,280
California	2	800	1,500	22,800		2	0	0	0	33,831	14,756	0	48,587
Colorado	1	500	400										
Connecticut	4	6,021	58,500	345,700		3	0	0	0	89,895	86,400	20,300	196,595
District of Columbia	2	2,421	8,500			1	0	0	1,365	1,200	1,320	0	3,885
Idaho	1	3,300	17,500	150,000	0	1	0	0	33,700	8,619	0	802	43,121
Illinois	6	18,725	149,560	1,733,711		6	0	0	62,666	211,215	183,129	84,716	541,726
Indiana	2	6,400	35,945	61,000	4,950	1	0	0	311	16,782	38,797	6,000	61,890
Iowa	1	3,065	30,000	200,000	5,000	1	0	15,370	20,676	7,810	20,225	760	64,841
Maryland	2	10,450	20,600	350,000		2	0	0	25,000	2,550	0	5,000	32,550
Massachusetts	5	2,496	3,500	160,500	0	4	0	0	1,000	134,853	35,510	460	171,823
Minnesota	3	7,965	21,100	357,800	15,000	2	0	0	44,510	4,264	17,287	2,812	68,873
Nebraska	1	2,050	25,000	400,000		1	0	125,000	35,000	0	0	0	160,000
New Jersey	2	1,200	43,203	370,000	1,000	2	15,142	0	123	123,965	3,345	15,010	157,585
New York	7	2,750	11,610	156,800		6	0	0	0	129,368	16,400	300	140,068
North Carolina	2	11,300	29,152	1,014,592	53,671	2	0	112,192	114,651	3,681	53,413	5,880	289,817
Ohio	5	9,600	10,400	396,500	107,000	4	0	271	19,215	58,105	73,726	11,356	162,673
Oregon	2	9,708	32,000	145,000	0	1	0	7,000	0	6,000	11,000	1,000	25,000
Pennsylvania	3	5,100	14,000	96,096	155,687	3	0	5,000	8,300	36,348	12,257	2,633	64,538
South Carolina	1	2,100	3,000	25,000		1	0	0	8,032	5,064	0	0	13,096
South Dakota	2	6,700	15,345	127,500	219,701	2	0	4,640	50,257	30,035	27,787	28,622	141,341
Tennessee	3	7,000	50,609	607,569	325,000	3	0	122,526	27,365	27,228	4,764	9,225	191,108
Texas	1	500											
Utah	1	12,000	50,000	200,000		1	3,235	2,000	29,000	5,311	0	0	39,546
Virginia	1	58,385	341,559	1,538,500	4,916,102	1	1,200	133,086	461,417	0	16,774	735	613,212
Washington	2	12,110	141,180	650,000	33,500	1	0	6,000	0	29,200	24,500	21,130	80,830

Colored only (included above)													
Alabama	1	14,681	236,647	1,811,932	2,824,415	1	29,193	199,962	278,133	29,561	171,853	65,578	774,280
North Carolina	1	7,500	24,152	214,592	53,671	1	0	82,192	40,935	3,681	26,629	5,880	159,317
South Carolina	1	2,100	3,000	25,000	----------	1	0	0	8,032	5,064	0	0	13,096
Tennessee	2	4,000	30,450	475,000	325,000	2	0	122,526	17,508	13,919	1,448	9,225	164,626
Virginia	1	58,385	341,559	1,538,500	4,916,102	1	1,200	133,086	461,417	0	16,774	735	613,212
United States	6	86,666	635,808	4,065,024	8,119,188	6	30,393	537,766	806,025	52,225	216,704	81,418	1,724,531

TABLE 21.—*Private normal schools—Expenditures, 1923–24*

State	Schools reporting	Salaries of principals and directors	Salaries of other instructors	Other expenditures for instruction and administration	Operation, maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8
Continental United States	51	$140,827	$1,075,709	$310,080	$1,305,160	$2,970,207	$569,211
Alabama	1	5,926	182,270	72,742	237,359	498,297	55,400
California	2	7,200	7,834	2,500	5,998	38,532	
Connecticut	2	7,500	29,105	8,500	121,222	166,327	2,500
District of Columbia	1	1,315	1,800	0	1,500	4,615	
Idaho	1	3,000	28,064	3,123	8,237	42,424	645
Illinois	6	18,400	115,677	56,844	150,377	410,195	189,127
Indiana	1	4,800	9,550	3,800	40,664	58,814	
Iowa	1	2,000	26,590	3,240	21,549	53,379	3,089
Maryland	1			1,000		28,500	
Massachusetts	4	9,450	46,756	17,159	33,349	106,714	2,658
Minnesota	2	4,900	35,100	400	28,643	69,043	
Nebraska	1	2,340	20,000	0	35,000	57,340	125,000
New Jersey	2	9,500	68,890	18,272	38,364	135,026	
New York	5	20,183	52,049	20,210	38,340	116,068	
North Carolina	2	[1] 5,400	45,848	13,075	105,025	169,348	18,226
Ohio	4	9,100	34,517	8,202	74,632	123,151	1,220
Oregon	1			9,800	8,100	17,900	
Pennsylvania	3	6,450	15,146	3,345	5,432	30,373	
South Carolina	1	1,655	8,890	0	2,388	12,933	
South Dakota	2	2,500	56,384	12,502	65,168	136,554	4,640
Tennessee	3	7,000	43,444	4,919	19,925	75,288	122,397
Texas	1	2,000	2,500			4,500	
Utah	1	2,750	20,521	1,276	9,326	33,873	1,146
Virginia	1	7,458	224,774	46,571	189,962	468,765	41,463
Washington	2			2,600	64,600	112,248	1,700
Colored only (included above)							
Alabama	1	5,926	182,270	72,742	237,359	498,297	55,400
North Carolina	1	[1] 2,400	17,998	6,475	43,975	70,848	18,226
South Carolina	1	1,655	8,890	0	2,388	12,933	
Tennessee	2	4,000	30,278	3,134	8,440	45,852	122,397
Virginia	1	7,458	224,774	46,571	189,962	468,765	41,463
United States	6	21,439	464,210	128,922	482,124	1,096,695	237,486

[1] Plus house.

TABLE 22.—*Teachers colleges—Sessions, graduates, degrees conferred, etc., 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location	Institution	Weeks in year	Weeks in summer session	Years in short course	Graduates from teacher-training course		Degrees conferred		Model school [1]	Practice school [1]	Enrollment in model and practice schools	Hours of practice teaching required
					Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9	10	11	12	13
Conway, Ark	State Normal School	37	8	2	47	116	11	7	A	A	170	100
Chico, Calif	State Teachers College	36	6	2½	15	110	0	0	A	A	237	180
Fresno, Calif	do	36	6	2½–3	31	121	1	7	A, B	A, B	300	280
San Diego, Calif	do	37	6	2½–3	30	114	2	10	A, B	A, B	223	180
San Francisco, Calif	do	36	6	2½	2	231	0	0	0	A, B	413	325
San Jose, Calif	do	36	6	2½	14	196	5	11	A, B	A, B	496	180
Santa Barbara, Calif	do	36	8	3	18	47	3	12	A, B	A, B	40	180
Greeley, Colo	Colorado State Teachers College	36	11	2	59	483	38	140	A	A	717	120
Gunnison, Colo	Western State College of Colorado	36	11	2, 3	22	99	13	12	A, B	A, B	460	120
Athens, Ga	State Normal School	36	0	-------	1	232	0	12	A, B	A, B	238	72
Valdosta, Ga	Georgia State Woman's College	36	6	2	0	47	0	3	A	A	214	90
Carbondale, Ill	Southern Illinois State Normal University	36	12	2	81	168	13	12	A	A	229	135
Charleston, Ill	Eastern Illinois State Teachers College	36	12	2	14	57	3	4	A	A	527	150
Chicago, Ill	National Kindergarten and Elementary College [2]	36	6	2, 3	0	182	0	8	B	B	-------	216
De Kalb, Ill	Northern Illinois State Teachers College	36	12	2	22	205	9	8	B	A, B	501	300
Macomb, Ill	Western Illinois State Teachers College	36	12	2	28	100	16	18	A	A	382	180
Normal, Ill	Illinois State Normal University	36	12	2	75	283	22	30	A	A	797	135
Danville, Ind	Central Normal College [2]	36	12	2	37	33	35	7	B	B	375	120
Indianapolis, Ind	Teachers College of Indianapolis [2]	36	12	2, 3	0	264	0	1	A, B	A, B	143	180
Muncie, Ind	Indiana State Normal School (eastern division)	36	12	2	33	125	28	30	B	B	-------	120
Terre Haute, Ind	Indiana State Normal School	36	12	2	82	206	75	79	A, B	A, B	293	60
Cedar Falls, Iowa	Iowa State Teachers College	36	12	2, 3	111	689	39	89	A, B	A, B	1,554	180
Emporia, Kans	Kansas State Teachers College	36	8½	2	47	68	47	68	A, B	A, B	483	144
Hays, Kans	do	36	9	2	60	79	30	41	B	B	550	180
Pittsburg, Kans	do	36	9	2	122	321	70	72	A	A	632	90
Bowling Green, Ky	Western Kentucky State Normal School and Teachers College	36	9	1, 2	216	255	54	22	A	A	280	100
Richmond, Ky	Eastern Kentucky State Normal School and Teachers College	36	12	3	112	452	(3)	(3)	A	A	150	90
Natchitoches, La	Louisiana State Normal College	36	10	2	64	413	20	15	A, B	A, B	439	120
Boston, Mass	Massachusetts Normal Art School	36	0	-------	1	25	1	24	B	B	-------	108
Do	Teachers College of the City of Boston	40	0	3	6	93	6	28	B	B	595	500
Bridgewater, Mass	State Normal School	38	0	2, 3	4	169	2	10	A, B	A, B	422	415
Framingham, Mass	do	38	0	2, 3	0	211	0	20	A, B	A, B	378	90

[1] A, maintained by this institution; B, public school.

[2] Private.

[3] Degrees in 1925.

TABLE 22.—*Teachers colleges—Sessions, graduates, degrees conferred, etc., 1923–24*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in short course	Graduates from teacher-training course		Degrees conferred		Model school[1]	Practice school[1]	Enrollment in model and practice schools	Hours of practice teaching required
					Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9	10	11	12	13
Salem, Mass	State Normal School	36	0	2,3	8	151	0	0	A, B	A, B	404	450
Worcester, Mass	do	38	0	2,3	0	77	0	3	B	A, B	475	475
Detroit, Mich	Detroit Teachers College	36	6	2	40	709	15	27	B	B	3,936	360
Kalamazoo, Mich	Western State Normal School	36	6	2	227	550	24	19	A, B	A, B	877	120
Marquette, Mich	Northern State Normal School	36	6	2	80	236	2	2	A	A	395	120
Mount Pleasant, Mich	Central Michigan Normal School	36	6	2	113	463	12	8	A	A	378	96
Ypsilanti, Mich	Michigan State Normal School	36	6	2	135	1,100	46	59	A, B	A, B	1,112	120
Hattiesburg, Miss	State Teachers College	36	12	1, 2, 3	16	31	12	7	A, B	0	44	96
Cape Girardeau, Mo	Southeast Missouri State Teachers College	36	10	1, 2, 3	83	289	19	23	A	A	462	90
Jefferson City, Mo	Lincoln University of Missouri[4]	38	9	1, 2, 3	8	43	4	0	A	A	40	114
Kirksville, Mo	Northeast Missouri State Teachers College	33	11	-------	22	67	22	67	A	A	429	120
Maryville, Mo	Northwest Missouri State Teachers College	36	10	2	55	193	11	18	A, B	A, B	-------	45
St. Louis, Mo	Harris Teachers College	40	6	2	1	173	1	19	B	B	-------	550
Springfield, Mo	Southwest Missouri State Teachers College	36	10	1, 2, 3	54	297	35	47	A, B	A	284	100
Warrensburg, Mo	Central Missouri State Teachers College	36	10	2	140	445	74	111	-------	A	397	60
Chadron, Nebr	Nebraska State Normal School and Teachers College	36	8	2	10	23	2	3	A	A	200	180
Kearney, Nebr	do	36	8	2	15	102	6	14	A	A	160	120
Peru, Nebr	do	36	8	2	43	119	6	12	A	A	202	180
Wayne, Nebr	do	36	8	2	25	100	10	6	A	A	176	60
East Las Vegas, N. Mex	New Mexico Normal University	36	8	2, 3	43	102	10	8	A	A	205	180
Silver City, N. Mex	New Mexico State Teachers College	36	8	2, 3	10	41	4	7	A	A	143	200
Albany, N. Y	New York State College for Teachers	38	6	-------	17	54	17	54	A	A	210	100
Greenville, N. C	East Carolina Teachers College	36	12	2	0	141	0	6	A, B	A, B	-------	60
Valley City, N. Dak	State Teachers College	36	12	1, 2	50	538	10	15	A	A	246	120
Bowling Green, Ohio	State Normal College	36	11	2	19	143	8	12	A, B	A, B	981	150
Kent, Ohio	do	36	12	2	38	354	21	12	A	A	329	120
Ada, Okla	East Central State Teachers College	36	9	2	81	304	24	31	A	A	240	135
Alva, Okla	Northwestern State Teachers College	36	9	1, 2	36	83	19	31	A	A	370	90
Durant, Okla	Southeastern State Teachers College	36	9	2	58	165	18	29	A	A	324	90
Edmond, Okla	Central State Teachers College	36	9	2	80	338	35	37	A	A	143	90
Tahlequah, Okla	Northeastern State Teachers College	36	9	2	64	69	25	17	A, B	A, B	434	180
Weatherford, Okla	Southwestern State Teachers College	36	9	2	59	137	28	25	A	A	163	135
Providence, R. I	Rhode Island College of Education	36	6	2½	5	21	3	6	A	A, B	525	90
Orangeburg, S. C	State Agricultural and Mechanical College[4]	36	6	2	32	55	1	2	A, B	A, B	204	108
Aberdeen, S. Dak	Northern Normal and Industrial School	36	12	2	31	267	12	14	A, B	A, B	1,002	270
Madison, S. Dak	Eastern State Teachers College	36	12	1, 2	15	138	4	2	A	A	209	120

Spearfish, S. Dak	State Normal School	36	12	1, 2	7	95	(5)	(5)	A	A	140	150
Springfield, S. Dak	Southern State Normal School	36	12	2	5	46	(5)	(5)	B	B	155	225
Nashville, Tenn	George Peabody College for Teachers [3]	36	12	2	89	145	89	145	A	A	478	
Alpine, Tex	Sul Ross State Teachers College	36	12	2	2	13	(6)	(6)	A	A	66	36
Canyon, Tex	West Texas State Teachers College	36	12	2	4	16	4	16	A	A	408	210
Commerce, Tex	East Texas State Teachers College	36	12	2	14	6	1	6	A	A	175	72
Denton, Tex	North Texas State Teachers College	36	12	2	140	260	24	28	A	A	187	72
Huntsville, Tex	Sam Houston State Teachers College	36	12	2	78	189	27	13	A	A, B	210	72
Nacogdoches, Tex	Stephen F. Austin Teachers College	36	12	2	13	66	0	0	A, B	A	24	216
Prairie View, Tex	Prairie View State Normal and Industrial College [4]	36	9	1, 2	14	17	14	17	A	A	65	90
San Marcos, Tex	Southwest Texas State Teachers College	36	12	2	44	163	13	19	A	A	484	72
East Radford, Va	State Teachers College	36	12	2	0	122	0	9	B	B	523	120
Farmville, Va	do	36	12	2	0	272	0	29	A, B	A	812	180
Fredericksburg, Va	do	36	11	2	0	138	0	3	A, B	A, B	437	228
Harrisonburg, Va	do	36	12	2	0	190	0	16	B	B	853	180
Athens, W. Va	Concord State Normal School	36	9	2	6	23	5	7	A, B	A, B	247	90
Fairmont, W. Va	State Normal School	36	9	1, 2	22	195	1	5	B	B		90
Huntington, W. Va	Marshall College State Normal School	36	12	2	12	88	9	30	A, B	A, B	195	90
Institute, W. Va	West Virginia Collegiate Institute [4]	36	9	2	9	26	5	7	A	A, B	343	72
Menomonie, Wis	Stout Institute	36	9	2	132	116	21	17	B	B	1, 168	135

[1] A, maintained by this institution; B, public school. [3] Private. [4] For colored persons. [5] Degrees in 1926. [6] Degrees in 1927.

TABLE 23.—*Teachers colleges—Instructors, 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Conway, Ark	27	19	17	18	23	17	27	19
Chico, Calif	12	17	11	13	8	16	12	17
Fresno, Calif	28	28	12	17	10	3	13	18
San Diego, Calif	23	33	6	16	7	11	9	19
San Francisco, Calif	11	55	7	35	4	20	11	55
San Jose, Calif	29	61	5	40	14	16	19	56
Santa Barbara, Calif	26	23	13	18	17	11	26	23
Greeley, Colo	95	58	55	53	60	49	95	58
Gunnison, Colo	42	36	17	25	39	29	42	36
Athens, Ga	11	40	11	40	0	0	11	40
Valdosta, Ga	4	24	4	22	3	7	4	24
Carbondale, Ill	25	26	25	26	22	21	25	26
Charleston, Ill	25	42	15	16	24	30	24	32
Chicago, Ill.[1]	6	22	2	13	3	13	3	13
De Kalb, Ill	22	33	22	33	22	33	22	33
Macomb, Ill	25	24	20	22	23	23	23	23
Normal, Ill	62	80	33	46	53	63	61	78
Danville, Ind.[1]	26	11	12	9	26	11	26	11
Indianapolis, Ind.[1]	2	42	0	33	2	42	2	42
Muncie, Ind	27	29	19	18	27	29	27	29
Terre Haute, Ind	[2] 47	[2] 48	[2] 45	[2] 32	[2] 47	[2] 48	[2] 47	[2] 48
Cedar Falls, Iowa	128	175	81	90	115	163	128	175
Emporia, Kans	55	95	40	54	55	75	55	95
Hays, Kans	33	25	23	13	33	25	33	25
Pittsburg, Kans	78	47	60	37	78	47	78	47
Bowling Green, Ky	34	18	31	12	27	12	31	14
Richmond, Ky	28	35	24	25	17	20	28	35
Natchitoches, La	34	42	30	42	34	34	34	42
Boston, Mass	21	9	4	2	0	0	4	2
Do	7	19	7	19	0	0	7	19
Bridgewater, Mass	9	28	9	28	0	0	9	28
Framingham, Mass	8	35	8	35	0	0	8	35
Salem, Mass	10	26	10	26	0	0	10	26
Worcester, Mass	7	13	7	13	0	0	7	13
Detroit, Mich	13	58	5	43	9	25	12	55
Kalamazoo, Mich	66	92	53	70	54	70	66	92
Marquette, Mich	25	28	20	26	25	28	25	28
Mount Pleasant, Mich	45	46	21	28	42	45	42	45
Ypsilanti, Mich	68	112	47	83	46	78	68	112
Hattiesburg, Miss	12	26	10	20	12	26	12	26
Cape Girardeau, Mo	33	31	25	21	32	25	32	31
Jefferson City, Mo.[3]	22	16	3	4	10	6	11	8
Kirksville, Mo	35	27	28	27	35	27	35	27
Maryville, Mo	34	45	26	22	31	39	31	39
St. Louis, Mo	30	22	27	18	15	9	30	22
Springfield, Mo	46	48	39	45	46	48	46	48
Warrensburg, Mo	44	50	24	26	44	50	44	50
Chadron, Nebr	15	20	13	20	15	16	15	20
Kearney, Nebr	32	48	15	26	24	38	26	45
Peru, Nebr	16	24	14	23	16	24	16	24
Wayne, Nebr	19	17	16	17	19	17	19	17
East Las Vegas, N. Mex	17	27	9	12	16	26	16	26
Silver City, N. Mex	18	26	1	5	8	4	9	9
Albany, N. Y	58	64	34	37	24	27	58	64
Greenville, N. C	15	31	9	24	11	11	15	31
Valley City, N. Dak	22	57	15	39	22	43	22	57
Bowling Green, Ohio	28	24	22	24	24	20	28	24
Kent, Ohio	35	47	16	24	34	46	35	47
Ada, Okla	50	35	19	16	21	11	40	27
Alva, Okla	44	19	20	13	44	19	44	19
Durant, Okla	34	19	17	13	18	4	30	17
Edmond, Okla	41	26	19	21	22	5	41	26
Tahlequah, Okla	31	15	14	11	31	15	31	15
Weatherford, Okla	38	24	11	13	23	7	34	20
Providence, R. I	20	31	9	24	11	7	20	31
Orangeburg, S. C.[3]	53	27	12	12	27	9	29	21
Aberdeen, S. Dak	36	34	30	28	32	30	36	34

[1] Private. [2] Estimated as to sex. [3] For colored persons.

TABLE 23—*Teachers colleges—Instructors, 1923–24*—Continued

Location (for name of institution, see Table 22)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Madison, S. Dak.	15	28	11	20	6	13	15	28
Spearfish, S. Dak.	19	35	8	21	13	17	14	25
Springfield, S. Dak.	18	18	6	8	12	7	12	9
Nashville, Tenn.[1]	85	46	30	19	85	46	85	46
Alpine, Tex.	13	16	10	13	12	14	12	14
Canyon, Tex.	42	61	22	33	33	39	37	52
Commerce, Tex.	42	32	26	29	39	28	39	31
Denton, Tex.	77	72	46	45	64	45	73	65
Huntsville, Tex.	41	49	26	29	41	49	41	49
Nacogdoches, Tex.	17	22	10	12	17	20	17	22
Prairie View, Tex.[3]	46	27	17	8	18	8	18	8
San Marcos, Tex.	31	35	18	22	25	16	31	35
East Radford, Va.	20	44	8	16	19	35	20	44
Farmville, Va.	12	64	9	37	6	21	12	40
Fredericksburg, Va.	7	29	4	29	7	17	7	29
Harrisonburg, Va.	13	45	9	31	12	24	13	45
Athens, W. Va.	14	13	7	9	13	11	13	11
Fairmont, W. Va.	14	12	11	10	11	10	13	12
Huntington, W. Va.	25	31	19	21	16	13	25	31
Institute, W. Va.[3]	28	12	17	7	19	6	18	8
Menomonie, Wis.	20	28	18	27	20	25	20	28

[1] Private

[3] For colored persons.

TABLE 24.—*Teachers colleges—Students, 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution see Table 22).	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident students in teacher-training courses
			Regular session		Summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Conway, Ark.	453	1,172	331	571	178	601	453	1,172	1,246	30,384
Chico, Calif.	123	504	92	323	31	181	123	504	101	------
Fresno, Calif.	336	842	51	414	17	211	64	605	638	------
San Diego, Calif.	229	969	43	479	28	342	71	821	------	------
San Francisco, Calif.	12	1,014	3	801	9	213	12	1,014	------	------
San Jose, Calif.	192	1,309	75	864	45	575	109	1,241	167	32,077
Santa Barbara, Calif.	293	541	127	251	99	145	209	380	------	------
Greeley, Colo.	457	3,169	175	1,195	282	2,276	457	3,169	2,458	38,554
Gunnison, Colo.	176	866	30	228	96	635	106	700	417	17,329
Athens, Ga.	6	655	6	655	0	0	6	655	------	------
Valdosta, Ga.	27	398	0	138	27	240	27	366	0	6,334
Carbondale, Ill.	1,033	1,575	700	1,080	354	806	1,008	1,539	0	47,592
Charleston, Ill.	350	1,283	135	420	164	907	240	1,142	0	------
Chicago, Ill.[1]	0	504	0	380	0	124	0	504	5	13,250
De Kalb, Ill.	154	1,109	121	411	42	703	154	1,109	0	28,092
Macomb, Ill.	363	1,010	126	398	189	630	294	901	792	24,456
Normal, Ill.	612	3,377	228	849	640	2,671	592	3,360	31	57,552
Danville, Ind.[1]	540	810	180	285	373	550	520	780	0	19,596
Indianapolis, Ind.[1]	0	1,114	0	904	0	475	0	1,114	0	------
Muncie, Ind.	494	1,233	294	658	351	770	494	1,233	------	------
Terre Haute, Ind.	[2] 1,054	[2] 1,872	[2] 639	[2] 1,135	[2] 415	[2] 737	[2] 1,054	[2] 1,872	2,466	87,612
Cedar Falls, Iowa	965	6,372	566	2,367	488	4,094	965	6,372	632	------

[1] Private.

[2] Estimate.

TABLE 24.—*Teachers colleges—Students, 1923–24*—Continued

Location (for name of institution see Table 22).	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident-students in teacher-training courses
			Regular session		Summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Emporia, Kans.	708	3,310	354	985	394	2,463	654	3,177	816	64,569
Hays, Kans.	333	1,478	171	286	157	1,222	308	1,478	934	28,863
Pittsburg, Kans.	1,189	2,639	510	718	501	1,735	826	2,273	954	53,756
Bowling Green, Ky.	[2] 915	[2] 657	[2] 453	[2] 495	[2] 394	[2] 414	[2] 642	[2] 657	1,065	38,968
Richmond, Ky.	406	[2] 1,409	323	846	105	637	406	[2] 1,409	733	----
Natchitoches, La.	282	1,648	154	997	197	946	282	1,648	367	45,424
Boston, Mass.	95	225	7	51	0	0	7	51	----	2,088
Do.	6	481	6	481	0	0	6	481	0	19,480
Bridgewater, Mass.	38	480	38	480	0	0	38	480	----	18,200
Framingham, Mass.	0	520	0	520	0	0	0	520	0	19,114
Salem, Mass.	44	438	44	438	0	0	44	438	0	16,521
Worcester, Mass.	0	239	0	239	0	0	0	239	0	8,676
Detroit, Mich.	111	1,684	37	818	74	906	111	1,684	1,581	36,660
Kalamazoo, Mich.	1,078	2,886	671	1,457	342	1,466	948	2,725	1,106	----
Marquette, Mich.	[2] 339	[2] 1,198	164	538	275	790	[2] 339	[2] 1,198	140	25,272
Mount Pleasant, Mich.	523	1,782	416	1,222	365	1,124	523	1,782	767	----
Ypsilanti, Mich.	641	4,083	423	2,191	261	2,166	641	4,083	1,460	106,326
Hattiesburg, Miss.	309	1,273	55	536	204	673	259	1,173	160	----
Cape Girardeau, Mo.	374	998	184	424	239	720	349	939	317	25,864
Jefferson City, Mo.[3]	215	303	59	65	18	84	77	149	13	5,328
Kirksville, Mo.	510	2,196	266	659	377	1,244	510	2,196	513	41,085
Maryville, Mo.	570	1,630	292	584	221	958	513	1,542	936	20,292
St. Louis, Mo.	48	1,660	25	1,177	26	497	48	1,660	----	45,522
Springfield, Mo.	817	1,957	378	623	419	1,362	627	1,650	730	----
Warrensburg, Mo.	795	1,594	235	689	326	1,512	795	1,594	----	----
Chardon, Nebr.	146	696	18	119	35	380	53	499	73	5,744
Kearney, Nebr.	319	1,943	178	514	162	1,444	307	1,840	460	33,032
Peru, Nebr.	267	679	152	225	115	454	267	679	290	16,625
Wayne, Nebr.	566	920	255	315	275	570	511	855	149	----
East Las Vegas, N. Mex.	344	1,073	57	81	151	507	208	588	248	10,232
Silver City, N. Mex.	153	425	15	56	22	155	37	211	192	----
Albany, N. Y.	333	1,690	102	828	215	807	317	1,635	----	37,684
Greenville, N. C.	6	862	1	515	5	431	6	862	0	0
Valley City, N. Dak.	[2] 186	[2] 1,677	[2] 186	[2] 1,677	[2] 127	[2] 1,152	[2] 186	[2] 1,677	189	----
Bowling Green, Ohio.	289	1,393	96	479	193	914	289	1,393	313	29,304
Kent, Ohio.	402	2,708	100	539	334	2,350	402	2,708	998	----
Ada, Okla.	761	2,372	295	848	402	1,289	697	2,137	735	51,915
Alva, Okla.	618	932	281	507	402	620	520	818	216	37,466
Durant, Okla.	1,040	2,230	403	761	841	1,609	1,040	2,230	507	58,237
Edmond, Okla.	733	2,118	295	706	368	110	603	816	2,261	----
Tahlequah, Okla.	643	1,225	265	438	378	787	643	1,225	1,151	32,373
Weatherford, Okla.	482	1,309	152	304	330	1,005	482	1,309	515	----
Providence, R. I.	26	939	14	583	12	346	26	929	----	----
Orangeburg, S. C.[3]	396	491	69	128	123	223	192	351	----	9,168
Aberdeen, S. Dak.	416	1,507	224	680	196	845	379	1,444	289	32,892
Madison, S. Dak.	118	641	65	174	33	402	93	550	----	----
Spearfish, S. Dak.	201	742	137	304	78	473	201	742	0	----
Springfield, S. Dak.	90	362	20	185	26	170	36	345	41	8,046
Nashville, Tenn.[1]	728	1,952	268	341	460	1,611	728	1,952	452	----
Alpine, Tex.	89	223	60	113	20	140	70	203	7	7,170
Canyon, Tex.	300	1,101	187	364	222	839	300	1,101	82	----
Commerce, Tex.	835	1,668	439	857	396	811	835	1,668	95	58,962
Denton, Tex.	910	2,208	598	1,115	620	2,050	910	2,208	0	78,992
Huntsville, Tex.	556	1,472	289	698	392	1,029	556	1,472	132	40,730
Nacogdoches, Tex.	288	748	194	415	164	514	288	748	0	21,826
Prairie View, Tex.[3]	613	1,236	122	204	76	321	198	525	0	15,309
San Marcos, Tex.	497	1,515	236	624	261	891	497	1,515	61	37,212
East Radford, Va.	103	1,934	0	397	103	1,573	103	1,934	333	30,931
Farmville, Va.	3	1,254	0	745	3	551	3	1,254	----	31,937
Fredericksburg, Va.	4	680	0	354	4	340	4	680	0	16,016
Harrisonburg, Va.	40	1,481	0	581	40	900	40	1,481	0	26,664
Athens, W. Va.	196	495	47	63	125	368	159	452	389	8,177
Fairmont, W. Va.	195	644	47	340	81	489	128	529	369	----
Huntington, W. Va.	326	1,409	52	454	97	830	149	1,284	238	25,710
Institute, W. Va.[3]	201	555	60	101	28	274	80	364	32	----
Menomonie, Wis.	463	390	268	301	242	151	463	390	0	22,581

[1] Private. [2] Estimated. [3] For colored persons.

TABLE 25.—*Teachers colleges—Property and income, 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Endowment funds	Received from students		From productive funds	Public funds for—		Receipts from all other sources	Total receipts
					Tuition, etc.	Board, room, etc.		Increase of plant	Current expenses		
1	2	3	4	5	6	7	8	9	10	11	12
Conway, Ark	6,500	$37,581	$366,494	0	$11,266	$27,354	0	0	$100,000	0	$138,620
Chico, Calif	18,274	101,685	297,549		1,281	2,862	0	$10,000	[1] 132,566	0	146,709
Fresno, Calif	14,190	61,398	428,949		3,508	0	0	1,500	148,140	0	153,148
San Diego, Calif	24,758	94,385	335,681		0	0	0	44,339	139,379	0	183,718
San Francisco, Calif	48,037	77,534	486,227		6,682	0	0	60,000	146,000	0	212,682
San Jose, Calif	33,223	108,000	800,000	0	9,682	0	0	204,476	[2] 214,761	0	428,919
Santa Barbara, Calif	6,891	38,369	168,000		6,159	0	0	3,000	[3] 85,895	0	95,054
Greeley, Colo	56,750	341,260	1,039,273	0	113,404	9,685	0	109,724	327,171	$613	560,597
Gunnison, Colo	13,000	50,000	610,000	0	23,500	8,100	0	[4] 28,000	126,000	40,000	225,600
Athens, Ga	10,490	20,000	473,050	0							
Valdosta, Ga	7,500	65,000	367,075	0							
Carbondale, Ill	34,362	34,376	534,315	0	12,433	25,745	0	190,225	[5] 202,428	0	430,831
Charleston, Ill	26,000	112,000	401,200	0	12,398	33,997	0	15,000	186,250	698	248,343
Chicago, Ill.[6]	3,275	21,036	114,301		75,793	104,024	0	151,012	0	4,313	335,142
De Kalb, Ill	24,592	85,000	1,200,000	0	4,500	3,120	0	32,000	180,000	15,000	234,620
Macomb, Ill	21,643	80,000	641,455	0	13,305	43,161	0	0	[7] 188,653	660	245,779
Normal, Ill	44,000	212,766	811,703	0	16,789	36,623	0	168,300	[8] 282,407	30,020	534,139
Danville, Ind.[6]	4,083	12,000	110,000	$14,000	41,442	0	$700	0	0	2,331	44,473
Indianapolis, Ind.[6]	8,922	34,986	310,000		89,462	43,239	0	0	0	8,335	141,036
Muncie, Ind	12,000	175,000	1,050,000	0			0				[9]
Terre Haute, Ind	96,951	460,000	1,650,000	0	87,312	0	0	0	348,925	26,240	462,477
Cedar Falls, Iowa	75,000	318,824	1,301,600	0	215,000	45,645	0	150,000	683,000	119,958	1,213,603
Emporia, Kans	50,850	110,000	2,185,000	250,000	92,446	81,794	12,000	97,500	301,500	0	585,240
Hays, Kans	11,624	60,000	850,000		39,807	4,071	0	6,000	[10] 154,000	0	203,878

[1] Includes $1,825 from Federal funds.
[2] Includes $942 from Smith-Hughes fund.
[3] Includes $540 from Federal funds.
[4] Includes $5,000 from Federal funds.
[5] Includes $1,700 from Federal funds.
[6] Private.
[7] Includes $1,636 from Federal funds.
[8] Includes $6,976 from Smith-Hughes fund.
[9] Receipts included with Terre Haute, of which school this is a branch.
[10] Includes $1,000 from Federal funds.

TABLE 25.—*Teachers colleges—Property and income, 1923–24*—Continued

Location (for name of institution, see Table 22)	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Endowment funds	Received from students		From productive funds	Public funds for—		Receipts from all other sources	Total receipts
					Tuition, etc.	Board, room, etc.		Increase of plant	Current expenses		
1	2	3	4	5	6	7	8	9	10	11	12
Pittsburg, Kans	15,700	$173,550	$1,131,000	----------	$100,542	$4,232	0	$57,513	[11] $336,837	0	$499,124
Bowling Green, Ky	12,000	140,553	639,446	----------	104,668	19,432	0	0	163,594	$9,073	296,767
Richmond, Ky	15,000	117,612	776,260	0	23,464	105,076	0	0	153,685	87,373	369,598
Natchitoches, La	21,819	242,145	694,850	----------	21,441	233,874	0	0	217,000	14,400	486,715
Boston, Mass	2,900	16,200	387,075	----------	1,075	0	0	0	102,720	0	103,795
Do	10,000	43,120	975,000	----------	0	0	0	0	111,473	0	111,473
Bridgewater, Mass	12,000	(12)	871,975	0	0	81,000	0	0	128,065	0	209,065
Framingham, Mass	5,790	20,500	383,573	----------	875	104,069	0	0	[13] 234,964	9,270	349,178
Salem, Mass	9,000	75,000	850,000	0	300	0	0	17,500	109,182	0	126,982
Worcester, Mass	15,000	55,000	225,000	0	0	8,592	0	0	70,900	506	79,998
Detroit, Mich	13,400	19,580	368,500	----------	16,915	0	0	0	170,317	0	187,232
Kalamazoo, Mich	23,660	200,251	925,624	----------	0	0	0	251,500	467,525	0	719,025
Marquette, Mich	24,495	74,458	900,000	----------	6,000	0	0	0	199,000	0	205,000
Mount Pleasant, Mich	28,000	164,819	800,000	----------	11,855	0	0	135,000	215,179	0	362,034
Ypsilanti, Mich	54,610	234,563	874,674	----------	46,019	0	0	18,250	536,657	5,570	606,496
Hattiesburg, Miss	6,000	78,652	677,997	----------	18,405	98,344	0	1,130	81,575	0	199,454
Cape Girardeau, Mo	36,003	190,000	1,350,000	----------	30,079	4,175	0	15,129	187,087	16,357	252,827
Jefferson City, Mo.[14]	4,000	5,500	264,500	----------	6,426	36,777	0	0	[15] 117,898	0	161,101
Kirksville, Mo	25,000	89,600	437,900	0	56,157	0	0	287,000	200,428	0	543,585
Maryville, Mo	17,500	100,000	680,000	0	65,818	22,091	0	19,374	173,317	0	280,600
St. Louis, Mo	10,000	30,000	202,863	0	0	0	0	0	85,019	0	85,019
Springfield, Mo	24,000	150,000	800,000	----------	86,408	62,097	0	119,622	223,584	0	491,711
Warrensburg, Mo	30,000	50,000	1,000,000	----------	86,647	0	0	50,000	258,194	0	394,841
Chadron, Nebr	6,500	25,000	620,000	----------	18,686	2,007	0	0	129,000	0	149,693
Kearney, Nebr	22,100	130,000	650,000	----------	22,560	2,337	0	0	174,000	0	198,897
Peru, Nebr	35,000	136,000	820,000	----------	12,323	3,196	0	0	140,000	1,500	157,019
Wayne, Nebr	10,800	42,500	725,000	----------	5,000	27,500	0	4,500	148,000	0	185,000
East Las Vegas, N. Mex	18,563	70,639	288,950	0	28,055	13,000	0	9,000	54,127	2,946	107,128
Silver City, N. Mex	3,400	50,000	250,000	----------	11,111	14,812	0	0	77,169	0	103,092
Albany, N. Y	6,960	48,000	410,000	0	15,913	0	0	0	222,312	0	238,225
Greenville, N. C	2,460	----------	[16] 864,163	0	3,830	102,288	0	85,500	125,000	2,202	318,820
Valley City, N. Dak	20,000	150,000	575,000	(17)	32,996	10,728	$20,783	17,478	174,657	69,240	325,882
Bowling Green, Ohio	16,000	125,000	931,362	0	27,820	30,634	0	173,015	225,022	7,069	463,560

Kent, Ohio	23,000	135,000	1,085,000	----------	35,491	14,927	0	147,765	206,783	0	404,966
Ada, Okla	13,150	59,000	250,000	0	16,000	0	0	18,000	128,000	0	162,000
Alva, Okla	11,129	44,855	291,087	0	12,663	0	0	100,000	108,500	0	221,163
Durant, Okla	7,300	33,500	425,000	0	465	0	0	158,000	128,531	0	286,996
Edmond, Okla	16,000	57,821	171,081	0	12,001	0	0	0	139,000	0	151,001
Tahlequah, Okla	6,500	35,704	185,000	0	20,195	0	0	4,000	87,500	0	111,695
Weatherford, Okla	9,500	53,875	171,323	----------	13,764	0	0	0	103,900	0	117,664
Providence, R. I	20,000	----------	1,000,000	0	0	0	0	0	117,200	16,343	133,543
Orangeburg, S. C.[14]	5,473	107,344	619,500	0	9,284	0	0	0	[18] 135,478	2,011	146,773
Aberdeen, S. Dak	13,500	50,200	590,000	[17]	39,403	11,835	7,540	15,750	[19] 200,320	0	274,848
Madison, S. Dak	9,000	100,000	500,000	[17]	11,000	3,500	12,000	13,600	100,100	0	140,200
Spearfish, S. Dak	14,654	68,888	325,000	[17]	14,797	3,506	9,046	19,800	104,000	4,211	155,360
Springfield, S. Dak	6,300	67,600	275,000	[20] 379,365	10,050	4,130	13,150	0	71,500	3,013	101,843
Nashville, Tenn.[6]	38,000	180,000	2,010,212	2,629,331	145,674	13,638	145,000	150,000	0	94,758	549,070
Alpine, Tex	5,500	15,000	215,000	----------	5,846	0	0	6,000	88,000	273	100,119
Canyon, Tex	10,000	234,363	556,133	----------	39,969	0	0	20,000	200,000	0	259,969
Commerce, Tex	10,000	73,940	405,400	----------	50,183	0	0	287,500	187,700	0	525,383
Denton, Tex	17,000	91,000	909,000	----------	76,000	0	0	310,000	281,000	20,000	687,000
Huntsville, Tex	20,000	60,000	425,000	0	40,808	0	0	0	[21] 219,978	630	261,416
Nacogdoches, Tex	4,090	40,333	229,640	----------	14,920	769	0	0	120,000	0	135,689
Prairie View, Tex.[14]	4,500	145,583	525,459	0	20,937	146,353	0	0	216,070	52,677	436,037
San Marcos, Tex	18,700	90,000	380,000	----------	38,000	0	0	43,000	[22] 221,500	9,298	311,798
East Radford, Va	8,000	65,000	435,000	0	14,145	68,657	0	59,000	78,447	19,167	239,416
Farmville, Va	10,198	85,000	1,000,000	----------	18,495	151,929	0	11,100	100,690	275,421	557,635
Fredericksburg, Va	6,899	50,000	450,000	0	8,456	81,682	0	9,367	66,866	8,629	175,000
Harrisonburg, Va	8,250	100,000	625,000	0	21,249	123,162	0	19,533	[23] 80,116	19,362	263,422
Athens, W. Va	5,600	15,000	700,000	----------	12,000	4,000	0	76,685	81,500	0	174,185
Fairmont, W. Va	6,800	30,000	365,000	0	3,300	4,000	0	30,000	100,000	0	137,300
Huntington, W. Va	12,000	70,000	185,000	----------	27,523	75,544	0	0	50,000	185,001	338,068
Institute, W. Va.[14]	2,250	40,000	700,000	----------	1,439	40,911	0	150,000	[24] 45,000	37,683	275,033
Menomonie, Wis	7,873	236,665	614,121	0	41,901	7,121	0	52,270	183,654	0	284,946

[6] Private.
[11] Includes $50,444 from Federal funds.
[12] Included in column 4.
[13] Includes $4,080 from Federal funds.
[14] Colored.
[16] Includes value of books.
[17] Lands.
[18] Includes $34,328 from Federal funds.
[19] Includes $1,220 from Smith-Hughes fund.
[20] Plus lands.
[21] Includes $1,978 from Federal funds.
[22] Includes $1,500 from Smith-Hughes fund.
[23] Includes $2,214 from Federal funds.
[24] Includes $10,000 from Federal funds.

TABLE 26.—*Teachers colleges—Expenditures, 1923–24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Capital acquisition and construction
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Conway, Ark	0	$3,750	$6,595	$63,968	0	$38,558	$14,834	0	0	$127,705	0
Chico, Calif	$3,638	5,400	1,284	62,279	$5,960	12,807	5,729	0	0	97,097	$25,000
Fresno, Calif	0	7,200	3,971	101,614	5,856	[1]	12,987	0	0	131,628	6,995
San Diego, Calif	2,000	6,000	3,454	101,915	8,916	17,094	0	0	0	139,379	44,340
San Francisco, Calif	5,592	6,000	0	99,990	6,946	14,462	0	0	0	132,990	60,000
San Jose, Calif	2,560	6,000	15,388	137,002	4,156	18,012	14,889	$1,700	$420	200,127	161,674
Santa Barbara, Calif	4,163	5,500	1,642	58,105	4,323	2,554	7,819	0	0	84,106	3,772
Greeley, Colo	4,186	7,347	25,516	242,369	60,038	30,138	29,990	0	1,576	401,160	137,631
Gunnison, Colo	8,000	5,000	2,500	125,000	12,000	15,000	4,500	50,000	1,500	223,500	13,500
Carbondale, Ill	0	6,500	11,850	146,235	0	44,801	8,775	0	0	218,161	175,000
Charleston, Ill	[2]	6,500	9,798	123,432	9,258	27,302	8,777	30,796	0	215,863	18,234
Chicago, Ill.[3]	26,132	3,500	4,622	40,153	3,280	2,502	5,805	51,586	30,377	167,957	11,087
De Kalb, Ill	[2]	6,500	22,450	106,903	0	27,000	20,550	0	0	183,403	32,000
Macomb, Ill	3,138	6,500	5,000	138,173	0	17,989	14,804	0	0	185,604	2,600
Normal, Ill	4,901	6,500	11,182	214,187	8,921	40,627	15,384	58,662	0	360,364	4,500
Danville, Ind.[3]	2,780	3,600	0	29,067	0	4,885	780	3,401	0	44,513	
Indianapolis, Ind.[3]	0	3,000	5,109	66,025	0	13,773	1,608	0	0	89,515	17,228
Muncie, Ind.[4]											
Terre Haute, Ind	41,138	6,500	3,000	226,164	8,486	46,440	6,618	42,148	2,545	383,039	68,368
Cedar Falls, Iowa	32,000	8,000	10,000	490,000	16,000	60,000	80,000	171,600	0	867,600	194,184
Emporia, Kans	0	6,000	16,000	206,275	0	44,000	110,000	65,000	0	447,275	97,500
Hays, Kans	0	6,000	6,000	97,996	3,000	30,000	39,807	7,000	0	189,803	
Pittsburg, Kans	0	6,000	26,302	283,837	0	0	113,963	0	0	430,102	12,000
Bowling Green, Ky	20,800	6,000	18,558	100,922	5,915	24,830	7,873	18,175	2,875	205,948	27,932
Richmond, Ky	15,836	5,000	10,308	90,956	5,435	26,167	11,743	0	0	165,445	135,096
Natchitoches, La	11,406	6,000	2,000	138,513	15,193	24,225	17,087	240,469	6,470	461,363	41,125
Boston, Mass	0	6,000	0	57,804	0	27,016	17,900	0	0	108,720	
Do	0	4,716	1,259	69,394	11,351	7,821	9,496	302	1,288	105,627	5,846
Bridgewater, Mass	0	4,500	3,350	[5] 93,800	8,400	15,700	10,115	81,000	0	216,865	
Framingham, Mass	2,955	4,500	915	106,122	6,723	11,163	98,506	110,177	0	341,061	8,117

Salem, Mass	0	4,500	2,325	67,978	8,097	19,556	6,380	356	0	109,192	0
Worcester, Mass	0	4,500	3,060	41,533	2,987	12,849	4,224	7,489	0	76,642	
Detroit, Mich	0	4,000	7,400	168,975	0	0	0	2,125	0	182,500	
Kalamazoo, Mich	0	6,000	32,624	376,393	10,417	23,072	12,649	350	1,732	463,237	242,166
Marquette, Mich	0	5,000	10,000	147,000	0	22,000	21,000	0	0	205,000	0
Mount Pleasant, Mich	0	5,000	6,000	159,179	0	10,300	2,305	0	0	182,784	135,000
Ypsilanti, Mich	(2)	6,000	39,311	356,655	6,911	113,767	20,606	0	921	544,171	57,410
Hattiesburg, Miss	4,900	4,800	7,472	65,894	257	8,358	5,620	97,684	0	194,985	3,791
Cape Girardeau, Mo	2,500	6,000	13,407	106,680	5,168	30,605	5,179	18,860	0	188,399	60,532
Jefferson City, Mo.[6]	10,683	3,000	1,060	43,651	8,679	19,422	62,333	1,765	0	150,593	
Kirksville, Mo	24,860	6,500	18,360	145,784	6,734	40,829	6,634	4,403	2,594	256,698	287,000
Maryville, Mo	0	6,500	10,920	127,569	0	20,769	19,374	900	90,053	276,085	19,374
St. Louis, Mo	0	5,250	3,000	68,000	0	6,905	1,864	0	0	85,019	
Springfield, Mo	6,020	7,200	8,878	176,955	11,352	74,473	10,262	11,390	55,577	362,107	120,680
Warrensburg, Mo	0	6,000	22,780	174,600	23,122	17,860	75,479	0	0	319,841	75,000
Chadron, Nebr	0	5,000	6,000	73,000	25,000	17,208	12,792	0	0	139,000	
Kearney, Nebr	0	5,000	5,500	104,386	16,145	11,696	54,052	0	0	196,779	
Peru, Nebr	0	5,000	7,030	92,185	6,855	16,875	5,655	0	0	133,650	10,499
Wayne, Nebr	0	5,000	6,500	90,000	25,000	14,000	10,000	0	0	150,500	4,500
East Las Vegas, N. Mex	3,224	4,000	4,300	56,069	6,779	17,008	2,679	2,471	2,466	98,996	3,741
Silver City, N. Mex	1,200	5,000	1,800	58,459	3,240	3,500	5,835	25,000	756	104,790	
Albany, N. Y	0	7,000	11,007	151,296	7,923	19,596	18,903	5,626	1,684	223,035	5,191
Greenville, N. C	(2)	6,500	19,680	76,969	7,373	0	0	0	0	110,522	50,000
Valley City, N. Dak	0	5,000	8,742	125,762	7,079	52,846	39,169	51,774	4,977	295,349	36,868
Bowling Green, Ohio	3,425	6,500	2,841	129,518	2,500	30,864	9,704	26,484	3,709	215,545	61,892
Kent, Ohio	5,300	6,500	5,471	145,629	15,154	18,244	32,695	0	4,963	233,956	140,530
Ada, Okla	2,400	5,000	2,600	112,000	3,000	13,600	7,400	0	0	146,000	18,000
Alva, Okla	9,427	5,000	4,427	81,073	2,854	13,310	1,837	0	0	117,928	100,000
Durant, Okla	3,000	5,000	7,000	99,531	4,685	9,000	1,200	620	0	130,036	0
Edmond, Okla	0	5,000	10,061	89,783	0	6,156	27,346	11,664	654	150,664	10,000
Tahlequah, Okla	0	4,867	5,413	63,119	713	7,686	4,321	25,576	0	111,695	0
Weatherford, Okla	1,350	5,000	2,750	68,239	0	16,532	3,544	13,059	0	110,474	4,442
Providence, R. I	2,055	5,000	3,000	79,668	6,342	20,206	3,410	13,408	0	133,089	
Orangeburg, S. C.[6]	974	3,000	3,580	61,159	10,847	31,154	5,524	9,273	3,999	129,510	37,820
Aberdeen, S. Dak	11,470	7,000	5,200	130,000	12,000	65,400	13,200	0	0	244,270	30,400
Madison, S. Dak	4,000	6,000	4,000	90,000	2,100	19,500	5,000	0	0	130,600	13,600
Spearfish, S. Dak	0	4,250	6,420	99,815	6,499	0	21,634	0	0	138,618	0
Springfield, S. Dak	8,244	4,250	9,133	46,320	1,803	16,073	5,956	1,237	6,076	99,092	417
Nashville, Tenn.[3]	0	5,000	26,301	167,937	0	12,757	8,588	12,000	27,481	260,064	45,393
Alpine, Tex	0	4,500	3,780	66,720	0	0	13,000	0	0	88,000	6,000
Canyon, Tex	7,320	4,500	6,827	154,157	3,754	30,150	37,135	18,452	0	262,295	20,000
Commerce, Tex	0	4,500	17,350	160,000	5,239	10,000	10,000	0	0	207,089	213,000
Denton, Tex	0	[7] 4,500	6,000	255,000	50,000	8,000	6,000	0	0	329,500	355,962

[1] Included in column 8.
[2] Included in column 4.
[3] Private.
[4] Expenditures included in Terre Haute, of which school this is a branch.
[5] Includes money for wages and labor.
[6] For colored persons.
[7] Plus house.

TABLE 26—*Teachers colleges—Instructors, 1923–24*—Continued

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Capital acquisition and construction
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Huntsville, Tex	$2,617	$4,500	$7,321	$163,033	$708	$10,831	$62,326	$4,500	0	$255,836	$1,669
Nacogdoches, Tex	0	4,500	2,295	75,651	7,511	2,300	5,474	3,537	$303	101,571	28,380
Prairie View, Tex.[6]	5,700	2,620	2,280	73,235	20,409	102,526	34,763	63,166	34,249	338,948	98,248
San Marcos, Tex	14,000	4,500	3,000	175,000	0	67,041	10,000	0	0	273,541	37,000
East Radford, Va	0	4,000	4,313	60,112	4,826	60,248	8,572	4,258	1,458	147,787	91,542
Farmville, Va	4,200	5,000	23,917	88,703	11,481	151,990	50,239	0	6,417	341,947	143,668
Fredericksburg, Va	4,630	4,600	2,900	58,285	3,779	77,218	14,719	7,654	3,033	176,818	7,500
Harrisonburg, Va	7,529	4,000	6,534	70,876	18,877	102,760	13,671	5,694	9,146	239,087	11,891
Athens, W. Va	0	4,500	4,700	44,800	0	15,000	12,500	16,000	0	97,500	76,685
Fairmont, W. Va	2,905	5,100	2,394	66,000	5,713	31,609	237	281	15	114,254	2,689
Huntington, W. Va	390	6,000	4,604	156,237	2,751	32,075	2,952	47,012	40	252,061	151,497
Institute, W. Va.[6]	2,600	4,200	4,650	68,550	3,262	35,000	25,775	0	0	144,037	125,000
Menomonie, Wis	0	6,000	8,543	121,204	22,045	80,429	7,442	0	0	245,663	12,658

[6] For colored persons.

TABLE 27.—*State normal schools—Sessions, entrance requirements, graduates, etc., 1923–24*

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course	Graduates from teachers' training course		Model school [1]	Practice school [1]	Hours of practice required in teachers training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
Alabama:										
Daphne	State Normal School	36	12	2	2	15	B	B	144	95
Florence	do	36	11	2	11	98	A, B	A, B	180	505
Jacksonville	do	35	12	2	23	57	A	A	180	327
Livingstone	do	36	12	2	7	58	A, B	A, B	144	227
Montgomery	do	36	10	2	2	25	A	A	180	636
Normal	State Agricultural and Mechanical Institute.[2]	32	6	2	3	2	A	A	160	162
Troy	State Normal School	36	11	2	35	141	A	A	144	------
Arizona:										
Flagstaff	Northern Arizona Normal School	36	10	2	8	45	A	A	240	392
Tempe	Tempe Normal School	38	0	2	24	118	A	A	142	503
Arkansas:										
Pine Bluff	Agricultural, Mechanical, and Normal School.[2]	36	6	2	11	12	A	A	90	159
California:										
Arcata	Humboldt State Teachers College.	36	6	2½	5	42	A, B	A, B	180	90
Connecticut:										
Danbury	State Normal School	40	0	2	0	170	B	B	500	968
New Britain	do	40	0	2	----	------	A, B	A, B	500	1, 050
New Haven	do	40	0	2	0	188	B	B	500	------
Willimantic	do	40	0	2	----	------	B	B	500	767
Georgia:										
Albany	Georgia Normal and Agricultural School.[2,3]	36	6	2	3	3	A	A	72	38
Bowdon	State Normal and Industrial College.	36	0	2	2	23	B	B	36	310
Hawaii:										
Honolulu	Territorial Normal and Training School.	37	6	2	6	93	------	A	450	609
Idaho:										
Albion	State Normal School	36	9	2	18	65	A	A	140	166
Lewiston	do	36	9	2	9	154	A	A	144	135
Kentucky:										
Frankfort	Kentucky Normal and Industrial Institute.[2]	40	6	2	0	1	A	A	60	352
Morehead	State Normal School	36	9	2	0	1	B	B	100	------
Murray	do	36	12	2	1	14	B	B	90	111
Maine:										
Castine	Eastern State Normal School	38	6	2	1	52	A, B	A, B	180	168
Farmington	State Normal School	38	6	2	5	129	A, B	A, B	300	175
Fort Kent	Madawaska Training School [4]	38	0	2	9	22	A, B	A, B	180	232
Gorham	State Normal School	36	6	2	14	133	A	A, B	245	540
Machias	Washington State Normal School	38	6	2	17	45	A, B	A, B	180	160
Presque Isle	Aroostook State Normal School	38	6	2	1	52	A, B	A, B	180	446
Maryland:										
Bowie	Maryland Normal School [2]	36	6	2	2	25	B	B	216	40
Frostburg	State Normal School	36	6	2	2	63	A, B	A, B	90	221
Towson	Maryland State Normal School	36	6	2	20	220	A, B	A, B	180	235
Massachusetts:										
Fitchburg	State Normal School	39	6	2–4	33	129	B	B	325	667
Hyannis	do	38	9	2	4	24	B	B	325	------
Lowell	do	38	0	2–3	1	141	B	B	180	764
North Adams	do	38	5	2	0	63	B	B	408	700
Westfield	do	37	0	2	0	93	A	A	360	513
Minnesota:										
Bemidji	State Teachers College	36	6	2	0	36	A	A	180	205
Duluth	do	36	6	2	0	104	A	A	135	212
Mankato	do	36	6	2	6	299	------	A	180	372
Moorhead	do	36	6	2	14	198	A	A	120	203
St. Cloud	do	36	6	2–3	46	344	A, B	A, B	110	1, 337
Winona	do	36	6	2–3	8	148	A, B	A, B	180	435
Montana:										
Dillon	Montana State Normal College	36	9	2	12	120	B	B	120	660

[1] A, maintained by this institution; B, public schools.
[2] For colored persons.
[3] Two years of high school required for entrance to teachers training course.
[4] Completion of eighth grade required for entrance to teachers training course.

TABLE 27.—*State normal schools—Sessions, entrance requirements, graduates, etc., 1923–24*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course	Graduates from teachers' training course		Model school [1]	Practice school [1]	Hours of practice required in teachers' training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
New Hampshire:										
Keene	State Normal School	36	6	2-3	1	111	B	B	450	414
Plymouth	do	36	6	2-3	0	97	B	B	270	235
New Jersey:										
Glassboro	do	40	0	2	2	53	B	B	500	0
Montclair	do	40	0	2	6	268	A, B	A, B	400	106
Newark	do	40	0	2	35	494	B	B	500	------
Paterson	do	38	0	2	1	61	A, B	A, B	500	742
Trenton	do	40	0	2	20	296	A	A, B	262	269
New Mexico:										
El Rito	Spanish-American Normal School.[4]	36	8	4	6	1	A	A	120	93
New York:										
Brockport	State Normal School	40	0	3	3	28	A	A	300	598
Buffalo	do.[5]	40	6	2-4	58	120	A, B	A, B	200	309
Cortland	do	38	6	3	0	18	A	A	200	546
Fredonia	do	40	6	3	2	17	A	A	300	311
Geneseo	do	38	6	3	4	110	A	A, B	180	757
New Paltz	do	39	6	3	5	56	A, B	A	180	570
Oneonta	do	40	6	3	0	200	A, B	A, B	600	1,153
Oswego	State Normal and Training School.	39	6	3	42	32	A	A	460	372
Plattsburg	State Normal School	38	6	3	1	23	A	A	380	229
Potsdam	do	40	6	3	4	56	A	A	500	634
North Carolina:										
Cullowhee	Cullowhee Normal and Industrial School.	36	12	2	2	6	A, B	A, B	120	258
Durham	State Normal School [2]	36	6	2	0	4	B	B	180	------
Elizabeth City	do.[2]	36	12	2	2	12	A	A	90	172
Fayetteville	do.[2]	36	12	2	0	1	A	A	180	286
Winston-Salem	Slater State Normal School [2]	36	12	2	1	7	B	B	120	------
North Dakota:										
Dickinson	State Normal School	36	12	1-2	10	117	B	B	120	0
Ellendale	State Normal and Industrial School.	36	12	2	16	56	A, B	B	180	205
Mayville	State Normal School	36	12	1-2	25	283	B	B	120	------
Minot	do	36	12	2	15	300	A	A	180	344
Oklahoma:										
Langston	Colored Agricultural and Normal University.[2]	36	10	2	8	31	A	A	180	118
Oregon:										
Monmouth	State Normal School	36	12	2	11	284	A	A	180	459
Pennsylvania:										
Bloomsburg	State Normal School	36	9	2-3	43	243	A, B	A, B	270	300
California	Southwestern State Normal School.	36	9	2-3	14	153	A	A	270	487
Cheyney	Training School for Teachers [2]	36	0	2-3	1	16	A, B	A, B	270	64
Clarion	State Normal School	36	9	2	12	85	A, B	A, B	180	375
East Stroudsburg.	do	36	9	2-3	32	146	A	A	180	632
Edinboro	do	36	9	2-3	13	160	B	B	270	609
Indiana	do	36	9	2-3	5	301	A, B	A, B	180	933
Kutztown	Keystone State Normal School	36	9	2-3	20	124	A, B	A, B	180	116
Lock Haven	Central State Normal School	36	9	2-3	4	91	A, B	A, B	180	559
Mansfield	State Normal School	36	9	2-3	15	152	A	A	270	475
Millersville	do	36	9	2-3	32	185	A	A	180	351
Shippensburg	Cumberland Valley State Normal School.	36	9	2-3	29	153	------	A, B	120	257
Slippery Rock	State Normal School	36	9	2-3	10	137	A, B	A, B	270	248
West Chester	do	36	9	2-3	19	356	B	B	280	------
Philippine Islands:										
Manila	Philippine Normal School [4]	40	0	5	55	75	A, B	A, B	200	827

[1] A, maintained by this institution; B, public school.
[2] For colored persons.
[4] Completion of eighth grade required for entrance to teachers training course.
[5] Grants degrees in home economics.

TABLE 27—*State normal schools—Sessions, entrance requirements, graduates, etc., 1923–24*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course	Graduates from teachers' training course		Model school [1]	Practice school [1]	Hours of practice required in teachers' training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
Tennessee:										
Johnson City	East Tennessee State Normal School.	36	10	1–3	15	143	A	A	45	274
Murfreesboro	Middle Tennessee State Normal School.	36	12	1–3	13	25	A	A	[6] 60	107
Nashville	Tennessee Agricultural and Industrial State Normal School.[2]	36	6	2–4	14	28	A	A	180	344
Normal	West Tennessee State Normal School.	36	10	3	9	61	A	A	[6] 184	229
Vermont:										
Castleton	State Normal Training School	37	0	2	0	24	A, B	A, B	240	400
Virginia:										
Ettricks	Virginia Normal and Industrial Institute.[2]	36	12	2–4	4	48	A	A	200	679
Washington:										
Bellingham	State Normal School	36	11	2–4	47	463	A, B	A, B	96	237
Cheney	do	36	12	2–4	29	299	A, B	A, B	180	386
Ellensburg	do	34	12	1–4	26	209	A, B	A, B	60	521
West Virginia:										
Bluefield	Bluefield Institute [2]	38	9	2	0	10	A, B	A	190	46
Glenville	State Normal School	36	9	2	30	48	B	B	90	222
Shepherdstown	Shepherd College, State Normal School.	36	9	2	40	52	B	B	90	310
West Liberty	State Normal School	36	9	2	12	36	B	B	270	0
Wisconsin:										
Eau Claire	State Normal School	36	6	1–4	----	----	A, B	A, B	150	0
La Crosse	do	36	6	1–3	51	141	A, B	A, B	180	2,006
Milwaukee	do	36	6	2–4	25	536	A	A, B	270	397
Oshkosh	do	36	6	1–4	74	201	A	A, B	180	241
Platteville	do	36	6	1–3	99	150	A	A, B	354	245
River Falls	do	36	6	2–3	50	100	A, B	A, B	180	211
Stevens Point	do	38	6	2–3	25	329	A, B	A, B	72	390
Superior	do	36	6	1–4	22	304	A, B	A, B	180	356
Whitewater	do	36	6	1–4	31	201	A	A	180	354

[1] A, maintained by this institution; B, public school. [2] For colored persons. [6] Figures for 1921–22.

TABLE 28.—*State normal schools—Instructors, 1923–24*

Location (for name of institution see Table 27)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Alabama:								
Daphne	2	7	1	5	2	4	2	7
Florence	25	51	9	20	16	31	25	51
Jacksonville	14	14	10	11	14	14	14	14
Livingstone	7	16	7	15	6	12	7	16
Montgomery [1]	19	22	2	6	10	11	10	11
Normal [1]	11	10	2	2	3	4	3	5
Troy	12	21	8	15	12	20	12	21
Arizona:								
Flagstaff	17	24	8	15	17	19	17	24
Tempe	15	17	15	17	0	0	15	17
Arkansas:								
Pine Bluff [1]	9	3	3	4	[2] 3	[2] 3	3	4
California:								
Arcata	11	12	7	8	4	4	11	12
Connecticut:								
Danbury	3	9	3	9	0	0	3	9
New Britain	3	15	3	15	0	0	3	15
New Haven	4	7	4	7	0	0	4	7
Willimantic	4	7	4	7	0	0	4	7
Georgia:								
Albany [1]	8	12	3	4	4	6	4	6
Bowdon	3	4	1	1	0	0	1	1
Hawaii:								
Honolulu	7	45	5	30	5	12	5	37
Idaho:								
Albion	13	19	9	15	11	14	13	19
Lewiston	13	30	8	21	10	21	10	21
Kentucky:								
Frankfort [1]	17	15	3	4	8	4	8	7
Morehead	6	10	6	9	6	10	6	10
Murray	8	10	7	5	8	10	8	10
Maine:								
Castine	2	17	2	11	0	6	2	17
Farmington	5	19	4	16	3	7	5	19
Fort Kent	5	14	5	14	0	0	5	14
Gorham	6	21	5	16	3	7	6	21
Machias	5	16	3	10	2	6	5	16
Presque Isle	3	23	2	16	1	7	3	23
Maryland:								
Bowie [1]	4	7	1	1	3	4	3	4
Frostburg	2	15	2	11	2	7	2	15
Towson	8	61	4	20	4	17	8	37
Massachusetts:								
Fitchburg	15	24	14	23	9	9	15	24
Hyannis	12	20	3	13	10	10	12	20
Lowell	5	37	5	37	0	0	5	37
North Adams	10	34	5	26	7	8	10	34
Westfield	5	20	4	19	0	0	4	19
Minnesota:								
Bemidji	9	23	4	19	7	18	9	23
Duluth	9	22	7	14	9	13	9	22
Mankato	11	35	11	29	9	20	11	35
Moorhead	19	33	10	27	19	21	19	33
St. Cloud	21	40	11	30	20	22	21	40
Winona	18	32	14	27	11	11	18	32
Montana:								
Dillon	21	42	11	33	16	13	21	36
New Hampshire:								
Keene	9	21	7	21	7	11	9	21
Plymouth	8	11	7	8	1	3	8	11
New Jersey:								
Glassboro	4	14	4	14	0	0	4	14
Montclair	3	28	2	27	0	0	2	27
Newark	6	38	6	38	0	0	6	38
Paterson	1	11	1	11	0	0	1	11
Trenton	8	37	8	37	0	0	8	37
New Mexico:								
El Rito	7	11	3	3	1	4	3	3

[1] For colored persons.

[2] Estimated.

TABLE 28—*State normal schools—Instructors, 1923–24*—Continued

Location (for name of institution see Table 27)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
New York:								
Brockport	6	22	6	16	0	0	6	16
Buffalo	22	40	10	34	15	13	22	40
Cortland	17	36	4	24	12	8	16	32
Fredonia	11	24	7	20	7	7	8	22
Geneseo	15	61	8	45	7	16	15	61
New Paltz	9	21	6	17	6	5	7	19
Oneonta	8	44	7	34	7	23	8	44
Oswego	29	29	13	20	27	15	29	29
Plattsburg	13	19	10	17	10	8	13	19
Potsdam	11	43	4	20	5	13	6	24
North Carolina:								
Cullowhee	10	14	6	5	7	9	8	12
Durham [1]	6	8	1	1	3	4	3	5
Elizabeth City [1]	10	16	2	2	6	7	7	7
Fayetteville [1]	9	17	2	2	8	11	10	13
Winston-Salem [1]	22	24	8	7	4	7	12	14
North Dakota:								
Dickinson	15	20	6	16	15	15	15	19
Ellendale	15	14	4	4	7	5	7	8
Mayville	18	18	5	10	13	11	13	13
Minot	17	21	9	19	17	21	17	21
Oklahoma:								
Langston [1]	37	21	19	12	18	9	37	21
Oregon:								
Monmouth	13	59	10	40	13	59	13	59
Pennsylvania:								
Bloomsburg	22	48	17	26	14	26	21	41
California	35	66	12	28	23	38	35	66
Cheyney [1]	4	10	2	7	0	0	2	7
Clarion	17	25	8	15	8	15	8	15
East Stroudsburg	20	30	17	27	14	18	20	30
Edinboro	17	43	15	33	15	28	17	43
Indiana	18	77	17	54	18	33	18	59
Kutztown	14	19	12	18	13	12	13	18
Lock Haven	18	43	8	23	10	20	18	43
Mansfield	21	34	15	25	15	19	21	34
Millersville	13	27	11	20	12	15	12	27
Shippensburg	18	30	10	21	15	21	17	26
Slippery Rock	24	24	11	16	15	17	19	20
West Chester	[2] 17	[2] 47	12	34	10	12	[2] 17	[2] 47
Philippine Islands:								
Manila	26	45	25	45	0	0	25	45
Tennessee:								
Johnson City	18	19	11	15	[2] 18	[2] 19	18	19
Murfreesboro	11	15	11	15	11	15	11	15
Nashville [1]	24	19	18	17	23	17	23	17
Normal	18	20	14	18	18	20	18	20
Vermont:								
Castleton	0	8	0	8	0	0	0	8
Virginia:								
Ettricks [1]	36	55	6	20	8	12	8	20
Washington:								
Bellingham	39	61	17	43	20	46	36	60
Cheney	29	28	24	19	28	24	28	24
Ellensburg	18	28	6	13	8	13	8	13
West Virginia:								
Bluefield [1]	11	10	3	2	10	4	10	5
Glenville	11	10	9	9	6	5	11	10
Shepherdstown	6	10	5	9	6	10	6	10
West Liberty	8	8	2	2	3	3	4	5
Wisconsin:								
Eau Claire	10	22	9	21	7	16	9	21
La Crosse	21	24	21	21	[2] 14	[2] 17	21	21
Milwaukee	39	43	34	40	27	31	38	43
Oshkosh	24	30	21	28	19	30	23	30
Platteville	17	15	17	15	9	8	17	15
River Falls	22	20	22	20	22	20	22	20
Stevens Point	22	22	22	22	14	15	22	22
Superior	16	28	16	28	10	20	16	28
Whitewater	21	24	21	24	10	16	21	24

[1] For colored persons.

[2] Estimated.

TABLE 29.—*State normal schools—Students, 1923–24*

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident students in teacher training courses
			Regular session		Summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Alabama:										
Daphne	23	113	4	66	6	49	10	105	-------	1,900
Florence	442	1,464	141	690	301	774	442	1,464	896	27,119
Jacksonville	412	1,169	193	522	219	647	412	1,169	846	-------
Livingstone	47	591	27	357	26	331	46	578	433	12,453
Montgomery [1]	290	1,112	57	219	90	600	147	819	829	-------
Normal [1]	62	136	4	4	4	44	8	48	0	544
Troy	219	994	114	615	107	624	219	994	788	34,285
Arizona:										
Flagstaff	114	419	19	106	82	316	92	369	33	-------
Tempe	78	385	70	376	0	0	70	376	-------	13,216
Arkansas:										
Pine Bluff [1]	92	164	10	14	20	77	30	84	-------	1,446
California:										
Arcata	24	172	12	139	5	85	12	169	-------	-------
Connecticut:										
Danbury	0	253	0	253	0	0	0	253	0	9,118
New Britain	0	317	0	317	0	0	0	317	-------	-------
New Haven	0	330	0	330	0	0	0	330	-------	-------
Willimantic	0	138	0	138	0	0	0	138	-------	-------
Georgia:										
Albany [1]	143	332	8	22	14	124	14	124	-------	1,904
Bowdon	45	91	6	42	0	0	6	42	-------	-------
Hawaii:										
Honolulu	48	436	37	208	15	219	47	362	438	10,469
Idaho:										
Albion	105	492	59	210	61	362	105	492	0	10,647
Lewiston	65	751	35	407	27	395	57	701	0	14,970
Kentucky:										
Frankfort [1]	141	392	30	123	6	117	36	240	12	6,858
Morehead	123	249	103	169	20	80	123	249	0	-------
Murray	181	495	137	339	74	268	181	495	0	20,074
Maine:										
Castine	30	162	30	102	0	60	30	162	0	-------
Farmington	26	642	19	369	7	277	26	642	0	-------
Fort Kent	50	125	50	125	0	0	5	125	0	6,536
Gorham	37	468	33	331	4	137	37	468	-------	13,313
Machias	75	186	45	56	30	130	75	186	0	-------
Presque Isle	17	300	7	167	10	133	17	300	0	4,750
Maryland:										
Bowie [1]	27	146	2	25	3	43	5	68	0	1,242
Frostburg	16	297	6	119	10	191	16	297	-------	5,706
Towson	60	787	46	523	14	264	60	787	-------	-------
Massachusetts:										
Fitchburg	78	350	76	276	51	80	78	350	-------	-------
Hyannis	53	637	7	87	46	550	53	637	-------	-------
Lowell	1	296	1	296	0	0	1	296	-------	10,215
North Adams	10	378	0	149	10	229	10	378	195	6,857
Westfield	0	186	0	186	0	0	0	186	0	6,882
Minnesota:										
Bemidji	55	714	32	299	43	475	52	707	11	-------
Duluth	19	889	3	411	16	589	19	889	-------	-------
Mankato	47	1,350	40	793	26	662	47	1,350	-------	34,088
Moorhead	99	1,173	52	486	41	686	88	1,088	65	22,800
St. Cloud	212	1,714	153	928	97	1,014	212	1,714	-------	45,582
Winona	96	811	70	516	25	389	84	807	0	20,556
Montana:										
Dillon	72	1,067	33	404	33	564	40	866	1,647	16,631
New Hampshire:										
Keene	21	631	6	369	15	262	21	631	-------	14,456
Plymouth	10	483	0	250	10	233	10	483	0	9,720
New Jersey:										
Glassboro	11	250	11	250	0	0	11	250	175	-------
Montclair	13	516	13	516	0	0	13	516	-------	-------
Newark	75	1,125	75	1,125	0	0	75	1,125	-------	-------
Paterson	8	253	8	253	0	0	8	253	0	-------
Trenton	39	555	39	555	0	0	39	555	-------	23,760
New Mexico:										
El Rito	53	21	25	15	20	7	45	21	-------	-------

[1] For colored persons.

TABLE 29.—*State normal schools—Students, 1923–24*—Continued

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident students in teacher training courses
			Regular session		Summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
New York:										
Brockport	130	295	10	120	0	0	10	120	-------	4,920
Buffalo	175	1,225	105	778	100	750	175	1,225	1,060	-------
Cortland	101	320	18	253	85	77	101	320	0	0
Fredonia	30	311	16	191	19	178	30	311	-------	8,133
Geneseo	106	870	7	290	43	515	50	805	10	14,634
New Paltz	16	511	5	292	15	239	16	511	118	-------
Oneonta	58	1,146	0	420	58	751	58	1,146	-------	18,134
Oswego	301	673	85	230	216	443	301	673	-------	14,523
Plattsburg	32	390	20	170	12	230	32	390	-------	7,861
Potsdam	148	848	2	292	25	379	27	671	-------	13,596
North Carolina:										
Cullowhee	90	298	12	77	24	157	36	234	-------	3,466
Durham [1]	79	271	2	18	11	124	13	142	-------	1,530
Elizabeth City [1]	83	407	3	32	16	156	19	188	-------	-------
Fayetteville [1]	171	854	1	15	32	193	33	208	0	4,122
Winston-Salem [1]	23	567	2	33	15	238	17	271	175	-------
North Dakota:										
Dickinson	142	455	67	192	107	321	132	425	76	12,300
Ellendale	150	397	43	143	40	224	71	209	32	6,981
Mayville	102	565	37	292	54	345	82	561	100	13,104
Minot	[2] 165	[2] 1,050	[2] 71	[2] 450	[2] 115	[2] 727	[2] 165	[2] 1,050	53	-------
Oklahoma:										
Langston [1]	185	611	154	372	27	225	181	597	85	6,703
Oregon:										
Monmouth	85	1,559	48	765	40	710	85	1,559	-------	-------
Pennsylvania:										
Bloomsburg	217	1,012	89	480	119	491	196	943	652	25,974
California	274	1,552	74	383	163	914	237	1,297	561	26,083
Cheyney	17	86	3	50	0	0	3	50	0	1,908
Clarion	158	757	39	145	80	489	113	608	111	11,129
East Stroudsburg	200	794	131	369	94	440	200	794	1,059	19,600
Edinboro	127	892	66	384	71	534	127	892	949	21,127
Indiana	194	2,213	60	862	85	1,283	145	2,145	2,758	45,549
Kutztown	163	577	75	282	85	279	160	561	543	15,312
Lock Haven	67	735	16	188	51	547	67	735	78	12,726
Mansfield	163	725	67	330	91	334	142	692	63	17,559
Millersville	229	785	77	320	161	485	220	772	125	19,487
Shippensburg	340	891	105	322	218	519	297	804	213	22,001
Slippery Rock	207	1,043	51	329	76	670	111	916	299	19,758
West Chester	113	1,172	95	940	36	316	113	1,170	41	40,063
Philippine Islands:										
Manila	1,002	1,387	555	1,007	0	0	555	1,007	-------	62,480
Tennessee:										
Johnson City	198	1,040	[3] 110	[3] 440	[3] 162	[3] 700	198	1,040	-------	-------
Murfreesboro	209	1,290	169	457	165	1,015	209	1,290	-------	-------
Nashville [1]	396	1,254	196	339	210	946	396	1,254	0	22,826
Normal	162	1,094	102	447	60	647	162	1,094	-------	26,834
Vermont:										
Castleton	0	79	0	79	0	0	0	79	0	-------
Virginia:										
Ettricks [1]	323	1,139	6	167	43	493	49	660	66	-------
Washington:										
Bellingham	289	2,024	144	1,063	128	1,113	225	1,870	313	46,527
Cheney	235	1,573	173	961	138	921	228	1,540	190	-------
Ellensburg	134	827	61	455	59	435	108	790	106	19,943
West Virginia:										
Bluefield [1]	112	360	1	20	21	161	22	181	28	2,436
Glenville	171	280	100	150	49	142	149	240	183	-------
Shepherdstown	121	303	80	100	110	183	111	283	220	9,127
West Liberty	73	180	12	52	50	166	57	178	150	4,456
Wisconsin:										
Eau Claire	240	635	189	406	65	446	228	634	0	21,285
La Crosse	307	770	259	502	67	373	307	770	0	25,312
Milwaukee	318	2,139	234	1,198	84	941	318	2,139	115	54,963
Oshkosh	350	899	253	449	107	512	325	875	0	25,220
Platteville	312	619	205	289	105	330	310	619	147	20,466
River Falls	304	489	227	309	115	313	302	487	0	21,864
Stevens Point	[2] 208	[2] 1,100	102	525	112	591	[2] 208	[2] 1,100	0	-------
Superior	363	1,092	221	624	35	627	341	1,026	70	-------
Whitewater	213	755	144	465	43	368	172	721	0	-------

[1] For colored persons. [2] Estimated. [3] Distribution as to sex is estimated.

TABLE 30.—*State normal schools—Property and income, 1923–24*

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Alabama:									
Daphne	1,500	$15,000	$30,000	$1,659	0	0	$14,000	$1,305	$16,964
Florence	6,750	29,500	396,550	39,803	$48,957	0	40,000	41,353	170,113
Jacksonville	3,300	25,000	242,250	16,391	19,781	0	41,500	10,399	88,071
Livingstone	3,400	9,200	230,000	12,992	48,492	0	48,070	9,854	119,408
Montgomery [1]	3,127	17,000	224,000	24,367	27,734	0	[2] 29,400	5,966	87,467
Normal [1]	10,000	31,000	443,300	1,677	350	0	[3] 34,850	26,823	63,700
Troy	6,207	20,000	194,650	46,228	427	$30,000	41,500	30,003	148,158
Arizona:									
Flagstaff	7,500	106,030	616,015	6,750	42,500	6,800	122,000	4,500	182,550
Tempe	15,500	182,000	700,000	2,255	62,289	0	140,500	0	205,044
Arkansas:									
Pine Bluff [1]	1,409	5,000	129,875	3,003	74	0	[4] 88,820	0	91,897
California:									
Arcata	6,188	46,699	264,228	0	0	5,900	41,270	0	47,170
Connecticut:									
Danbury	10,000	15,000	160,000	0	0	0	45,111	39,821	84,932
New Britain	10,000	19,167	244,566	0	0	238,382	50,980	70,215	359,577
New Haven	13,000	50,000	325,000	0	0	0	43,645	38,139	81,784
Willimantic	20,000	10,000	595,000	0	0	0	44,930	43,957	88,887
Georgia:									
Albany [1]	500	751	[5] 101,300	661	0	[6] 7,500	[7] 31,988	0	40,149
Bowdon	2,400	6,000	65,000	1,500	0	0	15,000	0	16,500
Hawaii:									
Honolulu	6,000	27,164	133,797	3,200	0	0	124,000	0	127,200
Idaho:									
Albion	7,300	55,000	[8] 205,000	16,733	38,837	3,200	42,400	0	[9] 122,122
Lewiston	8,500	109,233	355,432	7,931	6,700	9,028	[10] 142,278	1,847	167,784
Kentucky:									
Frankfort [1]	400	750	250,000	0	0	0	[11] 48,505	0	48,505
Morehead	1,200	4,500	147,000	1,831	8,546	0	30,000	0	40,377
Murray	2,150	3,600	116,000	4,234	0	116,000	30,000	5,272	155,506
Maine:									
Castine	1,500	17,500	175,000	0	2,700	0	26,585	0	29,285
Farmington	6,000	35,000	365,000	0	6,500	140,000	42,466	0	188,966
Fort Kent	0	4,000	112,500	0	22,000	0	20,000	0	42,000
Gorham	2,500	27,000	375,000	0	7,000	0	45,241	0	52,241
Machias	2,500	13,000	210,000	0	3,500	3,000	31,672	0	38,172
Presque Isle	2,500	22,000	315,000	0	3,500	100,000	37,892	0	141,392
Maryland:									
Bowie [1]	150	3,580	69,130	0	8,100	10,000	44,000	0	62,100
Frostburg	3,000	7,200	150,000	1,785	1,800	95,000	37,500	120	136,205
Towson	7,265	27,315	778,991	5,590	53,989	150,000	149,500	35,043	394,222
Massachusetts:									
Fitchburg	12,000	[12]	597,500	169	42,147	17,573	188,872	0	248,761
Hyannis	3,400	34,000	162,500	0	0	0	48,800	0	48,800
Lowell	2,891	27,500	265,000	200	0	0	61,683	73	61,956
North Adams	10,569	22,500	337,000	1,147	29,295	0	68,565	537	99,544
Westfield	9,000	0	242,000	150	25,493	0	84,723	581	110,947
Minnesota:									
Bemidji	2,507	20,074	223,021	7,598	0	0	79,000	0	86,598
Duluth	10,000	20,116	361,378	1,291	0	13,000	81,750	9,558	105,599
Mankato	6,090	79,500	989,078	18,600	0	422,000	170,940	9,318	620,858
Moorhead	15,116	2,500	424,855	18,034	42,452	0	139,500	2,877	202,863
St. Cloud	19,321	60,000	379,200	20,830	0	42,800	152,899	0	216,529
Winona	10,000	25,000	1,002,000	1,800	0	654,439	140,500	2,721	799,460

[1] Colored.
[2] Includes $900 from Federal funds and $7,000 from private benefactions.
[3] Includes $19,850 from Morrill-Nelson fund.
[4] Includes $20,654 from Federal funds.
[5] There is also an endowment fund of $5,000.
[6] From private benefactions.
[7] Includes $12,888 from private benefactions.
[8] Also an endowment fund of $524,000.
[9] Includes $20,952 from productive funds.
[10] Includes $22,448 from Federal funds.
[11] Includes $8,505 from Federal funds.
[12] Value of books included in column 4.

TABLE 30—*State normal schools—Property and income, 1923–24*—Continued

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Montana:									
Dillon	16,000	$45,251	$452,124	$26,000	$110,000	$260,000	$104,249	$8,700	$508,949
New Hampshire:									
Keene	2,500	3,500	185,000	24,447	56,909	0	74,000	0	155,356
Plymouth	6,000	10,000	275,000	750	0	0	60,000	0	60,750
New Jersey:									
Glassboro	4,000	75,000	1,000,000	0	0	1,000	125,900	0	126,900
Montclair	12,688	86,596	344,682	0	0	13,000	168,595	0	181,595
Newark	15,953	106,000	750,000	0	0	0	200,000	0	200,000
Paterson	1,621	37,000	450,000	0	0	0	38,528	0	38,528
Trenton	6,000	200,600	808,223	0	92,888	28,500	211,240	0	332,628
New Mexico:									
El Rito	458	10,000	[13] 85,000	100	250	2,700	12,300	375	[14] 17,525
New York:									
Brockport	15,955	25,000	500,000	0	0	0	101,600	0	101,600
Buffalo	9,200	120,000	675,000	1,117	0	0	[15] 179,288	0	180,405
Cortland	5,000	170,000	1,100,000	0	0	0	152,260	382	152,642
Fredonia	8,000	25,000	325,000	1,796	0	0	105,060	0	106,856
Geneseo	16,750	62,500	292,186	5,256	0	67,984	175,902	0	249,142
New Paltz	8,500	50,000	400,000	0	0	700	90,070	4,025	94,795
Oneonta	7,000	95,883	750,000	0	0	0	137,510	0	137,510
Oswego	25,000	50,000	375,000	2,203	0	0	139,888	0	142,091
Plattsburg	12,000	3,570	210,000	0	0	0	97,500	0	97,500
Potsdam	6,750	78,500	780,500	0	0	8,400	182,118	0	190,518
North Carolina:									
Cullowhee	2,875	4,500	500,000	2,965	3,280	250,000	50,000	1,600	307,845
Durham [1]	1,500	5,000	125,000	5,717	15,110	0	17,000	2,130	39,957
Elizabeth City [1]	1,712	6,600	399,920	2,614	3,331	86,500	[16] 38,435	0	130,880
Fayetteville [1]	1,100	55,000	330,000	2,240	25,920	153,000	[17] 36,000	0	217,160
Winston-Salem [1]	800	45,689	322,450	10,085	0	55,000	43,325	0	108,410
North Dakota:									
Dickinson	1,000	63,000	455,000	6,907	7,344	62,025	64,350	0	140,626
Ellendale	5,000	68,653	[18] 218,060	7,527	1,716	0	57,933	0	[19] 82,027
Mayville	10,426	14,580	[13] 615,662	5,912	7,937	0	63,570	0	[20] 90,473
Minot	6,096	16,882	624,150	18,497	21,500	104,000	198,650	0	342,647
Oklahoma:									
Langston [1]	500	84,701	214,100	6,495	50,089	10,000	[21] 90,900	0	157,484
Oregon:									
Monmouth	10,000	21,000	520,000	20,000	0	0	114,241	0	134,241
Pennsylvania:									
Bloomsburg	11,000	51,000	510,100	55,819	0	0	169,312	18,082	243,213
California	8,150	40,620	374,750	60,682	14,724	19,670	83,250	5,000	183,326
Cheyney [1]	4,403	36,000	288,282	4,751	6,074	0	[22] 68,358	8,358	87,541
Clarion	5,000	150,000	728,160	14,810	22,474	13,353	78,074	19,137	147,848
East Stroudsburg	5,372	5,397	251,379	17,517	0	18,000	107,500	51,150	194,167
Edinboro	12,963	42,159	548,530	29,125	76,907	13,033	97,524	0	216,589
Indiana	13,500	137,890	732,064	119,430	289,130	12,288	126,900	0	547,748
Kutztown	12,159	260,000	524,500	28,055	26,946	0	92,250	20,464	167,715
Lock Haven	10,000	84,125	85,000	12,330	65,350	0	90,454	38,428	206,582
Mansfield	8,210	50,000	1,500,000	30,681	29,981	0	133,077	13,421	207,160
Millersville	19,689	105,800	581,945	22,096	124,306	34,617	92,249	18,212	291,480
Shippensburg	7,463	73,351	577,665	47,403	118,000	11,576	107,645	0	284,624
Slippery Rock	9,110	46,500	715,000	25,641	44,481	0	139,183	32,387	241,692
West Chester	24,500	73,700	949,877	46,044	201,074	9,284	117,900	41,511	415,813
Philippine Islands:									
Manila	8,000	20,000	300,000	0	0	0	100,000	0	100,000

[1] Colored.
[13] There is an endowment in lands.
[14] Includes $1,800 from productive funds.
[15] Includes $54,303 from Smith-Hughes fund.
[16] Includes $500 from Smith-Hughes fund and $833 from private benefactions.
[17] Includes $600 from private benefactions.
[18] Also an endowment fund of $400,000.
[19] Includes $14,851 from productive funds.
[20] Includes $13,054 from productive funds.
[21] Includes $5,000 from Federal funds.
[22] Includes $2,125 from private benefactions.

TABLE 30.—*State normal school—Property and income, 1923–24*—Continued

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Tennessee:									
Johnson City	3,500	$25,000	$510,000	$7,892	$38,642	0	$70,000	0	$116,534
Murfreesboro	6,000	40,000	290,000	11,721	49,181	0	70,000	$38,343	169,245
Nashville [1]	2,300	30,987	418,627	9,214	46,501	$14,244	[23] 54,405	3,870	128,234
Normal	5,109	50,000	775,000	10,975	10,083	50,000	80,000	0	151,058
Vermont:									
Castleton	3,600	8,000	150,000	0	12,000	90,000	0	10,000	112,000
Virginia:									
Ettricks [1]	4,670	137,527	542,630	12,807	30,733	[24] 48,069	[25] 75,152	13,059	179,820
Washington:									
Bellingham	31,600	114,588	444,564	81,255	63,707	0	238,771	0	383,733
Cheney	26,000	130,000	[13] 1,112,300	3,756	13,784	0	200,000	8,500	[26] 238,540
Ellensburg	15,385	59,563	313,009	5,993	0	0	151,035	0	157,028
West Virginia:									
Bluefield [1]	2,500	15,000	250,000	2,312	12,565	54,000	[27] 34,379	0	103,256
Glenville	6,500	25,000	450,000	8,000	0	75,000	65,000	0	148,000
Shepherdstown	6,300	20,000	500,000	4,000	10,000	20,000	55,000	0	89,000
West Liberty	7,000	25,000	275,000	1,500	10,000	10,000	40,000	0	61,500
Wisconsin:									
Eau Clair	5,500	100,000	400,000	0	0	0	102,000	0	102,000
La Crosse	15,085	205,000	682,500	0	0	8,562	154,224	0	162,786
Milwaukee	86,229	175,763	678,250	0	0	16,128	261,283	0	277,411
Oshkosh	12,413	297,500	757,950	0	0	13,397	178,406	0	191,803
Platteville	13,230	150,000	456,359	0	0	13,641	117,830	0	131,471
River Falls	25,000	61,000	340,000	0	0	6,885	141,000	0	147,885
Stevens Point	16,619	122,200	297,581	12,000	35,000	29,648	154,050	0	230,698
Superior	32,700	50,000	500,000	13,915	23,768	11,640	148,986	0	198,309
Whitewater	17,786	88,000	368,500	0	0	3,234	136,112	0	139,346

[1] Colored.
[13] There is an endowment in lands.
[23] Includes $12,000 from Federal funds and $1,650 from private benefaction.
[24] Includes $9,586 from private benefactions.
[25] Includes $26,996 from Federal funds.
[26] Includes $12,500 from productive funds.
[27] Includes $629 from Federal funds.

TABLE 31.—*State normal schools—Expenditures, 1923–24*

Location (for name of institution see Table 27)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Daphne	$203	$4,000	$2,250	$4,554	$216	$883	$447	$1,055	$40	$13,648	$412
Florence	3,152	4,800	4,387	52,534	15,385	8,457	5,519	38,003	2,819	135,056	4,464
Jacksonville	0	4,000	6,055	26,863	3,475	1,607	6,054	28,387	1,024	77,465	13,299
Livingstone	0	4,800	2,300	34,991	0	31,735	37,500	7,126	956	119,408	----------
Montgomery	0	[1] 3,000	4,024	28,322	3,945	4,000	841	25,883	1,276	71,291	12,247
Normal	4,289	2,400	3,620	14,555	314	16,550	3,161	9,490	121	54,500	----------
Troy	0	4,800	5,969	47,784	6,020	3,972	1,386	35,576	1,630	106,237	13,610
Arizona:											
Flagstaff	3,660	5,000	340	80,995	0	27,000	2,994	998	1,000	121,987	6,799
Tempe	109	[1] 5,000	5,304	65,780	6,221	33,485	7,085	63,350	3,747	190,081	8,000
Arkansas:											
Pine Bluff [2]	0	3,250	1,920	34,075	0	0	28,921	0	0	68,166	12,200
California:											
Arcata	500	5,000	1,500	31,700	2,000	5,000	0	0	0	45,700	5,100
Connecticut:											
Danbury	0	4,500	4,696	25,550	3,251	3,615	1,899	258	0	43,769	----------
New Britain	0	5,000	4,810	35,200	3,806	9,024	6,541	117	0	64,498	238,382
New Haven	0	5,000	4,598	17,394	1,344	3,933	2,332	293	0	34,894	----------
Willimantic	0	4,500	5,357	22,850	5,304	10,700	4,230	169	0	53,110	----------
Georgia:											
Albany [2]	538	3,000	0	14,500	0	0	7,140	28,045	0	53,223	----------
Bowdon	300	3,300	0	10,500	750	450	600	500	100	16,500	6,700
Hawaii:											
Honolulu	3,000	4,200	6,000	91,600	3,200	3,500	2,500	13,200	0	127,200	----------
Idaho:											
Albion	2,017	3,750	3,270	50,462	2,429	24,005	924	27,991	845	115,693	3,200
Lewiston	1,385	4,200	7,080	82,849	22,000	16,642	6,000	0	1,910	142,066	----------
Kentucky:											
Frankfort [2]	1,200	3,600	1,860	32,217	0	0	0	0	0	38,877	0
Morehead	1,800	5,000	1,863	15,300	----------	4,156	6,226	150	2,500	36,995	0
Murray	0	4,583	2,611	14,545	6,671	0	6,677	1,479	1,012	37,578	----------

[1] Plus house.

[2] Colored.

TABLE 31.—*State normal schools—Expenditures, 1923–24*—Continued

Location (for name of institution see Table 27)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Maine:											
Castine	0	$2,800	$728	$14,502	$1,025	$4,475	$518	$668	$1,868	$26,584	0
Farmington	0	3,400	624	25,056	844	9,134	609	1,499	1,300	42,466	$158,000
Fort Kent	0	2,450	0	24,894	554	8,231	0	1,910	1,624	39,663	0
Gorham	0	3,400	1,000	29,714	612	7,612	724	961	1,218	45,241	----------
Machias	0	2,700	1,200	16,922	1,018	6,822	1,417	674	919	31,672	3,000
Presque Isle	0	2,900	1,000	21,012	2,307	7,778	633	417	1,845	37,892	100,000
Maryland:											
Bowie [2]	0	2,000	0	7,971	2,382	0	23,522	0	420	36,295	----------
Frostburg	0	4,000	1,800	27,200	4,000	4,500	1,000	900	1,200	44,600	95,000
Towson	$1,516	4,667	3,420	70,197	22,304	11,889	14,670	111,682	0	240,345	150,000
Massachusetts:											
Fitchburg	2,428	4,500	16,100	83,954	7,899	14,368	2,092	41,246	0	172,587	28,695
Hyannis	0	4,500	4,601	23,079	3,374	4,365	8,360	0	0	48,279	0
Lowell	6,120	4,500	1,860	38,540	2,790	0	7,150	0	0	60,960	----------
North Adams	19,137	3,975	5,011	34,715	2,352	25,782	6,200	675	0	97,847	----------
Westfield	0	4,500	3,025	32,456	3,359	16,796	3,380	0	0	63,516	2,649
Minnesota:											
Bemidji	2,734	5,500	4,767	54,423	4,461	9,374	7,000	1,599	0	89,858	----------
Duluth	300	5,500	3,900	55,734	1,932	7,695	15,745	869	0	91,675	----------
Mankato	3,750	5,600	9,617	110,808	10,830	21,273	5,034	6,598	0	173,510	434,698
Moorhead	2,175	5,500	16,615	94,292	11,807	32,853	8,127	27,402	0	198,771	----------
St. Cloud	525	6,200	12,955	111,110	16,431	21,189	0	0	0	168,410	36,253
Winona	0	5,500	14,189	98,673	17,056	14,311	8,000	0	9,368	167,097	632,000
Montana:											
Dillon	5,000	5,500	7,000	74,000	8,000	16,670	2,400	28,379	2,000	148,949	260,000
New Hampshire:											
Keene	0	[1] 4,500	2,580	56,927	5,242	0	86,861	0	0	156,110	0
Plymouth	0	4,000	1,700	37,690	4,095	4,435	8,649	0	0	60,569	----------

New Jersey:											
Glassboro	3,000	7,500	1,790	44,076	20,051	29,193	9,948	0	0	115,558	1,000
Montclair	1,787	5,008	8,030	81,434	17,225	24,322	2,686	5,247	0	145,739	7,325
Newark	4,000	6,500	3,730	111,393	9,840	17,595	10,438	7,300	0	170,796	----------
Paterson	0	4,300	1,400	21,455	2,391	8,528	0	0	453	38,527	----------
Trenton	3,500	6,500	19,340	125,000	30,000	25,000	16,000	0	2,000	227,340	28,500
New York:											
Brockport	0	5,250	1,948	69,552	7,378	10,050	4,970	0	43	99,191	----------
Buffalo	0	[1] 4,750	3,850	127,472	3,200	35,296	4,000	0	720	179,288	----------
Cortland	0	5,250	2,100	80,484	10,936	21,285	19,876	0	0	139,931	471
Fredonia	1,400	5,000	2,110	77,930	5,000	9,320	4,000	100	300	105,160	----------
Geneseo	200	5,000	5,070	127,925	11,362	8,657	20,839	36,341	490	215,884	----------
New Paltz	400	5,750	5,150	71,300	3,500	7,825	700	50	120	94,795	----------
Oneonta	200	5,250	2,400	102,800	14,750	5,110	7,000	0	0	137,510	----------
Oswego	0	5,250	1,700	82,130	36,068	8,540	6,000	0	100	139,788	0
Plattsburg	969	5,250	1,200	72,300	9,999	6,503	722	0	0	96,943	----------
Potsdam	0	[1] 4,750	2,420	115,650	5,548	10,320	8,884	0	238	147,810	9,193
North Carolina:											
Cullowhee	2,500	4,500	2,500	33,500	1,850	4,700	2,300	1,700	875	54,425	257,500
Durham [2]	602	2,500	1,800	12,307	2,443	19,645	0	0	0	39,297	872
Elizabeth City [2]	195	2,500	2,224	25,583	657	8,637	188	0	500	40,484	126,583
Fayetteville [2]	0	2,500	2,750	20,000	300	9,260	250	29,850	0	64,910	137,200
Winston-Salem [2]	0	2,500	1,794	19,599	1,483	16,059	2,458	0	0	43,893	30,643
North Dakota:											
Dickinson	0	4,000	4,450	42,500	0	17,400	0	5,672	5,100	79,122	62,025
Ellendale	25	4,000	3,569	40,900	1,267	11,449	2,257	2,243	3,816	69,526	0
Mayville	1,800	4,000	3,338	44,644	1,724	23,349	1,000	478	2,950	83,283	----------
Minot	0	4,500	5,441	71,436	5,571	0	53,916	0	2,903	143,767	109,100
Oklahoma:											
Langston [2]	1,620	4,000	5,629	57,170	1,307	30,136	7,490	0	0	107,352	2,976
Oregon:											
Monmouth	16,900	4,500	0	102,000	1,500	12,130	4,000	0	0	141,030	3,000
Pennsylvania:											
Bloomsburg	7,582	5,967	4,701	101,470	11,975	33,891	11,399	57,411	157	234,553	1,708
California	5,199	5,453	3,804	77,177	4,259	24,600	36,309	36,623	1,931	195,355	1,121
Cheyney [2]	3,693	5,000	4,205	22,741	1,994	25,259	9,143	3,102	7,045	82,182	6,192
Clarion	2,800	6,000	9,454	48,721	682	22,371	9,637	12,190	18	111,873	12,040
East Stroudsburg	6,296	6,250	6,596	105,820	8,448	26,291	25,511	8,954	0	194,166	18,000
Edinboro	4,450	6,000	6,660	81,815	5,790	24,070	7,566	11,707	62,168	210,226	4,907
Indiana	0	[1] 8,700	14,387	152,000	8,259	62,924	54,600	46,988	0	347,858	30,076
Kutztown	13,951	5,000	[3]	66,737	0	36,345	38,005	22,185	[3]	182,223	12,104
Lock Haven	5,626	5,500	4,562	58,727	6,340	25,720	14,742	73,956	0	195,173	----------
Mansfield	79	7,500	9,762	85,199	2,630	41,136	15,650	23,656	4,913	190,525	16,630
Millersville	9,485	5,967	6,047	76,817	3,603	38,972	27,993	116,598	0	285,482	32,127
Shippensburg	4,800	6,000	6,564	87,153	3,711	28,401	110,461	18,320	0	265,410	26,113
Slippery Rock	0	7,500	9,113	112,187	574	43,158	12,879	22,071	0	207,482	16,817
West Chester	14,347	6,000	3,992	111,205	10,755	209,880	23,561	20,713	0	400,453	----------
Philippine Islands:											
Manila	0	3,000	1,500	75,500	20,000	0	0	0	0	100,000	----------

[1] Plus house.

[2] Colored.

[3] Included in column 2.

TABLE 31.—*State normal schools—Expenditures, 1923–24*—Continued

Location (for name of institution see Table 27)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of principal	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Tennessee:											
Johnson City	0	[4] $3,600	([5])	$53,634	$3,030	$15,984	$8,817	$37,861	$730	$123,656	----------
Murfreesboro	$960	[4] 3,600	([5])	56,107	1,290	19,011	16,224	46,714	2,755	146,661	----------
Nashville [2]	1,680	3,600	$1,140	36,870	545	1,082	40,010	0	5,819	90,746	$14,244
Normal	3,000	4,200	1,800	72,000	1,000	12,000	2,000	0	500	96,500	54,558
Vermont:											
Castleton	0	[1] 2,500	900	9,600	500	0	0	0	0	13,500	122,000
Virginia:											
Ettricks [2]	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,268
Washington:											
Bellingham	9,604	6,232	9,780	157,279	6,852	27,889	8,081	14,210	0	239,927	0
Cheney	0	6,600	2,300	162,000	44,130	0	10,000	1,220	0	226,250	----------
Ellensburg	26,393	6,000	0	74,742	3,160	18,764	8,159	0	0	137,218	19,810
West Virginia:											
Bluefield [2]	0	3,800	1,080	21,870	0	7,000	6,000	12,000	0	51,750	8,200
Glenville	0	4,500	0	45,000	0	10,000	5,000	1,500	0	66,000	62,000
Shepherdstown	0	4,000	2,640	36,000	300	0	3,000	0	500	46,440	29,000
West Liberty	0	3,750	2,000	39,000	2,000	17,000	2,500	1,200	550	68,000	9,000
Wisconsin:											
Eau Clair	2,000	5,000	3,670	74,000	3,600	6,000	2,000	730	1,098	98,098	0
La Crosse	11,530	5,000	4,049	113,287	5,000	19,220	2,455	0	1,538	162,079	6,106
Milwaukee	0	5,833	12,663	219,754	10,834	21,934	974	0	2,735	274,727	6,135
Oshkosh	2,737	5,000	6,000	136,167	4,800	29,835	542	523	2,184	187,788	1,376
Platteville	0	5,000	6,116	78,799	4,720	15,224	11,460	500	3,043	124,862	9,419
River Falls	0	5,000	4,100	113,020	4,478	10,500	3,300	0	0	140,398	1,060
Stevens Point	1,887	5,000	4,033	110,668	3,075	11,005	13,085	35,500	3,480	187,733	17,620
Superior	([3])	5,000	5,588	109,140	8,831	18,930	641	25,337	0	173,467	9,318
Whitewater	1,749	5,000	3,284	112,320	1,970	10,724	1,278	549	0	136,874	7,321

[1] Plus house. [2] Colored. [4] Data for 1921–22. [5] Included in column 4.

TABLE 32.—*City normal schools—Sessions, entrance requirements, teachers, students, etc., 1923–24*

Location	Institution	Weeks in school year	Years in normal courses	Total hours of practice teaching required	Teachers, including principal		Normal students		Graduates from normal courses		Number of attendance weeks
					Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
Washington, D. C.	Wilson Normal School	36	2	450	0	21	0	232	0	95	8,352
Do	Miner Normal School [1]	36	2	288	3	12	16	279	3	115	------
Atlanta, Ga.	Normal Training School	36	2	180	0	10	0	112	0	49	4,032
Chicago, Ill.	Chicago Normal College	[2] 40	2	250	41	39	133	2,695	10	430	------
Sioux City, Iowa	City Normal School	38	3	480	1	5	0	78	0	17	2,566
Louisville, Ky.	Louisville Normal School	40	2	300	1	9	0	249	----	----	8,742
New Orleans, La.	New Orleans Normal School	38	2	135	1	16	1	180	1	81	------
Lewiston, Me.	Dingley Normal Training School	37	2	185	0	1	0	18	0	4	666
Baltimore, Md.	Baltimore Teachers Training School.	36	2	540	2	18	23	493	6	215	------
Do	Colored Training School [1]	40	2	450	1	8	42	169	25	67	7,400
Boston, Mass.	Training School for Teachers of Mechanic Arts.[3]	42	1–2	340	1	0	21	0	13	0	------
Kansas City, Mo.	Teachers College of Kansas City	40	2	300	2	8	0	217	0	87	------
Concord, N. H.	Dewey Training School	38	2	525	0	1	0	10	0	3	------
Jersey City, N. J.	Teachers Training School	40	2	830	2	7	0	158	0	41	4,960
Brooklyn, N. Y.	Maxwell Training School for Teachers.	40	3	500	14	68	93	1,153	56	444	47,348
Jamaica, N. Y.	Training School for Teachers	38	3	500	6	37	44	603	19	229	------
New York, N. Y.	New York Training School for Teachers.	38	3	975	11	48	54	921	27	357	------
Rochester, N. Y.	City Normal School	39	3	682	1	14	1	186	1	76	6,162
Schenectady, N. Y.	Teachers Training School	40	2	450	0	2	0	45	0	13	1,634
Syracuse, N. Y.	City Normal School	39	3	300	1	3	0	120	0	44	4,540
Watertown, N. Y.	Watertown Training School	39	2	950	0	1	0	20	0	7	670
Cleveland, Ohio	Cleveland School of Education.	[4] 38	2–3	380	40	105	325	2,832	0	200	83,902
Columbus, Ohio	Columbus Normal School	40	2	600	1	1	0	18	0	17	720
Dayton, Ohio	Dayton Normal School	40	2	250	0	5	0	120	0	54	450
Lima, Ohio	City Normal School	38	1	38	1	1	3	27	3	27	1,140
Zanesville, Ohio	Zanesville Normal School	38	1	95	0	1	1	19	1	19	760
Philadelphia, Pa.	Philadelphia Normal School	40	2	300	5	46	156	867	43	184	36,000
Pittsburgh, Pa.	Baxter Teachers Training School	40	2	600	3	13	0	222	0	89	------
Richmond, Va.	Richmond Normal School	36	2	582	2	5	0	109	0	36	3,672

[1] For colored persons.
[2] School gives 5 weeks' summer session.
[3] Two years of trade experience, in addition to high-school graduation, required for entrance to normal course.
[4] School gives 6 weeks' summer session.

TABLE 33.—*City normal schools—Property, receipts, and expenditures, 1923–24*

Institution (for location, see Table 32)	Property			Receipts			Expenditures					
					Public funds for—							
	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Student fees for educational services	Increase of plant	Current expenditures	Salary of principal	Total salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance of plant, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8	9	10	11	12	13
Wilson Normal School, Washington, D. C.	10,000	$50,000	$250,000									
Miner Normal School, Washington, D. C.[1]	6,632	20,000	240,000									
Normal Training School, Atlanta, Ga.	1,200	1,500	250,000	0	0	$14,604	$2,922	$11,682	0	0	$14,604	
Chicago Normal College, Ill.	31,000	85,545	1,037,532	0	$4,681	297,845	6,500	194,432	$23,340	$73,573	297,845	$4,681
City Normal School, Sioux City, Iowa	2,800	6,000	160,000	0	0	20,170	2,500	13,120	1,100	3,450	20,170	
Louisville Normal School, Ky.	9,204	14,410	71,781	0	0	35,210	[2] 3,575	26,454	1,998	74	32,101	3,109
New Orleans Normal School, La.	2,791	3,000	40,000	0	44,000	24,278	3,000	17,270	2,690	1,318	24,278	44,000
Dingley Normal Training School, Me.	1,500	6,875	60,000	0	0	[3] 1,700	[3] 1,700	0	0	0	1,700	
Baltimore Teachers Training School, Md.	9,000	40,000	110,000	0	0	57,867	[3] 4,000	40,548	4,193	7,898	56,639	1,228
Colored Training School, Baltimore, Md.[1]	0	0	80,000	0	0	20,968	2,880	15,862	1,887	339	20,968	
Training School for Teachers of Mechanic Arts, Boston, Mass.	400	1,875		$1,968	200	4,008	3,191	0	502	315	4,008	200
Teachers College of Kansas City, Mo.	2,100	800	500,000	3,506	0	29,443	4,200	21,841	3,402	0	29,443	
Dewey Training School, Concord, N. H.						[3] 1,700	[3] 1,700	0	0	0	1,700	
Teachers Training School, Jersey City, N. J.	0					47,000	7,000	38,000	2,000	0	47,000	
Maxwell Training School for Teachers, N. Y.	9,103	38,877	767,453				6,500			38,828		100
Training School for Teachers, Jamaica, N. Y.	3,248	([4])	118,706		([4])	760,842	6,500	443,184	([5])	11,452	537,411	3,208
New York Training School for Teachers, N. Y.	8,696	35,150	888,021				6,500			24,447		220,123
Rochester City Normal School, N. Y.	3,425		240,000			39,363	2,500	35,494	1,369	0	39,363	
Schenectady Teachers Training School, N. Y.	1,650					4,051	2,525	1,421	105	0	4,051	
Syracuse City Normal School, N. Y.	650	30,000	400,000	0		9,559	3,550	6,000	9	0	9,559	
Watertown Training School, N. Y.	275	1,050	120,000			2,930	2,700	0	230	0	2,930	
Cleveland School of Education, Ohio	12,112	([6])	243,776	47,529		85,440	6,000	109,500	15,341	2,128	132,969	
Columbus Normal School, Ohio	500	800				4,130	2,208	1,325	0	597	4,130	
Dayton Normal School, Ohio	400	1,400	50,000	600	50,000	15,000	2,600	11,000	300	3,000	16,900	50,000
City Normal School, Lima, Ohio	300	400				4,580	2,500	2,000	80	0	4,580	
Zanesville Normal School, Ohio	100	500		0		3,000	2,000	0	500	500	3,000	0
Philadelphia Normal School, Pa.	0	75,000	700,000	0		178,612	5,500	123,674	10,323	36,830	176,327	2,284
Baxter Teachers Training School, Pittsburgh, Pa.			287,476	0		63,975	2,500	47,764	2,696	10,623	63,583	392
Richmond Normal School, Richmond, Va.	2,000					35,406	3,000	10,010	4,043	9,095	26,148	9,258

[1] For colored persons. [2] Estimated. [3] Figures for 1921–22. [4] Included in column 7. [5] Included in column 9. [6] Included in column 4.

TABLE 34.—*Private normal schools—Length of sessions, entrance requirements, graduates, etc., 1923–24*

Location	Institution	Weeks in year	Weeks in summer session, 1923	Years in teachers training courses	Graduates from teachers' training courses		Total hours of practice required in teachers' courses	Enrollment in model and practice schools maintained by the institution
					Men	Women		
1	2	3	4	5	6	7	8	9
	I. Kindergarten training schools							
Los Angeles, Calif.	Miss Fulmer's School [1]	36	3	2	0	6	420	62
Pasadena, Calif.	Broadoaks School	36	6	2–3	0	59	544	[2] 40
Bridgeport, Conn.	Connecticut-Froebel Normal Training School	34	0	2	0	25	467	[2] 20
Do.	Fannie A. Smith Froebel Kindergarten Training School.	34	0	2	0	33	450	[2] 50
Hartford, Conn.	Culver-Smith Kindergarten Training School	34	0	2	0	25	300	[2] 150
Washington, D. C.	Columbia Kindergarten Training School	32	0	2	0	12	200	85
Chicago, Ill.	Chicago Teachers College	36	0	2–3	0	52	270	[2] 90
Do.	Pestalozzi-Froebel Kindergarten Training School.	36	6	2	0	80	216	[2] 45
Baltimore, Md.	Affordby Kindergarten-Primary Normal School.	36	0	2	0	8	300	[2] 8
Boston, Mass.	Miss Neil's Kindergarten-Primary Training School. [1]	36	----	2	0	13	320	[3]
Do.	Perry Kindergarten Normal School	34	0	2	0	40	195	[3]
Do.	Wheelock Kindergarten Training School [1]	35	0	2	0	101	200	95
Cambridge, Mass.	Lesley Normal School	32	0	2–3	0	124	100	[2] 20
Minneapolis, Minn.	Miss Wood's Kindergarten and Primary Training School.	36	0	2	0	85	360	[2] 193
St. Louis, Mo.	Wilson Kindergarten-Primary Institute	34	0	2	0	0	60	125
New York, N. Y.	Ethical Culture School	35	0	3	0	16	765	[2]
Do.	Froebel League Training School	35	0	2	0	26	584	630
Do.	Harriette M. Mills Kindergarten Training School.	36	0	2–3	0	55	420	[3]
Do.	Jenny Hunter Kindergarten Training School	38	0	2–3	0	43	80	[2] 25
Do.	Montessori Training School of Child Education Foundation.	33	0	2	0	14	480	------
Cincinnati, Ohio.	Cincinnati Kindergarten Association Training School.	36	0	2	0	36	150	[3]
Do.	Cincinnati Missionary Training School	34	0	2	0	13	480	[2] 80
Cleveland, Ohio.	Cleveland Kindergarten Training School	36	0	2	0	64	492	[2] 43
Oberlin, Ohio.	Oberlin Kindergarten Normal Training School	36	0	2	0	55	240	[2] 168
Harrisburg, Pa.	Froebel Kindergarten Training School	36	0	2	0	6	500	[2] 52
Philadelphia, Pa.	Miss Illman's School for Kindergartners	36	0	2	0	62	270	[2] 20
Dallas, Tex.	Kindergarten Training School	36	0	2	0	20	540	[2] 150
	II. Physical training schools							
New Haven, Conn.	New Haven Normal School of Gymnastics	34	6	2–3	6	92	150	[2]
Washington, D. C.	Marjorie Webster School of Expression and Physical Education.	41	6	2	0	20	15	[2] 15
Chicago, Ill.	American College of Physical Education	36	6	2	18	41	108	[3]
Do.	Chicago Normal School of Physical Education	36	6	2	0	125	40	[3]
Do.	Columbia Normal School of Physical Education.	36	6	2	1	36	40	[3]
Indianapolis, Ind.	Normal College of the American Gymnastic Union.	36	5	2–3	18	44	144	[2] 44
Boston, Mass.	Boston School of Physical Education	36	0	2	0	55	35	[3]
Do.	Posse Nissen Normal School of Gymnastics	30	0	3	0	67	60	[3]
Cambridge, Mass.	Sargent School for Physical Education	30	0	3	0	126	120	[3]
Newark, N. J.	Newark Normal School of Physical Education and Hygiene.	36	0	2	18	13	120	[2] 150
Ithaca, N. Y.	Ithaca School of Physical Education	34	0	3	9	23	34	[3]
New York, N. Y.	Chalif Russian Normal School of Dancing [4]	38	8	2	0	18	370	------
Do.	Savage School for Physical Education	32	0	3	39	122	30	[2]
	III. Schools for general training							
Tuskegee, Ala.	Tuskegee Normal and Industrial Institute [5]	36	12	4	0	25	100	315
Denver, Colo.	Denver Normal School	28	----	----	2	8	----	------
Rexburg, Idaho	Ricks Normal College	36	9	1–2	16	9	90	80

[1] Figures for 1921–22.
[2] Public schools also used.
[3] Public schools only.
[4] No requirement for entrance to teachers' training course.
[5] For colored persons.

TABLE 34—*Private normal schools—Length of sessions, entrance requirements, graduates, etc., 1923–24*—Continued

Location	Institution	Weeks in year	Weeks in summer session, 1923	Years in teachers training courses	Graduates from teachers' training courses		Total hours of practice required in teachers' courses	Enrollment in model and practice schools maintained by the institution
					Men	Women		
1	2	3	4	5	6	7	8	9
	III. Schools for general training—Continued							
Oak Park, Ill	Concordia Teachers College	40	0	2	30	0	120	72
Angola, Ind	Tri-State College	36	10	2	10	43	60	119
Waverly, Iowa	Wartburg Normal College	36	0	3	0	7	18	(2)
Ammendale, Md	Ammendale Normal Institute [1]	33	11	2	4	0	60	9
Madison, Minn	Lutheran Normal School	36	0	1	4	21	120	[2] 24
New Ulm, Minn	Dr. Martin Luther College	38	0	2	1	9	99	30
Seward, Nebr	The Lutheran Seminary	36	0	2	15	1	72	45
Trenton, N. J	Rider College	50	0	2	4	22	125	
Asheville, N. C	Asheville Normal School	36	6	3	0	68	90	[2] 145
Raleigh, N. C	St. Augustine's School [5, 6]	36	0	2	0	8	135	94
Dayton, Ohio	Normal School of the Precious Blood	36	6	2	0	6	54	45
Mount Angel, Oreg	Mount Angel Normal School	39	12	2	0	9	300	[2] 372
Oswego, Oreg	Marylhurst Normal School	38	0	2	0	6	180	135
Philadelphia, Pa	Gratz College	40	0	4	6	6	193	(3)
Charleston, S. C	Avery Normal Institute [5]	32	0	2	0	16	240	127
Canton, S. Dak	Lutheran Normal School	36	0	1–2	0	20	80	(3)
Sioux Falls, S. Dak	Augustana College and Normal School	36	0	1–2	2	32	150	[2] 25
Martin, Tenn	Hall-Moody Normal School	36	12	2	5	9		68
Memphis, Tenn	Le Moyne Normal Institute [5, 7]	32	0	4	0	12	160	100
Morristown, Tenn	Morristown Normal and Industrial College [5]	36	0	2	0	2	180	[2] 239
St. George, Utah	Dixie Normal College	34	0	2	8	9	100	[2] 300
Hampton, Va	Hampton Normal and Agricultural Institute [5]	36	12	2–4	4	3	300	[2] 395
Seattle, Wash	Holy Names Academy and Normal School	36	6	2	0	30	170	394
Spokane, Wash	do	36	0	2	0	25	270	92

[1] Figures for 1921–22.
[2] Public sceools also used.
[3] Public schools only.
[5] For colored persons.
[6] Two years' high-school training required for entrance.
[7] Completion of eighth grade required for entrance to teachers' training course.

TABLE 35.—*Private normal schools—Instructors, 1923–24*

Institution (for location see Table 34)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
I. *Kindergarten training schools*								
Miss Fulmer's School	0	5	0	5	0	1	0	5
Broadoaks School	0	8	0	8	0	0	0	8
Connecticut-Froebel Normal Training School	2	4	2	4	0	0	2	4
Fannie A. Smith Froebel Kindergarten Training School	0	7	0	7	0	0	0	7
Culver-Smith Kindergarten Training School	1	4	0	2	0	0	0	2
Columbia Kindergarten Training School	0	5	0	5	0	0	0	5
Chicago Teachers College	4	11	4	11	0	0	4	11
Pestalozzi-Froebel Kindergarten Training School	5	10	1	5	1	3	1	5
Affordby Kindergarten-Primary Normal School	2	4	2	4	0	0	2	4

TABLE 35.—*Private normal schools—Instructors, 1923–24*—Continued

Institution (for location see Table 34)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
I. Kindergarten training schools								
Miss Neil's Kindergarten-Primary Training School	1	11	1	11			1	11
Perry Kindergarten Normal School	1	13	1	1	0	0	1	1
Wheelock Kindergarten Training School	0	15	0	15	0	0	0	15
Lesley Normal School	4	30	4	30	0	0	4	30
Miss Wood's Kindergarten and Primary Training School	1	15	0	9	0	0	0	9
Wilson Kindergarten-Primary Institute	0	1	0	1	0	0	0	1
Ethical Culture School	21	58	5	13	0	0	5	13
Froebel League Training School	3	14	3	14	0	0	3	14
Harriette M. Mills Kindergarten Training School	2	9	2	9	0	0	2	9
Jenny Hunter Kindergarten Training School	0	8	0	6	0	0	0	6
Montessori Training School of Child Education Foundation	0	12	0	12	0	0	0	12
Cincinnati Kindergarten Association Training School	4	12	4	12	0	0	4	12
Cincinnati Missionary Training School	6	7	2	3	0	0	2	3
Cleveland Kindergarten Training School	0	10	0	10	0	0	0	10
Oberlin Kindergarten Normal Training School	6	18	0	10	0	0	0	10
Froebel Kindergarten Training School	0	2	0	2	0	0	0	2
Miss Illman's School for Kindergartners	1	11	0	2	0	0	0	2
Kindergarten Training School	0	3	0	3	0	0	0	3
II. Physical training schools								
New Haven Normal School of Gymnastics	10	9	4	3	4	2	4	3
Marjorie Webster School of Expression and Physical Education	3	9	3	9			3	9
American College of Physical Education	10	4	10	4	8	4	10	4
Chicago Normal School of Physical Education	7	12	6	9	3	7	7	12
Columbia Normal School of Physical Education	10	19	4	11	3	8	5	12
Normal College of the American Gymnastic Union	[1] 1	[1] 2	[1] 1	[1] 2	[1] 1	[1] 2	[1] 1	[1] 2
Boston School of Physical Education	0	18	0	18	0	0	0	18
Posse Nissen Normal School of Gymnastics	4	7	2	7	2	0	2	7
Sargent School for Physical Education	13	56	13	56	0	0	13	56
Newark Normal School of Physical Education and Hygiene	11	5	3	3	0	0	3	3
Ithaca School of Physical Education	4	2	4	2	0	0	4	2
Chalif Russian Normal School of Dancing	3	2	3	2	3	2	3	2
Savage School for Physical Education	25	10	20	7	0	0	20	7
III. Schools for general training								
Tuskegee Normal and Industrial Institute [2]	137	123	5	3	10	16	10	16
Denver Normal School	1	2	1	2	0	0	1	2
Ricks Normal School	16	6	6	1	4	2	8	3
Concordia Teachers College	18	0	6	0	0	0	6	0
Tri-State College	8	9	4	7	6	8	6	8
Wartburg Normal College	12	8	2	3	0	0	2	3
Ammendale Normal Institute	8	0	8	0			8	0
Lutheran Normal School	4	4	4	4	0	0	4	4
Dr. Martin Luther College	12	0	8	0	0	0	8	0
The Lutheran Seminary	11	1	11	1	0	0	11	1
Asheville Normal School	33	34	5	22	33	34	33	34
St. Augustine's School [3]	10	17	0	5	0	0	0	5
Normal School of the Precious Blood	1	12	1	7	1	8	1	12
Mount Angel Normal School	2	23	2	14	0	14	2	16
Marylhurst Normal School	1	16	0	7	1	11	1	16
Gratz College	6	0	6	0	0	0	6	0
Avery Normal Institute [2]	2	11	1	3	0	0	1	3
Lutheran Normal School	5	12	4	10	0	0	4	10
Augustana College and Normal School	13	11	2	2	0	0	2	2
Hall-Moody Normal School	9	4	3	1	3	1	4	1
Le Moyne Normal Institute [2]	4	18	4	18	0	0	4	18
Morristown Normal and Industrial College [2]	14	18	[3] 5	[3] 7	0	0	[3] 5	[3] 7
Dixie Normal College	13	11	6	1	0	0	6	1
Hampton Normal and Agricultural Institute [2]	76	66	11	3	24	32	23	31
Holy Names Academy and Normal School, Seattle	0	29	0	5	0	3	0	5
Holy Names Academy and Normal School, Spokane	0	24	0	9	0	0	0	9

[1] A number of part-time teachers also are employed. [2] Estimated. [3] For colored persons.

TABLE 36.—*Private normal schools—Students, 1923–24*

Institution (for location see Table 34)	Total resident students in all courses, excluding duplicates		Resident students in normal courses						Nonresident students in extension and correspondence courses	Attendance weeks of resident students	
			Regular session		Summer session		Total, excluding duplicates				
	Men	Women	Men	Women	Men	Women	Men	Women		Teachers' training courses	Other courses
1	2	3	4	5	6	7	8	9	10	11	12
I. *Kindergarten training schools*											
Miss Fulmer's School	0	70	0	41	0	30	0	70	------	------	------
Broadoaks School	0	81	0	81	0	0	0	81	------	------	------
Connecticut-Froebel Normal Training School	0	43	0	43	0	0	0	43	------	------	------
Fannie A. Smith Froebel Kindergarten Training School	0	65	0	65	0	0	0	65	------	------	------
Culver-Smith Kindergarten Training School	0	45	0	44	0	0	0	44	------	------	------
Columbia Kindergarten Training School	0	20	0	20	0	0	0	20	------	640	------
Chicago Teachers College	0	88	0	88	0	0	0	88	20	3,168	------
Pestalozzi-Froebel Kindergarten Training School	0	214	0	161	0	61	0	214	------	5,430	------
Affordby Kindergarten-Primary Normal School	0	22	0	22	0	0	0	22	------	720	------
Miss Neil's Kindergarten-Primary Training School	0	36	0	36	----	----	0	36	------	------	------
Perry Kindergarten Normal School	0	83	0	83	0	0	0	83	------	2,805	------
Wheelock Kindergarten Training School	0	238	0	238	0	0	0	238	------	------	------
Lesley Normal School	0	325	0	325	0	0	0	325	------	------	------
Miss Wood's Kindergarten and Primary Training School	0	180	0	180	0	0	0	180	------	------	------
Wilson Kindergarten-Primary Institute	0	5	0	5	0	0	0	5	------	------	------
Ethical Culture School	319	496	0	66	0	0	0	66	------	------	------
Froebel League Training School	0	49	0	49	0	0	0	49	------	------	------
Harriette M. Mills Kindergarten Training School	0	180	0	180	0	0	0	180	------	------	------
Jenny Hunter Kindergarten Training School	0	90	0	90	0	0	0	90	------	[1] 3,384	------
Montessori Training School of Child Education Foundation	0	33	0	33	0	0	0	33	------	[1] 900	------
Cincinnati Kindergarten Association Training School	0	80	0	76	0	0	0	76	------	2,718	------
Cincinnati Missionary Training School	0	74	0	23	0	0	0	23	------	782	1,440
Cleveland Kindergarten Training School	0	126	0	126	0	0	0	126	------	------	------
Oberlin Kindergarten Normal Training School	0	161	0	161	0	0	0	161	------	5,473	------
Froebel Kindergarten Training School	0	15	0	15	0	0	0	15	------	------	------
Miss Illman's School for Kindergartners	0	127	0	127	0	0	0	127	------	4,536	------
Kindergarten Training School	0	42	0	42	0	0	0	42	------	1,512	------
II. *Physical training schools*											
New Haven Normal School of Gymnastics	21	211	21	205	3	10	21	211	------	7,444	------
Marjorie Webster School of Expression and Physical Education	0	125	0	50	0	0	0	50	0	------	------
American College of Physical Education	71	106	50	75	40	59	70	106	------	5,094	------
Chicago Normal School of Physical Education	0	286	0	256	0	60	0	286	------	9,396	------
Columbia Normal School of Physical Education	8	201	2	111	1	73	3	176	------	2,921	------
Normal College of the American Gymnastic Union	42	89	42	89	18	41	42	89	------	4,716	------
Boston School of Physical Education	0	152	0	152	0	0	0	152	------	3,320	------
Posse Nissen Normal School of Gymnastics	3	211	0	201	0	4	0	201	------	------	------
Sargent School for Physical Education	0	550	0	550	0	0	0	550	------	------	------
Newark Normal School of Physical Education and Hygiene	50	54	50	54	0	0	50	54	9	3,744	------
Ithaca School of Physical Education	30	53	30	53	0	0	30	53	------	------	------
Chalif Russian Normal School of Dancing	7	79	1	10	0	0	1	10	------	------	------
Savage School for Physical Education	76	236	76	236	0	0	76	236	0	9,984	------

[1] Estimated.

TABLE 36—*Private normal schools—Students, 1923–24*—Continued

Institution (for location see Table 34)	Total resident students in all courses, excluding duplicates		Resident students in normal courses						Nonresident students in extension and correspondence courses	Attendance weeks of resident students	
			Regular session		Summer session		Total, excluding duplicates				
	Men	Women	Men	Women	Men	Women	Men	Women		Teachers' training courses	Other courses
1	2	3	4	5	6	7	8	9	10	11	12
III. *Schools for general training*											
Tuskegee Normal and Industrial Institute [2]	1,112	1,212	0	45	45	370	45	415	------	------	------
Denver Normal School	20	75	20	75	0	0	20	75	------	------	------
Ricks Normal School	255	243	50	52	75	88	125	140	22	4,311	8,244
Concordia Teachers College	346	0	75	0	0	0	75	0	------	3,000	------
Tri-State College	65	242	20	60	45	182	65	242	77	------	------
Wartburg Normal College	98	97	2	16	0	0	2	16	0	648	5,991
Ammendale Normal Institute	34	0	16	0	0	0	16	0	------	------	------
Luther Normal School	38	58	38	58	0	0	38	58	------	2,670	------
Dr. Martin Luther College	112	81	3	17	0	0	3	17	------	------	------
The Lutheran Seminary	168	30	32	6	0	0	32	6	------	7,128	------
Asheville Normal School	50	1,638	0	340	501	438	50	1,638	------	21,168	------
St. Augustine's School [2]	145	239	4	12	0	0	4	12	------	------	------
Normal School of the Precious Blood	0	135	0	39	0	96	0	135	37	1,385	------
Mount Angel Normal School	0	211	0	52	0	49	0	101	0	------	------
Marylhurst Normal School	0	157	0	24	0	135	0	157	31	1,596	------
Gratz College	51	20	51	20	0	0	51	20	31	------	------
Avery Normal Institute [2]	108	165	0	22	0	0	0	22	------	704	------
Lutheran Normal School	78	176	35	112	0	0	35	112	2	4,860	2,604
Augustana College and Normal School	108	213	3	99	0	0	3	99	------	3,412	7,560
Hall-Moody Normal School	127	150	26	28	11	107	31	120	------	------	------
Le Moyne Normal Institute [2]	98	252	98	252	0	0	98	252	------	------	------
Morristown Normal and Industrial College [2]	158	230	36	76	0	0	36	76	------	------	------
Dixie Normal College	141	161	12	15	0	0	12	15	------	------	------
Hampton Normal and Agricultural Institute [2]	715	1,040	38	37	135	719	173	756	79	------	------
Holy Names Academy and Normal School, Seattle	0	493	0	64	0	35	0	99	------	------	------
Holy Names Academy and Normal School, Spokane	0	242	0	42	0	0	0	42	0	1,425	7,200

[2] For colored persons.

TABLE 37.—*Private normal schools—Property, receipts, and expenditures, 1923–24*

Institution (for location, see Table 34)	Property			Receipts					Expenditures					
				Student fees		Private benefactions for—		All other sources	Administration and instruction			Other current expenditures	Total current expenditures	Outlays and payment of debt
	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds, buildings, and endowment	Tuition, etc.	Board, rooms, etc.	Increase of plant and endowment	Current expenditures		Salary of principal	Total salaries of other instructors	Other expenditures			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I. *Kindergarten training schools*														
Miss Fulmer's School				$14,900									$15,000	
Broadoaks School	800	$1,500	$22,800	18,931	$14,756				$7,200	$7,834	$2,500	$5,998	23,532	
Connecticut-Froebel Normal Training School			5,700											
Fannie A. Smith Froebel Kindergarten Training School	1,500	3,500	50,000	25,095					0	9,805	1,600	7,222	18,627	
Culver-Smith Kindergarten Training School	500			7,200										
Columbia Kindergarten Training School [1]	2,421	8,500		1,200	1,320		$1,365		1,315	1,800	0	1,500	4,615	
Chicago Teachers College	1,000		5,000	[2] 28,331	[2] 20,017								48,197	$2,600
Pestalozzi-Froebel Kindergarten Training School	825	4,500	35,000	28,990	11,414		1,800	$3,476	2,700	14,921	3,710	15,349	36,680	9,000
Affordby Kindergarten-Primary Normal School	450	600		2,550										
Miss Neil's Kindergarten-Primary Training School	500													
Perry Kindergarten Normal School	1,000	2,000		11,415				460	2,100	1,498	3,995	2,620	10,213	293
Wheelock Kindergarten Training School	600	1,500	80,500	30,000	29,000				0	16,509	9,571	22,892	48,972	2,365
Miss Wood's Kindergarten and Primary Training School	665	1,000		28,346				281	5,700	16,772	3,885	2,191	28,548	
Ethical Culture School	11,171	16,757		9,250					4,000					
Froebel League Training School	750	6,700	81,800											
Jenny Hunter Kindergarten Training School	800			17,000					[3]	15,600	900	5,000	21,500	
Montessori Training School of Child Education Foundation	300	1,910		7,050	5,400			300	3,600		1,758	5,356		
Cincinnati Kindergarten Association Training School			[4] 17,000	5,690	32		10,140			11,960	1,230	2,577	15,767	

(For footnotes see page 60.)

Cincinnati Missionary Training School	6,000		[5] 215,000		5,875		9,075	615	[6] 3,600	4,700	1,550	9,965	19,815	
Cleveland Kindergarten Training School	600	3,900	37,500	16,916	4,711				3,300					
Oberlin Kindergarten Normal Training School	0	2,000	130,000	32,089	63,108	$271		10,741	2,200	17,857	5,422	62,090	87,569	1,220
Froebel Kindergarten Training School				3,410					950	1,000	0	354	2,304	
Miss Illman's School for Kindergartners	100	4,000	22,000	16,938	12,257			294	3,000	3,424	1,619	2,341	10,384	12,865
Kindergarten Training School	500								2,000	2,500	0	0	4,500	
II. *Physical training schools*														
New Haven Normal School of Gymnastics	1,600	46,500	290,000	57,600	86,400			20,300	7,500	19,300	6,900	114,000	147,700	2,500
Marjorie Webster School of Expression and Physical Education	500	15,000												
American College of Physical Education		4,000		36,155	15,710			433	3,300	13,850	13,733	17,068	47,951	
Chicago Normal School of Physical Education	1,000	32,660	193,711	89,422	73,681			76,435	3,480	27,320	29,415	83,117	143,332	12,527
Columbia Normal School of Physical Education	900	8,400		28,317	29,907			4,372	1,920	17,486	7,986	32,543	59,935	
Normal College of the American Gymnastic Union	1,400	13,945	[4] 4,950	16,782	38,797		311	6,000	4,800	9,550	3,800	40,664	58,814	
Boston School of Physical Education [1]	396		80,000	56,422			1,000		3,000	19,261	3,593	7,837	33,691	
Posse Nissen Normal School of Gymnastics				37,016	6,510				4,350	9,488			13,838	
Newark Normal School of Physical Education and Hygiene	200	900		21,110					3,000	8,140	1,960	3,138	16,238	
Ithaca School of Physical Education		5,000	75,000	19,931	11,000				3,683	10,844	0	11,724	26,251	
Chalif Russian Normal School of Dancing	400	1,000		8,500					3,900	0	4,814	0	8,714	
Savage School for Physical Education	500	2,000		67,637					5,000	25,605	12,738	16,260	59,603	
III. *Schools for general training*														
Tuskegee Normal and Industrial Institute [7]	14,681	236,647	[8] 4,636,347	29,561	171,853	199,962	[9] [10] 307,326	65,578	5,926	182,270	72,742	237,359	498,297	55,400
Denver Normal School	500	400												
Ricks Normal School	3,300	17,500	150,000	8,619			33,700	802	3,000	28,064	3,123	8,237	42,424	645
Concordia Teachers College	15,000	100,000	1,500,000		32,400		60,866		7,000	42,100	2,000	23,000	74,100	165,000
Tri-State College	5,000	22,000	61,000											
Wartburg Normal College	3,065	30,000	[11] 205,000	7,810	20,225	15,370	20,676	760	2,000	26,590	3,240	21,549	53,379	3,089
Ammendale Normal Institute	10,000	20,000	350,000				25,000	5,000			1,000		28,500	
Lutheran Normal School	3,500	5,100	[12] 147,800	4,264	2,287		10,510	2,812	2,500	9,500	400	7,643	20,043	
Dr. Martin Luther College	3,800	15,000	225,000	0	15,000		34,000		2,400	25,600	0	21,000	49,000	
The Lutheran Seminary	2,050	25,000	400,000			125,000	35,000		2,340	20,000	0	35,000	57,340	125,000
Rider College	1,000	42,303	[13] 371,000	102,855	3,345		[14] 15,265	15,010	6,500	60,750	16,312	35,226	118,788	0
Asheville Normal School	3,800	5,000	800,000		26,784	30,000	73,716		3,000	27,850	6,600	61,050	98,500	
St. Augustine's School [7]	7,500	24,152	[15] 268,263	3,681	26,629	82,192	40,935	5,880	[16] 2,400	17,998	6,475	43,975	70,848	18,226
Normal School of the Precious Blood	3,000	4,500	104,000											
Mount Angel Normal School	4,708	30,000	75,000	6,000	11,000	7,000	0	1,000	0	0	9,800	8,100	17,900	
Marylhurst Normal School	5,000	2,000	70,000											
Gratz College	5,000	10,000	[17] 229,783	16,000	0	5,000	8,300	2,339	2,500	10,722	1,726	2,737	17,685	0
Avery Normal Institute [7]	2,100	3,000	25,000	5,064	0	0	8,032	0	1,655	8,890	0	2,388	12,933	
Lutheran Normal School	1,700	15,345	127,500	10,000	3,750	4,640	8,000	26,976	2,500	17,084	2,800	27,342	49,726	4,640
Augustana College and Normal School	5,000		[4] 219,701	20,035	24,037	0	42,257	1,646	0	39,300	9,702	37,826	86,828	0
Hall-Moody Normal School	3,000	20,159	132,569	13,309	3,316	0	9,857	0	3,000	13,166	1,785	11,485	29,436	

TABLE 37.—*Private normal schools—Property, receipts, and expenditures, 1923–24*—Continued

Institution (for location, see Table 34)	Property			Receipts					Expenditures					
				Student fees		Private benefactions for—		All other sources	Administration and instruction			Other current expenditures	Total current expenditures	Outlays and payment of debt
	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds, buildings, and endowment	Tuition, etc.	Board, rooms, etc.	Increase of plant and endowment	Current expenditures		Salary of principal	Total salaries of other instructors	Other expenditures			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
III. Schools for general training														
Le Moyne Normal Institute [7]	-------	$450	$75,000	$9,700	0	0	0	$9,225	$1,800	$11,240	$1,510	$4,375	$18,925	-------
Morristown Normal and Industrial College [7]	4,000	30,000	[18] 725,000	4,219	$1,448	$122,526	$17,508	0	2,200	19,038	1,624	4,065	26,927	$122,397
Dixie Normal College	12,000	50,000	200,000	5,311	-------	2,000	[19] 32,235	-------	2,750	20,521	1,276	9,326	33,873	1,146
Hampton Normal and Agricultural Institute [7]	58,385	341,559	[20] 6,454,602	0	161,774	133,086	[21] 462,617	735	7,458	224,774	46,571	189,962	468,765	41,463
Holy Names Academy and Normal School, Seattle	6,510	79,000	[22] 533,500	29,200	24,500	6,000	-------	21,130	0	0	2,600	64,600	67,200	1,700
Holy Names Academy and Normal School, Spokane	5,600	62,180	150,000	-------	-------	-------	-------	-------	-------	-------	-------	-------	45,048	-------

[1] Figures for 1921–22.
[2] Prorated.
[3] Included in column 11.
[4] Endowment.
[5] Includes $90,000 endowment fund.
[6] Only one-third charged to school.
[7] Colored.
[8] Includes $2,824,415 endowment fund.
[9] Includes $15,451 from Federal funds.
[10] Includes $13,742 from State funds.
[11] Includes $5,000 endowment fund.
[12] Includes $15,000 endowment fund.
[13] Includes $1,000 endowment fund.
[14] Includes $15,142 from Federal funds.
[15] Includes $53,671 endowment fund.
[16] Plus house.
[17] Includes $155,687 endowment fund.
[18] Includes $325,000 endowment fund.
[19] Includes $3,235 from public funds.
[20] Includes $4,916,102 endowment fund.
[21] Includes $1,200 from public funds.
[22] Includes $33,500 endowment fund.

CHAPTER XXIV

STATISTICS OF PUBLIC HIGH SCHOOLS, 1923–24

CONTENTS.—Introduction—Enrollment—Military drill—Teachers—Size of high school—Graduates—Type of high school—Survivals—Statistical tables

INTRODUCTION

The Bureau of Education has a record of 19,442 public high schools in the United States. Reports were received from 14,827 for the school year 1923–24, of which number 704 are classified as junior high schools, 1,316 as junior-senior high schools, and 181 as three-year senior high schools. In 1924, reports were received from 771 more schools than reported in 1922. There were 16,300 public high schools in 1918.

All two-year, three-year, and four-year junior high schools which are separately organized have been included in the statistics of junior high schools. The junior portions of junior-senior high schools have been included in the junior-senior statistics. All types of junior-senior high schools, whether organized on the 2–4, 4–2, 2–3, 3–2, 3–3, or 6-year undivided plan, are included in the statistics of junior-senior high schools. Only three-year high schools containing grades corresponding to the traditional 10, 11, and 12, when separately organized as senior high schools, have been included in the statistics of senior high schools. In tables showing enrollment in elementary grades, the sixth and seventh grades of those schools having only seven years in the elementary course are tabulated with the seventh and eighth grades of schools having eight years of elementary work.

ENROLLMENT

The total enrollment reported for 1924 is 2,538,381, which is an increase of 308,974 over that reported for 1922. The State departments of education report a total of 3,407,801 in public high schools in the various States, which indicates that State department reports are more complete than those of the Bureau of Education. The total number of colored students reported for 1924 is 51,745, an increase of 16,014, or 44.8 per cent over 1922. The greatest increase is in the number of colored girls enrolled, 46.2 per cent. The increase for all types of students reported is 13.9 per cent. The increases for the several years of high school are as follows: First year, 7.5 per cent; second year, 13.9 per cent; third year, 18.7 per cent; fourth year, 25.3 per cent. These figures indicate a healthy growth for the

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public high school, and that the students already enrolled are staying in school longer.

Enrollments were taken by course of study, with instructions not to include single subjects of study, but subjects organized in groups. Academic courses were reported by 14,783 schools, with 2,318,363 students taking such courses; 3,742 schools have 430,975 in commercial courses; 3,860 schools have 160,140 in home economics courses; 2,089 schools have 155,167 in manual training courses; 2,604 schools have 56,469 in agriculture courses; 434 schools have 41,998 in industrial or trade courses, and 1,453 schools have 34,138 in teacher-training courses. The same data were gathered in 1918. The increase in number taking industrial and trade courses since 1918 is 153 per cent; in academic courses, 86 per cent; in manual training courses, 60 per cent; in home economics courses, 57 per cent; in commercial courses, 55 per cent; in agriculture courses, 46 per cent; and in teacher-training courses, 28 per cent. The greatest per cent of increase, therefore, is in industrial and trade courses, and the least in teacher-training courses.

MILITARY DRILL

In 1918, 1,276 public high schools were offering military drill to 112,683 boys. In 1920, there were 688 such schools, offering it to 98,831 boys; and in 1924, 300 schools offering military training to 55,964 boys. In 1914, only 82 schools offered military training, to 9,532 boys. These figures show the ability of the public high school to meet an emergency and then to direct attention elsewhere when the emergency passes.

TEACHERS

The number of public high-school teachers reported for 1924 is 133,395, or an increase of 35,741 over 1920. This is an increase of 40.6 per cent for men teachers, and 34.4 per cent for women. The number of students per teacher has increased from 20.5 in 1920 to 22.1 in 1922.

SIZE OF HIGH SCHOOL

No tabulation is presented showing size of high school by States. There are reported 5,110 schools with 50 students or less, and 9,150 with 100 or less. With from 101 to 200 students there are 2,618 schools; with 201 to 500, 1,728 schools; with 501 to 1,000,717 schools; and with more than 1,000 students, 614 schools. There are 13 high schools with an enrollment of more than 5,000 each, one having 8,410 students. The average size has increased from 140 students in 1920 to 199 in 1924.

GRADUATES

In 1918, 14.5 per cent of the public-high school pupils were enrolled in the fourth year of work, and 93.8 per cent of the senior class graduated. In 1924, 15.7 per cent of the pupils were in the fourth year of work, and 91.3 per cent of the senior class graduated. From the graduating class of 1917, 38.1 per cent of the boys went to college the following year, and from the 1923 class, 37.2 per cent went to college. From the 1917 class, 21.4 per cent of the girls went to college the year following graduation, and from the 1923 class, 25.9 per cent went to college. The per cent going to other institutions is about the same for each year; 9 per cent of the boys and 17 per cent of the girls were attending some other institution the year following graduation. In 1917, 42 per cent of the graduates attended some higher institution the year following graduation, and in 1923, 44.5 per cent attended some higher institution.

TYPE OF HIGH SCHOOL

There are 19 public high schools of the distinctively business and commercial type, and 139 of the vocational and technical type. Many of these schools are equipped with modern machinery, and use up-to-date methods of instruction in the various trades, vocations, and occupations.

SURVIVALS

No adjustments have been made for increase in population, deaths, immigration, retardation, or duplication, in obtaining the percentage in Table 2. The first year enrollments are taken as bases, and divided into the enrollments of the second, third, and fourth year of the high school for the first, second, and third year following the basic year.

TABLE 1.—*Review of statistics of public high schools, 1890–1924 (excluding statistics of elementary grades in junior high schools)*

Items	1890	1900	1910	1920	1924
Schools reporting	2,526	6,005	10,213	14,326	14,827
Per cent reporting (based on all secondary schools reporting)	60.8	75.2	85.2	87.3	87.5
Teachers:					
Men	3,597	10,172	18,890	34,396	48,359
Women	5,280	10,200	22,777	63,258	85,036
Total	[1] 9,120	20,372	41,667	[2] 97,654	[3] 133,395
Students:					
Boys	85,451	216,207	398,525	822,967	1,183,067
Girls	116,351	303,044	516,536	1,034,188	1,355,314
Total	[1] 202,963	519,251	915,061	1,857,155	2,538,381
Total population	62,622,250	75,997,687	91,972,266	105,710,620	112,078,611
Per cent of total population in public high schools	0.32	0.68	1.00	1.76	2.26
Per cent of all secondary students enrolled in public high schools	56.7	74.6	82.3	88.2	90.7
Per cent of all public and private secondary students enrolled in public high schools	68.1	82.4	88.6	91.0	92.1
Colored students included above:					
Boys	2,512	2,655	4,306	9,497	18,898
Girls	3,397	5,740	8,330	18,134	32,847
Total	[1] 5,933	8,395	12,636	27,631	51,745
Graduates:					
Boys	7,692	22,575	43,657	90,516	155,698
Girls	14,190	39,162	67,706	140,386	206,538
Total	21,882	61,737	111,363	230,902	362,236
Military drill:					
Schools offering				688	300
Students taking		10,455		98,831	55,964
Libraries:					
Schools reporting		4,899	8,969		14,004
Volumes	956,832	2,727,003	5,032,814		11,853,669
Average volumes to a school		557	561		846
Buildings and grounds:					
Schools reporting		4,742	8,481		14,045
Value	$49,171,542	$96,131,695	$217,893,714		$1,323,460,137
Average value		$20,272	$25,692		$94,230
Scientific apparatus, furniture, etc.:					
Schools reporting	[4]	[4]	7,888		13,883
Value	[4]	[4]	$13,435,789		$120,927,154
Average value			$1,703		$8,710
Amount spent for new buildings, grounds, and improvements:					
Schools reporting			2,596		6,266
Amount			$19,366,049		$163,198,430
Teachers to a school	3.6	3.4	4.1	[5] 6.8	[5] 9.0
Students to a school	80.4	86.5	89.6	[6] 139.5	[6] 199.0
Students to a teacher	22.3	25.5	22.0	[5,6] 20.5	[5,6] 22.1
High schools for boys only			34	39	52
High schools for girls only			26	37	50

[1] Includes those not reported by sex.
[2] Includes 1,361 men and 5,069 women teaching in junior high schools.
[3] Includes 3,299 men and 11,697 women teaching in junior high schools.
[4] Included in buildings and grounds.
[5] Computation includes teachers in elementary grades in junior high schools.
[6] Computation includes pupils in elementary grades in junior high schools.

TABLE 2.—*Distribution of pupils in the several grades of public high schools, 1908–1924 (excluding statistics of elementary grades in junior high schools)*

Items	1908	1909	1910	1911	1912	1913	1914	1915	1916	1918	1920	1922	1924
Pupils in first year	333,274	364,138	392,505	421,335	461,288	464,625	497,110	543,026	590,110	654,935	742,320	869,100	934,192
Per cent of total number	43.3	43.3	42.9	42.8	41.7	41.0	40.8	40.8	40.5	39.8	40.1	39.1	36.9
Pupils in second year	209,265	226,129	247,936	263,213	299,304	305,678	325,960	354,705	391,301	441,868	498,796	607,762	692,558
Per cent of total number	27.2	26.9	27.1	26.7	27.1	26.9	26.7	26.7	26.9	26.9	27.0	27.4	27.4
Pupils in third year	137,526	149,955	163,176	176,990	201,311	211,352	226,999	245,380	268,762	309,208	346,684	426,633	506,286
Per cent of total number	17.8	17.8	17.8	18.0	18.2	18.6	18.6	18.5	18.5	18.8	18.8	19.2	20.0
Pupils in fourth year	90,391	101,051	111,444	123,139	143,457	153,116	168,735	185,873	205,888	239,160	261,369	316,811	396,853
Per cent of total number	11.7	12.0	12.2	12.5	13.0	13.5	13.9	14.0	14.1	14.5	14.1	14.3	15.7
Four-year schools reporting			6,421	6,732	7,686	7,839	8,275	8,440	8,906	10,638	[1] 11,080	[2] 11,323	[3] 12,021
Per cent of total number reporting			62.9	65.8	68.5	69.5	71.9	72.3	74.2	76.3	77.3	80.6	81.1
Teachers in four-year schools:													
Men			14,556	16,004	18,756	19,589	21,619	23,487	25,749	25,283	[4] 29,837	[4] 37,187	[4] 42,860
Women			20,776	22,776	26,724	28,199	30,872	33,383	36,894	50,021	[4] 54,678	[4] 64,222	[4] 71,597
Total			35,332	38,780	45,480	47,788	52,492	56,870	62,643	75,304	[4] 84,515	[4] 101,409	[4] 114,457
Pupils in four-year schools:													
Boys			348,587	378,946	439,854	457,694	501,841	561,573	618,851	671,774	[5] 791,343	[5] 1,004,355	[5] 1,156,300
Girls			458,247	490,611	557,701	577,246	624,615	674,526	743,663	892,378	[5] 989,989	[5] 1,156,506	[5] 1,319,086
Total			806,834	869,557	997,555	1,034,940	1,126,456	1,236,099	1,362,514	1,564,152	[5] 1,781,332	[5] 2,160,861	[5] 2,475,386
Per cent of number of secondary pupils in all high schools			88.2	88.3	90.3	91.2	92.4	93.0	93.6	95.1	95.9	96.9	97.5
Survival percentages:													
First year	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	[6] 100.0	100.0	100.0	100.0	
Second year		67.9	68.1	67.1	71.0	66.3	70.1	71.4	[6] 72.1	[7] 71.0	[8] 71.4	[9] 75.4	
Third year			49.0	48.6	51.3	50.2	49.2	52.8	54.1	52.4	52.9	57.5	58.3
Fourth year				36.9	39.4	39.0	40.1	40.3	44.3	44.0	42.0	45.3	49.3

[1] Includes 259 senior high schools having the last three years of the high-school course.
[2] Includes 91 senior high schools having the last three years of the high-school course.
[3] Includes 181 senior high schools having the last three years of the high-school course.
[4] Not including teachers of pupils in the third year of three-year junior high schools.
[5] Includes pupils in senior high schools and in the third year of junior high schools.
[6] The survival percentages for 1917 are, for second year, 70.6; third year, 53.2; fourth year, 44.8.
[7] The survival percentages for 1919 are, for second year 63.4; for third year, 52.7; fourth year, 42.4.
[8] The survival percentages for 1921 are, for the second year, 74.5; third year, 55.3; fourth year, 39.6.
[9] The survival percentages for 1923 are, for the second year, 74.8; third year, 57.9; fourth year, 49.2.

TABLE 3.—*White teachers in all types of public high schools, 1923–24*

State	In regular high schools			In junior high schools			In junior-senior high schools			In senior high schools			Total white teachers
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	36,813	58,081	94,894	3,248	11,595	14,843	5,524	10,658	16,182	2,026	3,752	5,778	131,697
Alabama	338	641	979	11	21	32	79	114	193				1,204
Arizona	122	205	327	13	29	42	48	98	146	7	15	22	537
Arkansas	288	329	617	15	79	94	118	227	345	14	38	52	1,108
California	2,215	3,513	5,728	304	967	1,271	154	337	491	234	396	630	8,120
Colorado	391	615	1,006	53	245	298	165	303	468	15	44	59	1,831
Connecticut	404	896	1,300	35	135	170	37	70	107	16	63	79	1,656
Delaware	81	123	204				4	9	13				217
District of Columbia	108	267	375	18	105	123							498
Florida	140	248	388	6	71	77	59	177	236	13	28	41	742
Georgia	434	666	1,100	74	159	233	27	25	52	76	20	96	1,481
Idaho	249	285	534	2	25	27	46	118	164	7	14	21	746
Illinois	2,992	4,777	7,769	48	171	219	39	94	133	25	68	93	8,214
Indiana	1,627	2,104	3,731	142	363	505	530	652	1,182	47	71	118	5,536
Iowa	1,260	2,255	3,515	64	313	377	273	640	913	79	181	260	5,065
Kansas	1,089	1,645	2,734	125	499	624	141	278	419	118	263	381	4,158
Kentucky	531	712	1,243	4	41	45	45	113	158				1,446
Louisiana	420	753	1,173	8	26	34				2	16	18	1,225
Maine	278	481	759	9	53	62	24	52	76	15	33	48	945
Maryland	391	487	878	37	253	290	4	10	14				1,182
Massachusetts	1,324	2,341	3,665	231	1,189	1,420	129	240	369	154	353	507	5,961
Michigan	1,133	1,756	2,889	230	603	833	448	886	1,334	143	268	411	5,467
Minnesota	919	1,704	2,623	77	304	381	244	717	961	52	107	159	4,124
Mississippi	274	407	681	0	16	16	81	187	268				965
Missouri	1,142	1,724	2,866	77	257	334	107	213	320	100	193	293	3,813
Montana	273	498	771	3	35	38	32	61	93	2	2	4	906
Nebraska	776	1,463	2,239	25	108	133	67	176	243	14	35	49	2,664
Nevada	34	53	87				12	17	29				116
New Hampshire	138	270	408	18	93	111	67	126	193	17	18	35	747
New Jersey	1,009	1,748	2,757	99	321	420	48	131	179	38	86	124	3,480
New Mexico	98	162	260	3	21	24	14	12	26				310
New York	3,302	5,932	9,234	322	1,283	1,605	320	829	1,149	41	61	102	12,090
North Carolina	595	1,017	1,612	6	29	35	36	127	163				1,810
North Dakota	431	495	926	9	33	42	48	90	138				1,106
Ohio	2,310	2,906	5,216	353	1,126	1,479	582	1,012	1,594	257	336	593	8,882
Oklahoma	674	928	1,602	56	163	219	284	501	785	69	146	215	2,821
Oregon	499	853	1,352	8	40	48	19	19	38	7	35	42	1,480
Pennsylvania	2,959	3,530	6,489	402	966	1,368	486	802	1,288	183	221	404	9,549
Rhode Island	159	339	498	1	2	3	3	6	9				510
South Carolina	249	425	674										674
South Dakota	432	615	1,047	6	35	41	29	51	80	5	14	19	1,187
Tennessee	469	718	1,187	21	91	112	33	58	91				1,390
Texas	1,189	1,946	3,135	90	345	435	6	9	15	62	195	257	3,842
Utah	136	105	241	47	136	183	103	84	187	57	115	172	783
Vermont	71	151	222	9	35	44	81	167	248				514
Virginia	478	988	1,466	41	255	296	30	69	99	38	70	108	1,969
Washington	883	1,329	2,212	7	23	30	73	179	252				2,494
West Virginia	391	568	959	53	172	225	152	227	379	46	67	113	1,676
Wisconsin	1,002	1,944	2,946	82	341	423	159	269	428	73	180	253	4,050
Wyoming	106	164	270	4	18	22	38	76	114				406
Outlying possessions													
Alaska	13	21	34				1	2	3				37
Canal Zone	4	13	17										17
Hawaii	27	70	97	4	10	14	2	5	7	3	12	15	133
Philippine Islands	368	196	564										564
Porto Rico	58	103	161										161

TABLE 4.—*Colored teachers in all types of public high schools for colored, 1923–24*

State	Schools for colored pupils only	In regular high schools			In junior high schools			In junior-senior high schools			In senior high schools			Total colored teachers
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	271	546	644	1,190	51	102	153	137	193	330	14	11	25	1,698
Alabama	13	14	25	39	2	8	10	12	18	30	----	----	----	79
Arkansas	5	8	17	25	----	----	----	14	27	41	----	----	----	66
Delaware	1	6	4	10	----	----	----	----	----	----	----	----	----	10
District of Columbia	4	62	60	122	10	31	41	----	----	----	----	----	----	163
Florida	4	3	2	5	2	2	4	3	9	12	----	----	----	21
Georgia	13	16	18	34	5	16	21	----	----	----	----	----	----	55
Illinois	9	25	46	71	----	----	----	----	----	----	----	----	----	71
Indiana	4	9	4	13	----	----	----	4	6	10	----	----	----	23
Kansas	2	----	----	----	6	14	20	----	----	----	9	6	15	35
Kentucky	26	31	46	77	----	----	----	18	34	52	----	----	----	129
Louisiana	1	2	0	2	----	----	----	----	----	----	----	----	----	2
Maryland	11	40	43	83	----	----	----	----	----	----	----	----	----	83
Mississippi	11	12	13	25	3	4	7	2	5	7	----	----	----	39
Missouri	11	73	59	132	----	----	----	3	4	7	----	----	----	139
North Carolina	18	33	26	59	1	1	2	----	----	----	----	----	----	61
Ohio	1	2	3	5	----	----	----	----	----	----	----	----	----	5
Oklahoma	18	7	12	19	----	----	----	47	55	102	----	----	----	121
Pennsylvania	2	----	----	----	6	8	14	----	----	----	----	----	----	14
South Carolina	13	18	30	48	----	----	----	----	----	----	----	----	----	48
Tennessee	13	40	52	92	7	8	15	----	----	----	----	----	----	107
Texas	67	109	120	229	8	8	16	----	----	----	5	5	10	255
Virginia	11	30	59	89	1	2	3	----	----	----	----	----	----	92
West Virginia	13	6	5	11	----	----	----	34	35	69	----	----	----	80

TABLE 5.—*White teachers in public high schools, classified according to population of district, 1923–24*

State	In cities having population of 2,500 or more			In places having population of less than 2,500			Total		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10
Continental United States	3,082	27,162	56,069	11,474	20,449	28,017	14,556	47,611	84,086
Alabama	27	144	394	144	284	382	171	428	776
Arizona	16	119	253	26	71	94	42	190	347
Arkansas	38	155	371	166	280	302	204	435	673
California	154	2,257	4,229	172	650	984	326	2,907	5,213
Colorado	39	338	794	122	286	413	161	624	1,207
Connecticut	59	452	1,088	21	40	76	80	492	1,164
Delaware	4	43	77	16	42	55	20	85	132
District of Columbia	9	126	372				9	126	372
Florida	22	88	319	77	130	205	99	218	524
Georgia	50	332	505	198	279	365	248	611	870
Idaho	16	104	200	102	200	242	118	304	442
Illinois	167	1,922	3,551	628	1,182	1,559	795	3,104	5,110
Indiana	113	1,033	1,893	543	1,313	1,297	656	2,346	3,190
Iowa	89	586	1,511	654	1,090	1,878	743	1,676	3,389
Kansas	87	467	1,254	523	1,006	1,431	610	1,473	2,685
Kentucky	45	214	436	305	366	430	350	580	866
Louisiana	25	109	334	200	321	461	225	430	795
Maine	40	170	429	122	156	190	162	326	619
Maryland	26	274	513	100	158	237	126	432	750
Massachusetts	225	1,711	3,919	69	127	204	294	1,838	4,123
Michigan	115	1,248	2,528	390	706	985	505	1,954	3,513
Minnesota	74	619	1,757	374	673	1,075	448	1,292	2,832
Mississippi	19	51	213	190	304	397	209	355	610
Missouri	72	613	1,324	521	813	1,063	593	1,426	2,387
Montana	16	81	298	146	229	298	162	310	596
Nebraska	37	249	683	431	633	1,099	468	882	1,782
Nevada	2	8	16	18	38	54	20	46	70
New Hampshire	35	152	327	61	88	180	96	240	507
New Jersey	104	1,074	2,029	47	120	257	151	1,194	2,286
New Mexico	8	24	66	53	91	129	61	115	195
New York	217	3,346	6,564	484	639	1,541	701	3,985	8,105
North Carolina	40	176	513	283	461	660	323	637	1,173
North Dakota	9	54	120	327	434	498	336	488	618
Ohio	212	2,086	3,902	748	1,416	1,478	960	3,502	5,380
Oklahoma	52	403	913	378	680	825	430	1,083	1,738
Oregon	30	245	550	190	288	397	220	533	947
Pennsylvania	316	2,840	4,382	615	1,190	1,137	931	4,030	5,519
Rhode Island	19	160	341	3	3	6	22	163	347
South Carolina	21	76	172	111	173	253	132	249	425
South Dakota	13	78	187	249	394	528	262	472	715
Tennessee	38	207	502	180	316	365	218	523	867
Texas	103	649	1,693	389	698	802	492	1,347	2,495
Utah	18	172	310	26	171	130	44	343	440
Vermont	23	83	211	53	78	142	76	161	353
Virginia	39	217	671	310	370	711	349	587	1,382
Washington	45	532	920	220	431	611	265	963	1,531
West Virginia	43	287	574	138	355	460	181	642	1,034
Wisconsin	103	749	1,758	305	567	976	408	1,316	2,734
Wyoming	8	39	103	46	109	155	54	148	258
Outlying possessions									
Alaska	2	4	6	9	10	17	11	14	23
Canal zone	2	4	13				2	4	13
Hawaii	2	20	62	7	16	35	9	36	97
Philippine Islands	34	368	196				34	368	196
Porto Rico	11	58	103				11	58	103

TABLE 6.—*Colored teachers in public high schools for colored, classified according to population of district, 1923–24*

State	In cities having population of 2,500 or more			In places having population of less than 2,500			Total		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10
Continental United States	202	651	863	69	97	87	271	748	950
Alabama	11	24	46	2	4	5	13	28	51
Arkansas	5	22	44				5	22	44
Delaware	1	6	4				1	6	4
District of Columbia	4	72	91				4	72	91
Florida	4	8	13				4	8	13
Georgia	7	13	26	6	8	8	13	21	34
Illinois	9	25	46				9	25	46
Indiana	4	13	10				4	13	10
Kansas	2	15	20				2	15	20
Kentucky	21	43	78	5	6	2	26	49	80
Louisiana				1	2	0	1	2	0
Maryland	8	35	39	3	5	4	11	40	43
Mississippi	8	12	18	3	5	4	11	17	22
Missouri	11	76	63				11	76	63
North Carolina	7	19	15	11	15	12	18	34	27
Ohio	1	2	3				1	2	3
Oklahoma	13	48	55	5	6	12	18	54	67
Pennsylvania	2	6	8				2	6	8
South Carolina	13	18	30				13	18	30
Tennessee	12	45	60	1	2	0	13	47	60
Texas	42	94	111	25	28	22	67	122	133
Virginia	9	29	59	2	2	2	11	31	61
West Virginia	8	26	24	5	14	16	13	40	40

TABLE 7.—*White and colored pupils enrolled in public high schools, 1923–24*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	14,827	104,382	104,959	99,129	103,557	449,411	484,781	322,332	370,226	231,677	274,609	176,226	220,627	3,421	5,071	1,386,578	1,563,830
Alabama	184	585	741	484	716	4,573	5,231	3,638	4,553	2,740	3,504	2,033	2,749	27	19	14,080	17,513
Arizona	42	412	428	326	337	1,504	1,497	1,107	1,166	826	922	646	711	9	23	4,830	5,084
Arkansas	209	1,704	1,885	1,504	1,673	3,682	4,162	2,701	3,171	1,919	2,391	1,403	1,730	55	33	12,968	15,045
California	326	6,312	5,923	6,255	6,121	25,899	25,542	19,002	20,142	13,278	14,635	9,706	11,225	653	731	81,105	84,319
Colorado	161	2,403	2,375	2,305	2,386	5,038	5,340	3,781	4,390	2,804	3,238	2,287	2,979	40	70	18,658	20,778
Connecticut	80	1,140	1,125	894	882	6,112	6,197	4,453	4,942	3,185	3,597	2,408	3,204	88	81	18,280	20,028
Delaware	21	40	40	28	21	1,041	1,112	522	657	380	479	248	327	1	5	2,260	2,641
District of Columbia	13	656	576	627	691	2,234	2,710	1,488	1,860	1,053	1,189	809	934	----	----	6,867	7,960
Florida	103	1,222	1,311	997	1,152	2,211	2,770	1,547	1,957	1,106	1,427	786	1,122	0	1	7,869	9,740
Georgia	261	1,787	1,887	1,517	1,717	4,177	5,123	3,850	4,581	2,933	3,591	2,071	2,754	70	112	16,405	19,765
Idaho	118	578	526	517	540	2,575	2,806	1,733	2,088	1,316	1,662	1,006	1,261	3	5	7,728	8,888
Illinois	804	1,143	1,152	1,082	1,206	32,748	33,429	23,347	25,172	15,750	16,544	12,238	13,734	213	473	86,521	91,710
Indiana	660	4,470	4,556	4,605	4,525	16,117	16,772	11,927	13,169	9,011	9,891	7,442	8,808	35	51	53,607	57,772
Iowa	743	2,848	2,975	2,758	2,907	12,678	14,121	10,191	12,192	8,025	10,064	6,697	8,866	65	116	43,262	51,241
Kansas	612	4,029	4,180	3,501	3,896	10,455	11,247	8,298	9,644	6,232	7,726	5,188	6,953	58	161	37,761	43,807
Kentucky	376	767	900	635	734	5,733	7,388	3,424	4,944	2,420	3,488	1,849	2,811	0	8	14,828	20,273
Louisiana	226	19	28	171	181	3,855	4,823	2,658	3,546	1,932	2,681	1,428	2,082	6	35	10,069	13,376
Maine	162	414	397	427	439	2,950	3,211	2,261	2,688	1,863	2,276	1,517	1,886	51	23	9,483	10,920
Maryland	137	1,995	1,928	1,298	1,245	4,276	4,970	2,995	3,735	1,836	2,657	1,485	2,126	1	0	13,886	16,661
Massachusetts	294	6,655	6,895	6,863	7,187	19,239	19,363	14,393	15,587	10,412	12,263	7,933	9,854	483	408	65,978	71,557
Michigan	505	5,830	5,760	5,708	5,874	16,901	18,967	12,320	13,864	8,797	10,668	7,010	8,560	117	137	56,683	63,830
Minnesota	448	3,524	3,452	3,367	3,497	11,296	14,045	8,442	11,542	6,239	8,336	4,852	7,166	53	382	37,773	48,420
Mississippi	220	795	811	649	794	2,296	2,794	1,747	2,289	1,296	1,773	955	1,264	7	10	7,745	9,735
Missouri	604	2,217	2,444	1,707	1,784	13,861	15,543	9,935	11,901	7,914	9,493	6,042	7,486	25	50	41,701	48,701
Montana	162	418	400	352	409	2,521	2,882	1,919	2,409	1,482	1,907	1,121	1,451	31	106	7,844	9,564
Nebraska	468	1,063	1,140	955	1,008	7,776	8,847	5,583	7,187	4,539	6,004	3,514	5,118	74	138	23,504	29,442
Nevada	20	56	43	60	49	207	220	163	191	117	165	117	149	17	9	737	826
New Hampshire	96	706	701	735	703	2,170	2,301	1,404	1,665	1,094	1,264	830	1,126	14	17	6,953	7,777
New Jersey	151	2,059	1,929	1,930	2,029	16,488	15,991	10,111	10,657	6,835	7,212	5,085	5,734	37	39	42,545	43,591
New Mexico	61	163	167	163	175	1,010	1,067	593	720	422	495	357	440	7	81	2,715	3,145

New York	701	12,258	11,213	10,538	10,111	54,044	54,098	34,654	35,514	22,258	23,226	15,159	15,337	371	556	149,282	150,055
North Carolina	341	221	252	648	735	6,946	7,898	4,514	5,900	3,339	4,634	2,403	3,444	44	41	18,115	22,904
North Dakota	336	382	411	373	404	2,790	3,697	1,785	2,687	1,523	2,157	1,141	1,952	7	9	8,001	11,317
Ohio	961	11,556	11,274	10,991	11,105	29,625	30,030	21,616	23,376	15,485	17,122	11,908	14,196	159	77	101,340	107,180
Oklahoma	448	3,275	3,477	3,324	3,886	8,838	10,346	6,639	8,033	4,602	5,706	3,569	4,673	62	101	30,309	36,222
Oregon	220	298	258	275	298	5,940	5,889	4,109	4,339	3,084	3,280	2,258	2,802	47	92	16,011	16,958
Pennsylvania	933	10,181	10,507	8,869	9,381	35,108	37,725	24,848	28,514	17,854	21,427	13,310	16,455	31	107	110,201	124,116
Rhode Island	22	36	48	29	25	2,512	2,451	1,706	1,818	992	1,197	613	951	22	31	5,910	6,521
South Carolina	145	-------	-------	-------	-------	2,291	3,034	1,841	2,584	1,424	2,146	984	1,513	0	121	6,540	9,398
South Dakota	262	257	284	262	261	3,032	3,839	2,142	3,130	1,700	2,462	1,456	2,098	14	41	8,863	12,115
Tennessee	231	946	1,007	846	944	5,533	6,644	3,618	4,698	2,592	3,630	1,862	2,780	34	48	15,431	19,751
Texas	559	1,222	1,303	2,195	2,348	14,480	16,916	11,002	13,387	7,944	10,144	5,969	7,984	10	25	42,822	52,107
Utah	44	847	833	1,303	1,332	2,276	2,284	2,401	2,555	1,547	1,775	1,128	1,308	9	11	9,511	10,098
Vermont	76	604	638	544	576	1,263	1,347	990	1,137	737	948	556	776	0	29	4,694	5,451
Virginia	360	1,191	1,285	1,753	1,945	5,904	7,882	4,221	5,748	3,142	4,588	2,225	3,748	86	16	18,522	25,212
Washington	265	835	769	692	744	10,108	10,386	6,766	7,786	5,174	5,916	4,216	5,233	29	89	27,820	30,923
West Virginia	194	2,010	2,372	1,723	1,986	4,465	5,416	3,514	4,313	2,442	3,234	1,979	2,707	28	111	16,161	20,139
Wisconsin	408	1,964	2,020	2,026	2,277	11,563	13,228	9,681	11,140	7,546	8,817	6,027	7,519	178	152	38,985	45,153
Wyoming	54	289	333	318	321	1,070	1,200	752	958	536	658	400	541	50	90	3,415	4,101
Outlying possessions																	
Alaska	11	-------	-------	-------	3	87	74	45	39	47	45	36	33	0	2	215	196
Canal Zone	2	-------	-------	-------	-------	67	66	28	47	15	35	12	14	4	9	126	171
Hawaii	9	80	56	55	41	666	529	539	397	320	255	265	201	18	4	1,943	1,483
Philippine Islands	34	-------	-------	-------	-------	7,962	4,489	4,306	2,186	2,847	1,041	1,760	577	-------	-------	16,875	8,293
Porto Rico	11	-------	-------	-------	-------	603	648	420	439	362	388	232	210	-------	-------	1,617	1,685

TABLE 8.—*Colored pupils enrolled in all public high schools, 1923–24*

State	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Number of schools for colored only
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	2,850	3,687	2,103	3,020	8,705	14,075	5,205	9,141	2,983	5,675	1,983	3,908	22	48	23,851	39,554	271
Alabama	84	200	50	113	230	455	160	310	73	193	54	135			651	1,406	13
Arizona	0	1	2	0	26	21	4	13	3	4	6	5			41	44	
Arkansas	124	195	95	186	102	168	30	95	39	81	38	71			428	796	5
California	101	149	77	123	233	268	133	169	85	116	70	83	5	0	704	908	
Colorado	8	9	8	5	47	70	16	28	9	20	7	12	1	1	96	145	
Connecticut	7	8	6	10	48	71	33	58	24	38	15	29	0	2	133	216	
Delaware					18	30	31	41	20	40	19	40			88	151	1
District of Columbia	178	192	171	166	586	929	320	494	188	289	119	197			1,562	2,267	4
Florida	46	104	23	72	28	53	18	43	9	19	3	18			127	309	4
Georgia	127	190	36	89	125	288	57	127	32	68	13	35			390	797	13
Idaho			1	1	0	1	1	0	0	1	0	1			2	4	
Illinois	17	10	11	11	652	973	373	522	231	280	120	221	5	9	1,409	2,026	9
Indiana	52	66	55	42	368	414	191	326	123	196	78	123			867	1,167	4
Iowa	51	62	27	32	65	78	32	51	26	30	14	23			215	276	
Kansas	223	232	150	200	196	306	185	278	128	173	56	137			938	1,326	2
Kentucky	94	144	55	101	339	560	197	349	100	208	67	160			852	1,522	26
Louisiana					1	6	5	2	2	2					8	10	1
Maine	1	0			2	5	3	4	2	3	1	3			9	15	
Maryland					314	535	204	372	110	290	78	177			706	1,374	11
Massachusetts	56	40	62	59	94	179	69	172	34	86	41	72	2	5	358	613	
Michigan	57	55	42	38	178	251	115	127	64	81	35	43	0	2	491	597	
Minnesota	6	4	4	7	28	47	21	24	8	16	8	13			75	111	
Mississippi	27	46	25	46	79	182	60	130	26	52	8	36	0	5	225	497	11
Missouri	11	15	14	10	455	735	316	507	187	317	153	274	1	18	1,137	1,876	11
Montana	1	0	0	2	1	2	2	3	2	1	1	1			7	9	
Nebraska	6	6	9	10	61	96	20	35	17	26	10	19	2	1	125	193	
Nevada					0	2			0	1					0	3	
New Hampshire	2	1	1	0	2	1	1	2	2	2	0	1			8	7	
New Jersey	43	49	45	67	361	467	167	321	102	192	72	134	1	0	791	1,230	
New Mexico	4	6	4	3	3	3									11	12	

New York	167	275	122	235	318	650	151	445	81	263	42	112	0	1	881	1,981	
North Carolina	4	10	3	7	185	385	147	280	49	144	27	52			415	878	18
North Dakota							0	2			0	1			0	3	
Ohio	582	585	400	507	641	806	358	460	207	287	133	203			2,321	2,848	1
Oklahoma	242	337	212	313	233	372	136	284	80	184	92	164	4	1	999	1,655	18
Oregon	1	0			6	8	4	8	3	8	6	9			20	33	
Pennsylvania	262	318	196	254	740	1,082	350	595	206	359	143	303			1,897	2,911	2
Rhode Island					25	25	16	24	6	19	5	9	1	2	53	79	
South Carolina					162	391	115	299	50	133	13	59			340	882	13
South Dakota					5	2	3	2	0	1	3	2			11	7	
Tennessee	33	40	32	86	423	774	256	490	130	330	58	157			932	1,877	13
Texas	69	95	65	74	795	1,462	596	1,009	332	752	225	458			2,082	3,850	67
Utah					3	2	3	1	3	3	2	3			11	9	
Vermont	3	0	0	1	1	1	1	0			0	2			5	4	
Virginia	7	17	3	5	358	682	194	443	103	267	70	186			735	1,600	11
Washington	0	1	3	0	49	35	37	41	30	13	15	13	0	1	134	104	
West Virginia	137	210	86	129	103	187	64	143	55	83	55	107			500	859	13
Wisconsin	13	14	7	14	8	15	8	10	1	3	7	4			44	60	
Wyoming	4	1	1	2	8	0	2	2	1	1	1	1			17	7	

TABLE 9.—*White pupils enrolled in regular high schools, by years, 1923–24*

State	Schools reporting	First year		Second year		Third year		Fourth year		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	12,416	350,991	374,844	259,436	296,561	189,317	222,973	143,099	178,468	2,786	4,277	945,629	1,077,123
Alabama	131	3,937	4,253	3,108	3,812	2,431	2,990	1,790	2,367	27	19	11,293	13,441
Arizona	28	1,059	1,034	783	769	614	674	468	502	4	9	2,928	2,988
Arkansas	162	2,267	2,584	1,746	2,009	1,143	1,448	755	923	----------	2	5,911	6,966
California	254	20,259	19,594	15,349	16,279	10,900	12,041	7,820	9,033	517	581	54,845	57,528
Colorado	102	2,937	3,286	2,730	3,150	2,023	2,281	1,689	2,205	32	50	9,411	10,972
Connecticut	60	5,259	5,363	3,881	4,334	2,863	3,239	2,160	2,882	88	79	14,251	15,897
Delaware	19	992	1,046	474	595	348	415	215	273	1	5	2,030	2,334
District of Columbia	5	1,367	1,482	1,168	1,366	865	900	690	737	----------	----------	4,090	4,485
Florida	74	1,282	1,699	850	1,152	655	845	466	650	----------	1	3,253	4,347
Georgia	227	3,691	4,416	2,856	4,002	2,259	3,309	1,536	2,522	70	112	10,412	14,361
Idaho	103	2,009	2,194	1,371	1,592	984	1,232	761	957	3	5	5,128	5,980
Illinois	768	30,920	31,300	22,337	23,953	15,069	15,704	11,781	13,055	208	464	80,315	84,476
Indiana	487	12,155	12,623	9,272	10,116	7,049	7,718	5,759	6,870	28	42	34,263	37,369
Iowa	619	9,795	10,838	7,676	9,204	6,054	7,681	4,979	6,729	45	107	28,549	34,559
Kansas	524	7,042	7,556	5,741	6,777	4,492	5,610	3,836	5,081	53	133	21,164	25,157
Kentucky	328	4,858	6,217	2,978	4,271	2,131	3,022	1,632	2,457	0	8	11,599	15,975
Louisiana	218	3,704	4,654	2,580	3,459	1,880	2,623	1,407	2,048	6	35	9,577	12,819
Maine	145	2,524	2,749	1,950	2,277	1,605	1,908	1,292	1,585	50	23	7,421	8,542
Maryland	116	3,293	3,303	2,771	3,331	1,713	2,337	1,399	1,931	1	0	9,177	10,902
Massachusetts	189	13,558	13,359	11,331	12,382	8,246	9,823	6,327	7,881	392	346	39,854	43,791
Michigan	359	10,379	11,512	7,953	9,071	5,619	6,820	4,563	5,549	99	96	28,613	33,048
Minnesota	385	7,713	9,793	6,068	8,441	4,660	6,264	3,630	5,386	44	261	22,115	30,145
Mississippi	173	1,706	1,967	1,308	1,693	1,009	1,351	799	982	7	5	4,829	5,998
Missouri	543	10,276	11,406	7,443	8,899	6,074	7,212	4,469	5,588	24	31	28,286	33,136
Montana	147	2,300	2,634	1,768	2,244	1,362	1,758	1,047	1,328	31	106	6,508	8,070
Nebraska	435	6,628	7,577	4,949	6,283	3,995	5,308	3,114	4,482	65	123	18,751	23,773
Nevada	17	155	184	118	147	96	128	90	122	17	9	476	590
New Hampshire	50	1,323	1,379	988	1,225	774	925	573	821	6	15	3,664	4,365
New Jersey	127	14,054	13,331	8,908	9,154	6,000	6,215	4,501	4,971	30	23	33,493	33,694
New Mexico	53	902	935	563	697	394	482	342	425	6	49	2,207	2,588

New York	606	44,150	43,848	31,424	31,538	20,816	21,229	14,296	14,223	346	550	111,032	111,388
North Carolina	316	6,212	6,868	4,072	5,198	3,082	4,178	2,205	3,150	15	41	15,586	19,435
North Dakota	311	2,468	3,257	1,604	2,431	1,348	1,934	1,004	1,703	7	9	6,431	9,334
Ohio	783	19,391	19,941	15,027	16,116	10,826	11,905	8,184	9,730	122	77	53,550	57,769
Oklahoma	343	5,502	6,601	3,829	4,820	2,852	3,589	2,152	2,846	49	83	14,384	17,939
Oregon	212	5,689	5,650	3,785	3,962	2,884	3,062	2,105	2,592	47	92	14,510	15,358
Pennsylvania	801	26,758	28,823	19,697	22,650	14,387	17,282	10,587	13,064	16	21	71,445	81,840
Rhode Island	20	2,468	2,409	1,671	1,768	978	1,167	607	937	21	29	5,745	6,310
South Carolina	132	2,129	2,643	1,726	2,285	1,374	2,013	971	1,454	0	121	6,200	8,516
South Dakota	248	2,721	3,531	1,994	2,878	1,567	2,264	1,329	1,923	14	41	7,625	10,637
Tennessee	202	4,839	5,543	3,203	4,025	2,337	3,140	1,704	2,503	32	48	12,115	15,259
Texas	468	11,765	13,400	8,853	10,695	6,823	8,449	4,994	6,605	10	25	32,445	39,174
Utah	20	941	973	823	947	617	682	414	485	3	6	2,798	3,093
Vermont	35	835	832	590	660	473	561	344	456	0	29	2,242	2,538
Virginia	315	4,418	5,664	3,260	4,343	2,520	3,708	1,772	3,031	3	6	11,973	16,752
Washington	244	9,239	9,550	6,279	7,203	4,775	5,464	3,892	4,842	29	88	24,214	27,147
West Virginia	117	3,222	3,862	2,339	2,856	1,690	2,195	1,370	1,831	25	85	8,646	10,829
Wisconsin	358	9,084	10,239	7,654	8,749	6,235	7,369	4,966	6,309	154	113	28,093	32,779
Wyoming	37	816	942	588	753	426	519	313	442	39	74	2,182	2,730
Outlying possessions													
Alaska	10	83	72	45	36	46	44	36	31	0	2	210	185
Canal Zone	2	67	66	28	47	15	35	12	14	4	9	126	171
Hawaii	5	611	480	414	311	256	201	209	147	18	4	1,508	1,143
Philippine Islands	34	7,962	4,489	4,306	2,186	2,847	1,041	1,759	577	----------	----------	16,874	8,293
Porto Rico	11	463	531	341	352	284	301	193	180	----------	----------	1,281	1,364

TABLE 10.—*Colored pupils enrolled in regular high schools, by years, 1923–24*

State	Schools reporting	First year		Second year		Third year		Fourth year		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	[1] 1,376	6,943	11,335	4,357	7,659	2,435	4,726	1,574	3,148	20	48	15,329	26,916
Alabama	[2] 4	177	330	138	259	59	168	48	120			422	877
Arizona	5	19	18	3	12	2	4	6	5			30	39
Arkansas	[2] 1	3	10	1	3	4	4					8	17
California	78	151	188	114	150	66	104	52	71	5	0	388	513
Colorado	9	40	63	15	25	9	15	7	9	0	1	71	113
Connecticut	31	40	60	28	53	24	31	12	26	0	2	104	172
Delaware	[2] 1	18	30	31	41	20	40	19	40			88	151
District of Columbia	[2] 2	496	786	320	494	188	289	119	197			1,123	1,766
Florida	[2] 2	9	8	9	12	5	9					23	29
Georgia	[2] 11	75	175	42	97	32	68	13	35			162	375
Idaho	2	0	1	1	0	0	1	0	1			1	3
Illinois	[3] 117	641	965	371	520	230	279	119	217	5	9	1,366	1,990
Indiana	[4] 59	328	353	166	298	106	166	60	109			660	926
Iowa	35	43	59	24	30	17	22	12	17			96	128
Kansas	64	57	87	52	83	38	55	20	38			167	263
Kentucky	[2] 20	251	440	149	257	61	134	41	112			502	943
Louisiana	[2] 1	1	6	5	2	2	2					8	10
Maine	4	2	5	3	4	2	3	1	3			8	15
Maryland	[2] 11	314	535	204	372	110	290	78	177			706	1,374
Massachusetts	68	62	138	51	149	24	69	33	61	2	5	172	422
Michigan	35	151	209	94	106	55	67	30	37	0	2	330	421
Minnesota	13	20	40	16	19	7	15	8	12			51	86
Mississippi	[2] 8	59	142	41	107	26	43	6	25	0	5	132	322
Missouri	[2] 10	442	718	308	497	186	309	150	264	1	18	1,087	1,806
Montana	5	0	2	2	3	2	1	1	1			5	7
Nebraska	12	54	89	20	35	17	26	10	19	2	1	103	170
Nevada	2	0	2			0	1					0	3
New Hampshire	4	1	0	1	1	2	2	0	1			4	4
New Jersey	83	327	423	146	259	83	158	66	115			622	955
New Mexico	2	2	1									2	1

New York	121	235	473	149	423	76	251	41	102	0	1	501	1,250
North Carolina	[2] 17	182	383	147	280	49	144	27	52			405	859
North Dakota	2			0	2			0	1			0	3
Ohio	[5] 179	360	418	211	266	124	149	75	118			770	951
Oklahoma	[2] 7	49	75	24	53	17	41	18	26	4	1	112	196
Oregon	10	6	8	4	6	3	8	6	9			19	31
Pennsylvania	176	571	850	284	496	163	298	110	257			1,128	1,901
Rhode Island	12	25	25	16	24	6	19	5	9	1	2	53	79
South Carolina	[2] 13	162	391	115	299	50	133	13	59			340	882
South Dakota	7	5	2	3	2	0	1	3	2			11	7
Tennessee	[2] 11	403	727	247	459	120	316	56	146			826	1,648
Texas	[2] 65	734	1,361	562	955	302	690	211	433			1,809	3,439
Utah	1					0	1					0	1
Vermont	4	1	1	1	0			0	1			2	2
Virginia	[2] 10	354	677	194	443	103	267	70	186			721	1,573
Washington	25	48	35	37	38	30	13	15	13	0	1	130	100
West Virginia	[2] 4	19	26	4	21	13	18	11	19			47	84
Wisconsin	8	1	0	2	2	1	1	1	2			5	5
Wyoming	5	5	0	2	2	1	1	1	1			9	4
Outlying possessions													
Alaska	1							0	1			0	1
Porto Rico	11	140	117	79	87	78	87	39	30			336	321

[1] For colored only, 210. [2] For colored only. [3] Nine for colored only. [4] Two for colored only. [5] One for colored only.

TABLE 11.—*White pupils enrolled in junior high schools, 1923–24*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	688	67,062	66,664	65,252	66,158	51,832	55,147	626	1,059	184,772	189,028
Alabama	9	90	108	94	122	70	106	17	17	271	353
Arizona	4	129	134	103	85	118	112	4	6	354	337
Arkansas	4	481	573	424	413	389	385	------	------	1,294	1,371
California	40	5,237	4,917	5,263	5,071	4,279	4,552	------	------	14,779	14,540
Colorado	12	1,348	1,333	1,311	1,314	1,032	877	7	8	3,698	3,532
Connecticut	10	875	860	670	675	592	585	------	------	2,137	2,120
District of Columbia	4	478	384	456	525	281	299	------	------	1,215	1,208
Florida	6	511	577	368	405	313	348	------	------	1,192	1,330
Georgia	9	1,544	1,593	1,368	1,491	275	322	------	------	3,187	3,406
Idaho	2	135	111	136	112	98	124	------	------	369	347
Illinois	15	892	892	889	956	890	871	1	3	2,672	2,722
Indiana	27	2,219	2,214	2,296	2,201	1,142	1,202	------	------	5,657	5,617
Iowa	20	1,345	1,415	1,508	1,484	1,145	1,294	------	------	3,998	4,193
Kansas	40	3,067	3,217	2,695	3,008	2,339	2,466	------	------	8,101	8,691
Kentucky	5	246	317	233	228	145	145	3	3	627	693
Louisiana	6	19	28	171	181	150	163	2	3	342	375
Maine	6	234	224	301	303	261	292	------	------	796	819
Maryland	9	1,947	1,887	1,263	1,200	630	1,091	------	------	3,840	4,178
Massachusetts	69	5,984	6,260	6,229	6,509	4,728	5,004	------	------	16,941	17,773
Michigan	33	3,179	3,131	3,219	3,349	3,325	3,663	22	28	9,745	10,171
Minnesota	14	1,442	1,659	1,622	1,733	1,429	1,847	------	------	4,493	5,239
Mississippi	1	141	159	120	134	------	------	------	------	261	293
Missouri	16	1,504	1,670	1,059	1,157	2,339	2,563	------	------	4,902	5,390
Montana	3	201	210	185	207	36	35	------	------	422	452
Nebraska	10	647	705	597	604	572	593	------	------	1,816	1,902
New Hampshire	19	282	307	391	361	473	533	19	35	1,165	1,236
New Jersey	14	1,714	1,589	1,634	1,685	1,692	1,753	------	------	5,040	5,027
New Mexico	4	116	116	110	114	50	76	------	------	276	306
New York	36	9,368	7,803	7,957	6,873	6,844	6,143	------	------	24,169	20,819
North Carolina	2	172	193	152	153	106	110	------	------	430	456
North Dakota	3	172	193	198	193	97	106	2	1	469	493
Ohio	56	6,656	6,628	6,776	6,697	4,802	4,876	------	------	18,234	18,201
Oklahoma	12	1,061	1,148	1,179	1,395	1,001	1,073	86	98	3,327	3,714
Oregon	5	267	240	197	234	96	93	------	------	560	567
Pennsylvania	48	7,107	7,288	5,936	6,271	4,495	4,619	117	169	17,655	18,347
Rhode Island	1	10	9	8	6	8	8	2	4	28	27
South Dakota	4	134	156	144	144	151	146	------	------	429	446
Tennessee	7	719	727	642	622	64	65	13	8	1,438	1,422
Texas	17	1,122	1,174	2,103	2,242	1,893	2,021	260	299	5,378	5,736
Utah	8	440	410	906	909	823	813	42	58	2,211	2,190
Vermont	7	210	225	212	218	24	30	17	25	463	498
Virginia	26	938	968	1,542	1,660	909	1,218	------	------	3,389	3,846
Washington	5	175	103	157	154	39	39	------	------	371	296
West Virginia	13	1,105	1,265	1,042	1,046	402	458	------	------	2,549	2,769
Wisconsin	22	1,290	1,418	1,254	1,577	1,263	2,014	5	279	3,812	5,288
Wyoming	5	109	126	132	137	22	14	7	15	270	292
Outlying possession											
Hawaii	2	43	32	33	29	42	37	22	8	140	106

TABLE 12.—*Colored pupils enrolled in junior high schools, 1923–24*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	[1] 286	1,786	2,157	1,329	1,756	976	1,517	37	59	4,128	5,489
Alabama	[2] 3	38	80	23	42	27	74	6	15	94	211
Arizona	2			1	0	3	1			4	1
California	23	95	136	71	121	80	72			246	329
Colorado	4	6	5	7	4	6	4			19	13
Connecticut	5	5	6	5	8	7	10			17	24
District of Columbia	[2] 2	178	192	171	166	90	143			439	501
Florida	[2] 1	6	20	7	29	4	13	3	4	20	66
Georgia	[2] 2	127	190	36	89	50	113	15	30	228	422
Idaho	1			1	1					1	1
Illinois	5	14	9	8	10	10	8			32	27
Indiana	12	28	35	36	26	16	34			80	95
Iowa	11	39	42	19	20	15	9			73	71
Kansas	[3] 25	194	213	132	161	125	202			451	576
Massachusetts	28	50	34	56	55	28	35			134	124
Michigan	18	36	30	28	24	16	28			80	82
Minnesota	4	1	3	3	6	4	4			8	13
Mississippi	[2] 2	15	21	15	23	12	26	12	10	54	80
Montana	3	1	0	0	2	1	0			2	2
Nebraska	4	6	3	7	8	6	6			19	17
New Hampshire	2	1	0	1	0	0	1			2	1
New Jersey	10	40	43	38	60	25	34			103	137
New Mexico	2	4	6	4	3	1	2			9	11
New York	23	156	262	115	228	69	158			340	648
North Carolina	[2] 1	4	10	3	7	3	2			10	19
Ohio	46	443	442	317	373	195	270			955	1,085
Oregon	1	1	0							1	0
Pennsylvania	[4] 29	209	248	152	198	112	151			473	597
Texas	[2] 1	69	95	65	74	61	101			195	270
Utah	3					3	2	1	0	4	2
Vermont	2	1	0	0	1					1	1
Virginia	[2] 1	7	17	3	5	4	5			14	27
Washington	1	0	1							0	1
Wisconsin	8	10	14	5	11	3	9			18	34
Wyoming	1	2	0	0	1					2	1

[1] Schools for colored only, 16.
[2] For colored only.
[3] Includes one school for colored only.
[4] Includes two schools for colored only.

TABLE 13.—*White pupils enrolled in junior-senior high schools, 1923–24*

State	Schools reporting	Seventh grade in junior high schools		Eighth grade in junior high schools		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	1,273	34,470	34,608	31,774	34,379	37,883	40,715	29,652	33,738	20,571	24,924	16,001	20,239	169	320	170,520	188,923
Alabama	31	411	433	340	481	336	417	353	414	236	321	189	247	------	------	1,865	2,313
Arizona	9	283	293	221	252	301	330	217	274	156	188	130	141	5	14	1,313	1,492
Arkansas	36	1,099	1,117	985	1,074	924	1,025	641	754	500	590	418	528	------	------	4,567	5,088
California	17	974	857	915	927	1,128	1,128	726	766	457	485	352	404	8	4	4,560	4,571
Colorado	44	1,047	1,033	986	1,067	1,022	1,107	733	876	562	706	419	567	7	19	4,776	5,375
Connecticut	8	258	257	218	197	213	178	145	135	110	93	74	80	------	------	1,018	940
Delaware	1	40	40	28	21	31	36	17	21	12	24	14	14	------	------	142	156
Florida	17	665	630	606	675	588	670	471	518	304	386	197	260	------	------	2,831	3,139
Georgia	9	116	104	113	137	86	97	58	87	50	57	41	25	------	------	464	507
Idaho	12	443	415	380	427	468	487	297	397	261	341	193	243	------	------	2,042	2,310
Illinois	10	234	250	182	239	286	285	226	240	184	228	158	186	------	------	1,270	1,428
Indiana	138	2,199	2,276	2,254	2,282	2,452	2,533	1,996	2,206	1,518	1,669	1,341	1,466	7	9	11,767	12,441
Iowa	96	1,452	1,498	1,223	1,391	1,673	1,911	1,388	1,667	1,106	1,466	973	1,245	17	5	7,832	9,183
Kansas	30	739	731	656	688	878	919	671	758	562	673	469	616	0	7	3,975	4,392
Kentucky	17	427	439	347	405	391	466	246	321	189	258	150	194	------	------	1,750	2,083
Maine	7	179	173	126	136	163	165	109	170	106	139	86	118	------	------	769	901
Maryland	1	48	41	35	45	39	41	20	32	13	30	8	18	------	------	163	207
Massachusetts	20	615	595	572	619	859	821	712	898	470	766	372	581	1	8	3,601	4,288
Michigan	101	2,594	2,574	2,447	2,487	3,019	3,541	2,414	2,664	1,732	2,073	1,362	1,724	8	27	13,576	15,090
Minnesota	45	2,076	1,789	1,741	1,757	2,126	2,358	1,769	2,306	1,161	1,529	894	1,324	9	107	9,776	11,170
Mississippi	35	627	606	504	614	511	645	379	466	261	370	148	246	------	------	2,430	2,947
Missouri	27	702	759	634	617	791	839	574	679	496	565	374	520	0	1	3,571	3,980
Montana	11	216	190	167	200	184	211	134	155	111	139	67	118	------	------	879	1,013
Nebraska	19	410	429	349	394	515	581	426	581	362	448	273	465	------	------	2,335	2,898
Nevada	3	56	43	60	49	52	34	45	44	21	36	27	27	------	------	261	233
New Hampshire	25	422	393	343	342	372	388	275	278	221	221	148	184	7	2	1,788	1,808
New Jersey	6	302	291	251	277	381	440	408	453	282	295	205	287	6	16	1,835	2,059
New Mexico	4	43	45	49	58	55	53	30	23	28	13	15	15	1	32	221	239
New York	56	2,723	3,135	2,459	3,003	2,732	3,457	2,725	3,073	1,059	1,408	569	728	0	1	12,267	14,805
North Carolina	5	45	49	493	575	443	535	295	422	208	312	171	242	29	0	1,684	2,135

North Dakota	22	210	218	175	211	225	334	179	253	175	223	137	248			1,101	1,487
Ohio	104	4,318	4,061	3,815	3,901	4,791	4,407	3,492	3,476	2,403	2,500	1,946	2,066	37	0	20,802	20,411
Oklahoma	68	1,972	1,992	1,933	2,178	2,102	2,300	1,547	1,636	945	1,132	695	920	5	10	9,199	10,168
Oregon	2	30	18	78	64	149	138	81	90	56	77	67	66			461	453
Pennsylvania	70	2,812	2,901	2,737	2,856	3,115	3,201	2,615	2,846	1,850	2,181	1,435	1,738			14,564	15,723
Rhode Island	1	26	39	21	19	11	9	17	22	8	11	1	5			84	105
South Dakota	9	123	128	118	117	155	160	81	171	92	115	71	104			640	795
Tennessee	9	194	240	172	236	207	262	146	175	125	160	100	120	2	0	946	1,193
Texas	2	31	34	27	32	27	33	20	23	18	24	26	23			149	169
Utah	12	407	423	397	423	509	496	428	428	303	367	175	261			2,219	2,398
Vermont	34	391	413	332	357	403	484	382	452	264	387	212	318			1,984	2,411
Virginia	6	246	300	208	280	219	318	208	231	165	212	100	143			1,146	1,484
Washington	16	660	665	532	590	781	762	450	542	369	439	309	378			3,101	3,376
West Virginia	47	768	897	595	811	738	909	558	705	378	508	322	441	3	26	3,362	4,297
Wisconsin	19	661	588	765	686	1,208	960	793	822	573	621	482	497	6	16	4,488	4,190
Wyoming	12	176	206	185	182	224	244	155	188	109	138	86	98	11	16	946	1,072
Outlying possessions																	
Alaska	1			0	3	4	2	0	3	1	1	0	1			5	10
Hawaii	1	37	24	22	12	13	12	12	9	8	6					92	63

TABLE 14.—*Colored pupils enrolled in junior-senior high schools, 1923–24*

State	Schools reporting	Seventh grade in junior high schools		Eighth grade in junior high schools		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	[1] 247	1,064	1,530	774	1,264	786	1,223	467	878	298	585	275	527	2	0	3,666	6,007
Alabama	[2] 6	46	120	27	71	26	51	16	36	14	25	6	15			135	318
Arizona	3	0	1	1	0	4	2	1	1	1	0					7	4
Arkansas	[2] 4	124	195	95	186	99	158	29	92	35	77	38	71			420	779
California	5	6	13	6	2	2	8	0	1	1	0					15	24
Colorado	5	2	4	1	1	1	3	0	3	0	5	0	3	1	0	5	19
Connecticut	6	2	2	1	2	1	1	3	0	0	1	2	1			9	7
Florida	[2] 1	40	84	16	43	15	32	6	27	4	10	3	18			84	214
Illinois	3	3	1	3	1	1	0			0	1	0	1			7	4
Indiana	[3] 19	24	31	19	16	24	27	20	17	10	19	12	8			109	118
Iowa	5	12	20	8	12	7	10	2	7	4	6	1	2			34	57
Kansas	11	29	19	18	39	14	17	13	10	6	5	0	10			80	100
Kentucky	[2] 6	94	144	55	101	88	120	48	92	39	74	26	48			350	579
Maine	1	1	0													1	0
Massachusetts	8	6	6	6	4	4	6	4	4	2	7	2	3			24	30
Michigan	13	21	25	14	14	11	14	9	10	2	6	2	6			59	75
Minnesota	9	5	1	1	1	4	3	2	2	0	1					12	8
Mississippi	[2] 1	12	25	10	23	8	14	7	13	0	9	2	11			39	95
Missouri	[2] 1	11	15	14	10	13	17	8	10	1	8	3	10			50	70
Nebraska	4	0	3	2	2	1	1									3	6
New Hampshire	3	1	1			1	0	0	1							2	2
New Jersey	5	3	6	7	7	9	10	12	30	12	16	5	14	1	0	49	83
New York	16	11	13	7	7	14	19	2	13	5	10	1	7			40	69
Ohio	41	139	143	83	134	86	118	67	78	30	64	34	41			439	578
Oklahoma	[3] 11	242	337	212	313	184	297	112	231	63	143	74	138			887	1,459
Pennsylvania	33	53	70	44	56	57	81	36	39	17	18	13	18			220	282
Tennessee	[2] 2	33	40	32	86	20	47	9	31	10	14	2	11			106	229
Utah	1											0	1			0	1
Vermont	3	2	0									0	1			2	1

Washington	3			3	0	1	0	0	3							4	3
West Virginia	[2] 9	137	210	86	129	84	161	60	122	42	65	44	88			453	775
Wisconsin	7	3	0	2	3	4	6	1	5	0	1	5	1			15	16
Wyoming	2	2	1	1	1	3	0									6	2

[1] Schools for colored only, 43. [2] For colored only. [3] Includes two schools for colored only.

TABLE 15.—*Pupils enrolled in three-year senior high schools, 1923–24*

State	White											Colored [1]								
	Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States	179	27,413	29,727	18,806	21,037	15,143	18,012	444	426	61,806	69,202	[2] 84	344	545	250	364	134	233	728	1,142
Arizona	1	99	104	53	56	42	63			194	223									
Arkansas	2	284	313	237	272	192	208	55	31	768	824									
California	15	2,794	2,928	1,836	1,993	1,464	1,705	123	146	6,217	6,772	7	19	18	18	12	18	12	55	42
Colorado	3	295	328	210	231	172	195			677	754	1	1	0					1	0
Connecticut	2	394	415	188	227	159	213			741	855	2	2	5	0	6	1	2	3	13
Florida	2	208	244	138	177	120	194			466	615									
Georgia	3	879	365	592	157	481	172			1,952	694									
Idaho	1	64	99	71	88	52	60			187	247									
Illinois	2	410	454	266	332	179	272			855	1,058	1	2	2	1	0	1	3	4	5
Indiana	4	468	521	321	308	264	349			1,053	1,178	3	5	11	7	11	6	6	18	28
Iowa	8	1,095	1,270	839	887	731	869	3	4	2,668	3,030	4	6	14	5	2	1	4	12	20
Kansas	16	1,701	1,831	1,050	1,270	827	1,119	5	21	3,583	4,241	[3] 15	120	185	84	113	36	89	240	387
Louisiana	1	71	82	50	56	21	34			142	172									
Maine	4	199	237	150	226	138	180	1	0	488	643									
Massachusetts	16	2,281	2,135	1,662	1,588	1,193	1,320	88	49	5,224	5,092	7	14	19	8	10	6	8	28	37

[1] No colored pupils are reported as doing postgraduate or special work in these schools.
[2] Schools for colored only, 2.
[3] Includes one school for colored only.

TABLE 15.—*Pupils enrolled in three-year senior high schools, 1923–24*—Continued

State	White											Colored								
	Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Michigan	12	1,816	1,974	1,382	1,694	1,050	1,244	10	12	4,258	4,924	10	12	11	7	8	3	0	22	19
Minnesota	4	584	771	410	527	320	443	0	14	1,314	1,755	1	3	3	1	0	0	1	4	4
Missouri	7	1,602	1,816	1,157	1,399	1,046	1,104			3,805	4,319									
Montana	1	15	7	7	9	6	4			28	20									
Nebraska	4	188	288	165	222	117	152	7	14	477	676									
New Hampshire	2	121	125	97	116	109	120	1	0	328	361									
New Jersey	4	628	729	451	510	307	342			1,386	1,581	4	9	32	7	18	1	5	17	55
New York	3	354	458	302	326	252	274	25	4	933	1,062	2	0	9	0	2	0	3	0	14
Ohio	17	2,739	3,324	2,049	2,430	1,645	2,197			6,433	7,951	12	80	116	53	74	24	44	157	234
Oklahoma	7	1,041	1,195	725	801	630	743	4	7	2,400	2,746									
Oregon	1	239	279	141	133	80	135			460	547	1	0	2					0	2
Pennsylvania	12	2,069	2,254	1,411	1,605	1,145	1,350	15	86	4,640	5,295	10	30	60	26	43	20	28	76	131
South Dakota	1	64	79	41	82	53	69			158	230									
Texas	5	1,273	1,361	771	919	724	898			2,768	3,178	[1] 1	34	54	30	62	14	25	78	141
Utah	4	1,105	1,121	624	723	537	559	6	5	2,272	2,408	2	2	1	3	2	2	2	7	5
Virginia	2	559	731	354	401	283	388	83	10	1,279	1,530									
West Virginia	4	553	609	319	448	232	328			1,104	1,385									
Wisconsin	9	1,221	1,280	737	824	572	709	18	23	2,548	2,836	1	5	3	0	1	1	1	6	5
Outlying possession																				
Hawaii	1	91	69	56	48	56	54			203	171									

[1] For colored only.

TABLE 16.—*Enrollment of white and of colored pupils according to population of district, in schools having a term of 160 days or less, 1923–24*

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	31	3,990	4,244	1,534	38,588	44,961	1,565	42,578	49,205
Alabama	2	21	64	15	280	393	17	301	457
Arkansas	1	22	21	68	1,166	1,368	69	1,188	1,389
California				1	210	201	1	210	201
Colorado				1	23	22	1	23	22
Florida	6	163	356	45	868	1,289	51	1,031	1,645
Georgia	3	118	177	35	492	626	38	610	803
Idaho				5	254	288	5	254	288
Illinois	1	1,444	1,628	7	78	96	8	1,522	1,724
Indiana	2	203	239	427	15,367	16,464	429	15,570	16,703
Iowa				2	71	63	2	71	63
Kentucky	1	6	17	32	288	402	33	294	419
Louisiana				2	12	18	2	12	18
Maryland	2	14	64	1	19	11	3	33	75
Minnesota				3	29	62	3	29	62
Mississippi				94	2,099	2,635	94	2,099	2,635
Missouri				55	569	701	55	569	701
Montana				1	13	8	1	13	8
Nebraska				2	104	85	2	104	85
New York				1	55	57	1	55	57
North Carolina	2	124	145	215	6,921	8,690	217	7,045	8,835
North Dakota				3	40	58	3	40	58
Ohio	3	1,420	964	202	3,968	4,296	205	5,388	5,260
Oklahoma				40	630	851	40	630	851
Pennsylvania				129	1,850	2,474	129	1,850	2,474
South Carolina	2	30	72	5	63	73	7	93	145
Tennessee				9	106	134	9	106	134
Texas	4	60	139	107	1,949	2,390	111	2,009	2,529
Utah	2	365	358	8	857	885	10	1,222	1,243
Virginia				15	121	194	15	121	194
Washington				3	78	109	3	78	109
Wisconsin				1	8	18	1	8	18
Outlying possession									
Alaska				1	7	5	1	7	5

TABLE 17.—*Enrollment of white and of colored pupils, according to population of district in schools having a term of 161 to 180 days, 1923–24*

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	1,748	352,389	410,396	8,736	291,466	361,157	10,484	643,855	771,553
Alabama	36	6,851	8,998	131	6,928	8,058	167	13,779	17,056
Arizona	8	2,479	2,586	22	924	966	30	3,403	3,552
Arkansas	42	7,954	9,089	96	3,641	4,377	138	11,595	13,466
California	63	20,838	22,095	113	7,440	7,946	176	28,278	30,041
Colorado	19	4,359	4,994	114	5,116	6,031	133	9,475	11,025
Connecticut	12	1,543	2,153	2	69	106	14	1,612	2,259
Delaware	2	122	144	11	349	458	13	471	602
District of Columbia	13	6,867	7,960				13	6,867	7,960
Florida	20	5,289	6,101	32	1,549	1,994	52	6,838	8,095
Georgia	45	7,410	6,813	167	4,933	6,434	212	12,343	13,247
Idaho	14	2,998	3,436	96	3,571	4,245	110	6,569	7,681
Illinois	61	10,961	12,621	398	12,782	14,831	459	23,743	27,452
Indiana	89	22,710	24,304	115	5,413	6,225	204	28,123	30,529
Iowa	68	14,671	17,197	648	21,041	25,661	716	35,712	42,858
Kansas	88	20,120	23,197	524	17,641	20,610	612	37,761	43,807
Kentucky	35	2,793	3,812	271	5,889	8,513	306	8,682	12,325
Louisiana	25	4,617	6,424	198	5,397	6,879	223	10,014	13,303
Maine	35	5,035	5,418	116	2,553	3,217	151	7,588	8,635
Maryland	3	50	83	21	604	889	24	654	972
Massachusetts	63	16,593	17,250	16	470	485	79	17,063	17,735
Michigan				154	3,958	4,757	154	3,958	4,757
Minnesota	43	7,384	10,580	364	11,743	16,596	407	19,727	27,176
Mississippi	26	2,855	3,829	98	2,712	3,224	124	5,567	7,053
Missouri	60	10,730	12,870	463	15,416	18,962	523	26,146	31,832
Montana	10	2,478	3,058	142	3,524	4,131	152	6,002	7,189
Nebraska	33	6,908	8,204	429	12,792	16,966	462	19,700	25,170
Nevada	2	217	185	14	432	536	16	649	721
New Hampshire	26	2,828	3,136	57	1,928	2,115	83	4,756	5,251
New Jersey	11	1,470	1,620	6	505	610	17	1,975	2,230
New Mexico	8	1,004	1,131	53	1,711	2,014	61	2,715	3,145
New York	17	2,746	3,115	104	2,996	3,741	121	5,742	6,856
North Carolina	42	6,700	8,477	79	3,283	4,346	121	9,983	12,823
North Dakota	5	717	1,030	322	6,240	9,060	327	6,957	10,090
Ohio	82	16,509	18,514	527	18,984	21,743	609	35,493	40,257
Oklahoma	65	16,867	19,472	342	12,799	15,870	407	29,666	35,342
Oregon	17	3,184	3,820	189	5,383	6,110	206	8,567	9,930
Pennsylvania	177	32,530	36,709	447	15,696	19,484	624	48,226	56,193
Rhode Island	7	2,314	3,596				7	2,314	3,596
South Carolina	30	2,947	4,629	105	3,415	4,394	135	6,362	9,023
South Dakota	8	1,373	1,757	248	6,052	8,725	256	7,425	10,482
Tennessee	47	7,851	10,272	172	5,809	7,176	219	13,660	17,448
Texas	140	29,205	34,817	303	11,458	14,529	443	40,663	49,346
Utah	9	3,425	3,666	18	2,693	2,942	27	6,118	6,608
Vermont	10	1,257	1,480	50	1,384	1,788	60	2,641	3,268
Virginia	33	6,128	7,895	293	7,039	10,304	326	13,167	18,199
Washington	13	2,604	3,008	194	7,122	8,052	207	9,726	11,060
West Virginia	45	7,630	9,510	143	6,960	8,818	188	14,590	18,328
Wisconsin	35	6,626	8,047	284	11,224	13,996	319	17,850	22,043
Wyoming	6	1,042	1,294	45	1,898	2,243	51	2,940	3,537
Outlying possessions									
Alaska	2	66	66	8	142	125	10	208	191
Canal Zone	2	126	171				2	126	171
Hawaii	1	203	171	3	177	131	4	380	302

TABLE 18.—*Enrollment of white and of colored pupils, according to population of district, in schools having a term of 181 days or more, 1923–24*

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	1,507	646,663	679,476	1,271	53,482	63,596	2,778	700,145	743,072
Arizona	8	1,260	1,370	4	167	162	12	1,427	1,532
Arkansas				2	185	190	2	185	190
California	91	48,555	49,701	58	4,062	4,376	149	52,617	54,077
Colorado	21	8,891	9,393	6	269	338	27	9,160	9,731
Connecticut	47	15,673	16,671	19	995	1,098	66	16,668	17,769
Delaware	3	1,431	1,596	5	358	443	8	1,789	2,039
Georgia	9	3,415	5,658	2	37	57	11	3,452	5,715
Idaho	2	858	856	1	47	63	3	905	919
Illinois	115	53,655	53,654	222	7,601	8,880	337	61,256	62,534
Indiana	26	9,874	10,500	1	40	40	27	9,914	10,540
Iowa	21	7,295	8,079	4	184	241	25	7,479	8,320
Kentucky	30	5,662	7,332	7	190	197	37	5,852	7,529
Louisiana				1	43	55	1	43	55
Maine	6	1,711	2,028	5	184	257	11	1,895	2,285
Maryland	29	10,660	12,229	81	2,539	3,385	110	13,199	15,614
Massachusetts	162	46,993	51,719	53	1,922	2,103	215	48,915	53,822
Michigan	115	42,598	46,477	236	10,127	12,596	351	52,725	59,073
Minnesota	31	17,335	20,403	7	682	779	38	18,017	21,182
Mississippi	1	6	4	1	73	43	2	79	47
Missouri	23	14,812	15,993	3	174	175	26	14,986	16,168
Montana	6	1,741	2,255	3	88	112	9	1,829	2,367
Nebraska	4	3,700	4,187				4	3,700	4,187
Nevada				4	88	105	4	88	105
New Hampshire	9	1,999	2,281	4	198	245	13	2,197	2,526
New Jersey	93	37,593	37,786	41	2,977	3,575	134	40,570	41,361
New York	200	131,436	128,149	379	12,049	14,993	579	143,485	143,142
North Carolina	3	1,087	1,246				3	1,087	1,246
North Dakota	4	993	1,146	2	11	23	6	1,004	1,169
Ohio	128	59,380	60,517	19	1,079	1,146	147	60,459	61,663
Oklahoma				1	13	29	1	13	29
Oregon	13	7,420	7,012	1	24	16	14	7,444	7,028
Pennsylvania	141	56,183	61,225	39	3,942	4,224	180	60,125	65,449
Rhode Island	12	3,547	2,869	3	49	56	15	3,596	2,925
South Carolina	2	78	225	1	7	5	3	85	230
South Dakota	5	1,369	1,539	1	69	94	6	1,438	1,633
Tennessee	3	1,665	2,169				3	1,665	2,169
Texas	1	43	60	4	107	172	5	150	232
Utah	7	2,171	2,247				7	2,171	2,247
Vermont	13	1,862	1,931	3	191	252	16	2,053	2,183
Virginia	15	5,107	6,636	4	127	183	19	5,234	6,819
Washington	32	16,526	18,093	23	1,490	1,661	55	18,016	19,754
West Virginia	6	1,571	1,811				6	1,571	1,811
Wisconsin	68	20,066	21,906	20	1,061	1,186	88	21,127	23,092
Wyoming	2	442	523	1	33	41	3	475	564
Outlying possessions									
Hawaii	1	1,166	889	4	397	292	5	1,563	1,181
Philippine Islands	34	16,875	8,293				34	16,875	8,293
Porto Rico	11	1,617	1,685				11	1,617	1,685

TABLE 19.—*Graduates from public high schools and number of graduates continuing their education in 1923–24*

State	Graduates in 1924				Graduates in 1923													
					Total number				Going to college			Going to other institutions			Total students continuing their education			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Continental United States	13,060	155,698	206,538	362,236	11,880	136,389	184,688	321,077	50,706	47,800	98,506	12,184	32,195	44,379	62,890	79,995	142,885	
Alabama	157	1,729	2,503	4,232	149	1,473	2,245	3,718	639	734	1,373	106	366	472	745	1,100	1,845	
Arizona	37	499	586	1,085	34	349	490	839	150	163	313	30	106	136	180	269	449	
Arkansas	177	1,244	1,645	2,889	157	1,114	1,493	2,607	433	525	958	102	219	321	535	744	1,279	
California	282	8,147	9,766	17,913	273	7,311	8,940	16,251	2,572	2,608	5,180	288	1,103	1,391	2,860	3,711	6,571	
Colorado	141	2,015	2,772	4,787	128	1,649	2,414	4,063	713	867	1,580	88	194	282	801	1,061	1,862	
Connecticut	65	2,106	2,824	4,930	64	1,866	2,580	4,446	614	306	920	144	801	945	758	1,107	1,865	
Delaware	21	224	329	553	19	205	259	464	88	68	156	17	42	59	105	110	212	
District of Columbia	7	717	912	1,629	7	725	914	1,639	379	283	662	48	262	310	427	545	975	
Florida	83	657	1,002	1,659	73	546	854	1,400	301	384	685	36	70	106	337	454	790	
Georgia	223	1,783	2,558	4,341	187	1,614	2,178	3,792	795	831	1,626	122	256	378	917	1,087	2,041	
Idaho	102	905	1,156	2,061	93	771	1,071	1,842	288	268	556	67	223	290	355	491	846	
Illinois	765	11,241	14,014	25,255	709	10,064	12,232	22,296	3,475	3,127	6,602	612	1,160	1,772	4,087	4,287	8,374	
Indiana	586	6,637	7,955	14,592	554	5,809	7,049	12,858	2,150	2,197	4,347	554	1,078	1,632	2,704	3,275	5,979	
Iowa	697	5,962	8,229	14,191	623	5,479	7,380	12,859	1,785	2,231	4,016	267	616	883	2,052	2,847	4,899	
Kansas	531	4,764	6,598	11,362	493	4,118	5,741	9,859	1,414	1,354	2,768	312	584	896	1,726	1,938	3,664	
Kentucky	302	1,673	2,605	4,278	242	1,340	2,104	3,444	606	685	1,291	118	481	599	724	1,166	1,890	
Louisiana	209	1,322	2,047	3,369	181	1,003	1,526	2,529	495	656	1,151	102	263	365	597	919	1,516	
Maine	140	1,350	1,792	3,142	135	1,263	1,753	3,016	292	172	464	152	346	498	444	518	962	
Maryland	110	1,361	1,959	3,320	98	1,120	1,746	2,866	428	260	688	67	494	561	495	754	1,249	
Massachusetts	224	7,401	9,428	16,829	219	6,660	8,850	15,510	1,946	997	2,943	751	1,869	2,620	2,697	2,866	5,563	
Michigan	443	6,039	7,809	13,848	406	5,656	7,485	13,141	1,923	2,055	3,978	418	1,303	1,721	2,341	3,358	5,699	
Minnesota	400	4,500	7,073	11,573	369	4,039	6,375	10,414	1,380	1,210	2,590	326	1,711	2,037	1,706	2,921	4,627	
Mississippi	183	910	1,265	2,175	152	817	1,168	1,985	372	535	907	60	100	160	432	635	1,067	
Missouri	546	5,543	7,165	12,708	479	4,996	6,917	11,913	1,793	2,213	4,006	369	590	959	2,162	2,803	4,559	
Montana	128	1,008	1,356	2,364	112	811	1,290	2,101	306	337	643	41	141	182	347	478	826	

Nebraska	422	3,333	4,981	8,314	390	2,926	4,342	7,268	810	924	1,734	160	419	579	970	1,343	2,313
Nevada	16	106	134	240	13	78	101	179	28	27	55	4	4	8	32	31	63
New Hampshire	70	691	983	1,674	69	675	908	1,583	208	102	310	45	267	312	253	369	622
New Jersey	128	4,189	5,068	9,257	125	3,745	4,459	8,204	1,397	675	2,072	517	1,513	2,030	1,914	2,188	4,102
New Mexico	51	311	398	709	45	208	362	570	72	78	150	12	41	53	84	119	203
New York	602	11,727	13,740	25,467	575	10,099	12,900	22,999	4,914	2,886	7,800	1,341	3,043	4,384	6,255	5,929	12,184
North Carolina	312	1,933	3,047	4,980	268	1,427	2,384	3,811	903	1,212	2,115	88	229	317	991	1,441	2,432
North Dakota	265	1,054	1,844	2,898	226	968	1,746	2,714	320	332	652	71	333	404	391	665	1,056
Ohio	862	11,191	13,661	24,852	775	9,681	12,120	21,801	3,401	3,321	6,722	847	1,994	2,841	4,248	5,315	9,563
Oklahoma	368	3,170	4,349	7,519	307	2,413	3,474	5,887	979	1,388	2,367	231	364	595	1,210	1,752	2,962
Oregon	200	1,757	2,628	4,385	184	1,621	2,325	3,946	504	602	1,106	62	274	336	566	876	1,442
Pennsylvania	869	13,157	16,728	29,885	830	11,515	15,050	26,565	3,636	2,272	5,908	1,745	4,157	5,902	5,381	6,429	11,810
Rhode Island	22	587	871	1,458	21	599	784	1,383	247	104	351	54	152	206	301	256	557
South Carolina	125	870	1,418	2,288	108	669	1,157	1,826	420	630	1,050	35	81	116	455	711	1,166
South Dakota	231	1,381	2,068	3,449	197	1,084	1,700	2,784	397	387	784	82	285	367	479	672	1,151
Tennessee	204	1,662	2,618	4,280	177	1,260	2,284	3,544	446	646	1,092	135	271	406	581	917	1,498
Texas	506	5,013	7,188	12,201	456	4,359	6,145	10,504	2,255	2,873	5,128	301	427	728	2,556	3,300	5,856
Utah	36	902	1,159	2,061	31	705	821	1,526	371	371	742	30	51	81	401	422	823
Vermont	64	541	741	1,282	58	494	736	1,230	165	150	315	49	213	262	214	363	577
Virginia	313	1,744	3,135	4,879	293	1,562	2,828	4,390	783	948	1,731	127	749	876	910	1,697	2,607
Washington	244	3,440	4,452	7,892	230	3,013	4,247	7,260	1,111	1,021	2,132	249	818	1,067	1,360	1,839	3,199
West Virginia	164	1,807	2,608	4,415	140	1,397	2,017	3,414	637	668	1,305	131	283	414	768	951	1,719
Wisconsin	382	5,044	6,868	11,912	366	4,827	6,321	11,148	1,268	1,012	2,280	652	1,802	2,454	1,920	2,814	4,734
Wyoming	45	351	503	854	40	266	423	689	97	105	202	19	47	66	116	152	268
Outlying possessions																	
Alaska	8	30	28	58	8	31	35	66	14	16	30	4	5	9	18	21	39
Hawaii	4	231	183	414	4	172	123	295	17	15	32	14	20	34	31	35	66
Philippine Islands	29	1,258	399	1,657	24	937	294	1,231	293	73	366	113	73	186	406	146	552
Porto Rico	10	209	172	381	8	96	122	218	40	27	67	10	35	45	50	62	112

TABLE 20.—*Graduates of public high schools in places having a population of less than 2,500, and number of graduates continuing their education in 1923–24*

State	Graduates in 1924				Graduates in 1923													
					Total number				Going to college			Going to other institutions			Total students continuing their education			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Continental United States	10,426	54,393	75,997	130,390	9,340	46,369	65,535	111,904	14,810	16,421	31,231	5,378	14,221	19,599	20,188	30,642	50,830	
Alabama	126	956	1,315	2,271	118	862	1,196	2,058	351	392	743	73	263	336	424	655	1,079	
Arizona	23	117	133	250	22	91	132	223	25	33	58	12	48	60	37	81	118	
Arkansas	140	575	746	1,321	119	519	709	1,228	193	208	401	60	129	189	253	337	590	
California	166	1,535	1,765	3,300	158	1,233	1,572	2,805	386	351	737	103	399	502	489	750	1,239	
Colorado	111	645	922	1,567	99	461	700	1,161	179	230	409	21	75	96	200	305	505	
Connecticut	17	116	157	273	17	99	152	251	26	19	45	19	51	70	45	70	115	
Delaware	16	91	146	237	15	78	105	183	33	28	61	17	32	49	50	60	110	
Florida	60	234	378	612	50	181	294	475	95	110	205	16	39	55	111	149	260	
Georgia	177	708	1,181	1,889	143	594	940	1,534	229	355	584	77	144	221	306	499	805	
Idaho	88	456	593	1,049	80	384	538	922	135	118	253	39	167	206	174	285	459	
Illinois	602	3,607	4,658	8,265	553	2,998	3,823	6,821	827	774	1,601	255	525	780	1,082	1,299	2,381	
Indiana	493	3,015	3,510	6,525	463	2,623	3,162	5,785	868	960	1,828	345	612	957	1,213	1,572	2,785	
Iowa	627	3,407	4,622	8,029	559	3,034	3,986	7,020	948	1,253	2,201	204	490	694	1,152	1,743	2,895	
Kansas	480	2,914	3,840	6,754	444	2,481	3,350	5,831	780	663	1,443	204	374	578	984	1,037	2,021	
Kentucky	247	872	1,357	2,229	191	676	1,070	1,746	283	367	650	74	223	297	357	590	947	
Louisiana	185	758	1,131	1,889	159	565	849	1,414	237	355	592	61	132	193	298	487	785	
Maine	105	435	585	1,020	100	379	531	910	55	35	90	48	159	207	103	194	297	
Maryland	87	413	696	1,109	76	312	522	834	104	71	175	34	182	216	138	253	391	
Massachusetts	64	342	403	745	64	287	362	649	66	35	101	43	130	173	109	165	274	
Michigan	355	1,972	2,777	4,749	320	1,797	2,619	4,416	407	568	975	206	639	845	613	1,207	1,820	
Minnesota	339	1,816	3,089	4,905	311	1,555	2,606	4,161	474	432	906	196	1,001	1,197	670	1,433	2,103	
Mississippi	162	658	850	1,508	133	581	760	1,341	234	327	561	52	80	132	286	407	693	
Missouri	477	2,436	3,251	5,687	410	2,348	3,209	5,557	667	924	1,591	241	373	614	908	1,297	2,205	
Montana	114	523	625	1,148	98	370	556	926	125	130	255	21	105	126	146	235	381	
Nebraska	393	2,128	3,256	5,384	362	1,911	2,774	4,685	440	464	904	136	347	483	576	811	1,378	

Nevada	14	86	105	191	11	62	86	148	26	25	51	4	4	8	30	29	59
New Hampshire	45	220	271	491	45	196	248	444	65	29	94	19	93	112	84	122	206
New Jersey	41	427	681	1,108	40	329	594	923	118	65	183	40	209	249	158	274	432
New Mexico	45	212	274	486	39	139	245	384	54	60	114	9	37	46	63	97	160
New York	428	1,429	2,321	3,750	403	1,227	2,035	3,262	401	364	765	228	796	1,024	629	1,160	1,789
North Carolina	270	1,173	1,842	3,015	230	848	1,406	2,254	505	658	1,163	68	171	239	573	829	1,402
North Dakota	258	858	1,560	2,418	219	790	1,425	2,215	228	245	473	66	302	368	294	547	841
Ohio	708	3,816	4,653	8,469	629	3,283	4,083	7,366	903	1,010	1,913	443	1,052	1,495	1,346	2,062	3,408
Oklahoma	316	1,576	2,172	3,748	262	1,238	1,770	3,008	487	687	1,174	125	204	329	612	891	1,503
Oregon	175	709	984	1,693	159	566	820	1,386	159	203	362	34	170	204	193	373	566
Pennsylvania	598	3,315	4,586	7,901	564	2,910	3,987	6,897	673	410	1,083	712	1,594	2,306	1,385	2,004	3,389
Rhode Island	3	10	11	21	2	7	9	16				4	8	12	4	8	12
South Carolina	93	479	671	1,150	80	351	525	876	199	272	471	24	44	68	223	316	539
South Dakota	220	998	1,567	2,565	186	770	1,273	2,043	271	288	559	58	228	286	329	516	845
Tennessee	161	793	1,098	1,891	137	547	939	1,486	168	244	412	98	168	266	266	412	678
Texas	386	1,821	2,754	4,575	340	1,685	2,315	4,000	802	1,059	1,861	194	217	411	996	1,276	2,272
Utah	25	382	493	875	21	308	407	715	136	172	308	13	26	39	149	198	347
Vermont	44	169	275	444	39	167	237	404	54	44	98	19	97	116	73	141	214
Virginia	275	968	1,755	2,723	257	864	1,515	2,379	384	487	871	97	496	593	481	983	1,464
Washington	204	1,213	1,652	2,865	189	1,006	1,396	2,402	295	244	539	136	447	583	431	691	1,122
West Virginia	126	805	1,210	2,015	106	604	913	1,517	218	247	465	65	143	208	283	390	673
Wisconsin	299	1,997	2,785	4,782	285	1,903	2,539	4,442	445	358	803	353	962	1,315	798	1,320	2,118
Wyoming	38	208	291	499	33	150	251	401	52	48	100	12	34	46	64	82	146
Outlying possessions																	
Alaska	6	15	12	27	6	20	22	42	7	7	14	4	3	7	11	10	21
Hawaii	2	40	38	78	2	27	16	43	9	6	15	3	8	11	12	14	26

TABLE 21.—*Graduates from high schools having a course of four years, and number of graduates continuing their education in 1923–24*

State	Graduates in 1924				Graduates in 1923													
					Total number				Going to college			Going to other institutions			Total students continuing their education			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Continental United States	11,722	151,753	200,531	352,284	10,735	132,900	179,458	312,358	50,326	47,250	97,576	11,473	31,055	42,528	61,799	78,305	140,104	
Alabama	151	1,704	2,477	4,181	145	1,457	2,230	3,687	638	731	1,369	104	366	470	742	1,097	1,839	
Arizona	37	499	586	1,085	34	349	490	839	150	163	313	30	106	136	180	269	449	
Arkansas	134	1,145	1,462	2,607	127	1,035	1,351	2,386	412	495	907	89	182	271	501	677	1,178	
California	282	8,147	9,766	17,913	273	7,311	8,940	16,251	2,572	2,608	5,180	288	1,103	1,391	2,860	3,711	6,571	
Colorado	141	2,015	2,772	4,787	128	1,649	2,414	4,063	713	867	1,580	88	194	282	801	1,061	1,862	
Connecticut	64	2,106	2,822	4,928	63	1,862	2,573	4,435	614	306	920	144	801	945	758	1,107	1,865	
Delaware	20	222	327	549	18	204	258	462	88	68	156	17	42	59	105	110	215	
District of Columbia	7	717	912	1,629	7	725	914	1,639	379	283	662	48	262	310	427	545	972	
Florida	76	643	975	1,618	67	533	835	1,368	297	379	676	33	64	97	330	443	773	
Georgia	185	1,699	2,423	4,122	158	1,542	2,079	3,621	775	804	1,579	108	227	335	883	1,031	1,914	
Idaho	99	897	1,146	2,043	90	767	1,064	1,831	287	263	550	66	223	289	353	486	839	
Illinois	586	10,674	13,327	24,001	551	9,488	11,591	21,079	3,442	3,087	6,529	519	1,074	1,593	3,961	4,161	8,122	
Indiana	574	6,596	7,909	14,505	544	5,787	7,022	12,809	2,149	2,194	4,343	554	1,075	1,629	2,703	3,269	5,972	
Iowa	647	5,837	8,080	13,917	587	5,376	7,265	12,641	1,780	2,226	4,006	256	597	853	2,036	2,823	4,859	
Kansas	523	4,747	6,569	11,316	489	4,108	5,724	9,832	1,414	1,354	2,768	311	583	894	1,725	1,937	3,662	
Kentucky	281	1,638	2,519	4,157	229	1,321	2,060	3,381	603	674	1,277	116	473	589	719	1,147	1,866	
Louisiana	206	1,315	1,896	3,211	178	999	1,391	2,390	495	656	1,151	102	263	365	597	919	1,516	
Maine	132	1,330	1,763	3,093	130	1,251	1,739	2,990	292	172	464	149	340	489	441	512	953	
Maryland	90	1,319	1,860	3,179	81	1,088	1,688	2,776	426	260	686	62	473	535	488	733	1,221	
Massachusetts	224	7,401	9,428	16,829	219	6,660	8,850	15,510	1,946	997	2,943	751	1,869	2,620	2,697	2,866	5,563	
Michigan	409	5,934	7,666	13,600	378	5,561	7,364	12,925	1,922	2,055	3,977	417	1,297	1,714	2,339	3,352	5,691	
Minnesota	392	4,466	6,886	11,352	361	4,025	6,221	10,246	1,380	1,206	2,586	326	1,711	2,037	1,706	2,917	4,623	
Mississippi	155	852	1,152	2,004	125	770	1,083	1,853	366	508	874	52	76	128	418	584	1,002	
Missouri	448	5,229	6,816	12,045	398	4,740	6,627	11,367	1,772	2,193	3,965	324	554	878	2,096	2,747	4,843	
Montana	119	988	1,330	2,318	102	781	1,266	2,047	304	332	636	37	134	171	341	466	807	

Nebraska	387	3,244	4,846	8,090	352	2,846	4,225	7,071	804	910	1,714	141	396	537	945	1,306	2,251
Nevada	16	106	134	240	13	78	101	179	28	27	55	4	4	8	32	31	63
New Hampshire	70	691	983	1,674	69	675	908	1,583	208	102	310	45	267	312	253	369	622
New Jersey	126	4,177	5,057	9,234	123	3,736	4,448	8,184	1,397	675	2,072	517	1,513	2,030	1,914	2,188	4,102
New Mexico	47	304	386	690	41	203	350	553	72	78	150	12	33	45	84	111	195
New York	585	11,696	13,680	25,376	561	10,081	12,857	22,938	4,914	2,886	7,800	1,341	3,035	4,376	6,255	5,921	12,176
North Carolina	299	1,905	3,008	4,913	259	1,406	2,352	3,758	899	1,200	2,099	84	224	308	983	1,424	2,407
North Dakota	257	1,047	1,828	2,875	219	960	1,738	2,698	319	331	650	66	328	394	385	659	1,044
Ohio	709	10,744	13,184	23,928	652	9,340	11,723	21,063	3,388	3,308	6,696	802	1,922	2,724	4,190	5,230	9,420
Oklahoma	345	3,135	4,265	7,400	286	2,367	3,397	5,764	969	1,360	2,329	224	353	577	1,193	1,713	2,906
Oregon	198	1,755	2,463	4,218	183	1,621	2,179	3,800	504	602	1,106	62	256	318	566	858	1,424
Pennsylvania	607	12,166	15,281	27,447	581	10,571	13,594	24,165	3,576	2,230	5,806	1,431	3,635	5,066	5,007	5,865	10,872
Rhode Island	21	585	866	1,451	20	593	780	1,373	247	104	351	51	148	199	298	252	550
South Carolina	109	798	1,295	2,093	94	604	1,060	1,664	381	594	975	23	55	78	404	649	1,053
South Dakota	210	1,344	2,010	3,354	186	1,068	1,673	2,741	396	386	782	77	274	351	473	660	1,133
Tennessee	180	1,565	2,442	4,007	155	1,169	2,133	3,302	443	638	1,081	123	244	367	566	882	1,448
Texas	368	4,654	6,602	11,256	338	4,021	5,658	9,679	2,133	2,679	4,812	244	360	604	2,377	3,039	5,416
Utah	36	902	1,159	2,061	31	705	821	1,526	371	371	742	30	51	81	401	422	823
Vermont	59	527	731	1,258	54	486	726	1,212	165	150	315	46	209	255	211	359	570
Virginia	295	1,712	3,076	4,788	276	1,530	2,769	4,299	783	945	1,728	119	734	853	902	1,679	2,581
Washington	240	3,432	4,448	7,880	225	3,006	4,239	7,245	1,111	1,018	2,129	247	817	1,064	1,358	1,835	3,193
West Virginia	157	1,795	2,583	4,378	134	1,384	1,970	3,354	637	658	1,295	125	264	389	762	922	1,684
Wisconsin	378	5,014	6,847	11,861	363	4,799	6,301	11,100	1,268	1,012	2,280	650	1,800	2,450	1,918	2,812	4,730
Wyoming	41	335	488	823	38	262	417	679	97	105	202	18	44	62	115	149	264
Outlying possessions																	
Alaska	8	30	28	58	8	31	35	66	14	16	30	4	5	9	18	21	39
Hawaii	4	231	183	414	4	172	123	295	17	15	32	14	20	34	31	35	66
Philippine Islands	29	1,258	399	1,657	24	937	294	1,231	293	73	366	113	73	186	406	146	552
Porto Rico	10	209	172	381	8	96	122	218	40	27	67	10	35	45	50	62	112

TABLE 22.—*Value of high-school property and equipment and size of libraries, 1923–24*

State	Libraries		Grounds and buildings		Scientific apparatus, furniture, and equipment		Expenditures for sites, buildings, and improvements	
	Schools reporting	Volumes	Schools reporting	Value	Schools reporting	Value	Schools reporting	Amount
1	2	3	4	5	6	7	8	9
Continental United States	14,004	11,853,669	14,045	$1,323,460,137	13,883	$120,927,154	6,266	$163,198,430
Alabama	171	94,428	175	9,371,525	175	856,545	105	2,272,837
Arizona	40	46,761	39	5,394,631	39	711,116	18	586,100
Arkansas	190	102,462	198	9,511,569	183	778,065	68	441,178
California	305	716,767	306	74,905,900	311	9,679,319	205	16,523,946
Colorado	152	165,152	150	15,635,669	147	1,272,425	70	1,594,181
Connecticut	73	91,210	73	17,701,574	69	1,492,142	24	497,669
Delaware	19	14,080	19	2,009,531	20	253,726	4	203,415
District of Columbia	11	24,882	12	7,188,580	12	1,142,602	1	200,000
Florida	100	63,776	99	6,188,450	98	616,792	64	1,242,231
Georgia	228	146,099	249	10,994,600	232	876,236	111	1,287,593
Idaho	115	88,570	113	5,829,460	110	552,776	47	181,738
Illinois	790	660,929	720	98,593,603	774	9,825,560	322	12,389,901
Indiana	632	474,740	646	56,099,836	647	4,201,267	266	6,789,233
Iowa	723	514,519	713	57,736,277	706	4,593,584	289	5,239,558
Kansas	590	394,307	570	36,132,413	581	3,613,512	249	4,482,952
Kentucky	349	117,307	362	11,727,708	335	777,515	172	1,786,453
Louisiana	216	103,007	212	11,157,447	211	880,048	118	2,131,203
Maine	148	47,451	154	7,531,400	152	744,655	51	1,235,245
Maryland	131	89,086	127	6,651,550	125	759,052	52	388,915
Massachusetts	257	202,904	259	61,330,965	249	4,627,953	58	2,719,413
Michigan	465	582,860	473	66,231,809	455	6,450,422	193	11,072,628
Minnesota	426	564,684	424	49,852,576	419	3,868,459	183	2,479,603
Mississippi	204	93,742	210	7,307,026	198	670,735	135	967,684
Missouri	591	609,476	577	29,919,390	587	3,098,336	284	4,855,662
Montana	159	140,812	159	8,065,739	159	1,182,956	51	123,295
Nebraska	455	189,875	460	30,183,593	455	2,483,688	200	7,364,043
Nevada	18	13,522	18	1,105,275	18	165,961	9	247,730
New Hampshire	70	31,526	91	5,021,000	90	484,223	17	24,425
New Jersey	136	183,979	144	37,294,731	141	3,393,243	41	5,021,187
New Mexico	55	29,023	56	3,032,550	55	244,495	21	153,854
New York	673	1,094,589	663	119,444,883	668	10,619,208	216	13,862,537
North Carolina	320	174,080	327	19,150,971	296	1,233,282	200	3,881,388
North Dakota	328	186,161	321	11,431,495	323	783,721	156	887,769
Ohio	908	742,776	892	108,328,948	880	8,696,398	350	16,442,407
Oklahoma	428	270,796	430	24,719,252	419	2,459,408	249	3,036,557
Oregon	216	154,207	209	10,053,403	216	1,291,328	85	1,142,894
Pennsylvania	859	512,266	895	107,675,266	887	9,661,728	374	9,043,346
Rhode Island	22	25,647	21	4,587,764	22	453,450	5	98,543
South Carolina	123	52,575	136	6,620,000	125	432,050	73	1,326,420
South Dakota	250	165,645	246	12,651,874	248	1,002,612	113	1,246,242
Tennessee	209	113,369	218	12,251,888	202	905,382	113	957,810
Texas	505	415,983	527	33,202,801	503	3,062,875	247	4,875,201
Utah	34	40,548	40	5,604,097	40	548,242	12	67,642
Vermont	64	33,037	71	2,888,500	69	252,210	28	41,165
Virginia	352	193,462	354	16,111,581	346	1,147,225	199	2,407,747
Washington	260	306,847	262	18,515,133	258	2,176,650	100	1,025,643
West Virginia	187	187,064	185	15,218,885	186	1,560,795	119	2,297,489
Wisconsin	396	553,864	388	41,587,519	393	3,990,150	178	5,739,897
Wyoming	51	32,817	52	3,709,500	49	353,032	21	313,861
Outlying possessions								
Alaska	10	10,385	11	264,500	11	27,700	4	4,604
Canal Zone							2	988
Hawaii	9	8,304	9	954,821	9	96,968	6	40,315
Philippine Islands	33	75,321	30	1,903,372	30	256,667	12	44,582
Porto Rico	9	8,789	10	492,000	10	74,700	2	63,500

TABLE 23.—*Enrollment of pupils in public high schools by courses of study, 1923–24*—PART I

State	In academic courses				In commercial courses				In technical or manual training courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	14,783	1,113,831	1,204,532	2,318,363	3,742	143,991	286,984	430,975	2,089	148,736	6,431	155,167
Alabama	184	13,142	16,056	29,198	19	477	1,102	1,579	31	787	14	801
Arizona	42	4,278	4,484	8,762	15	227	330	557	9	335	2	337
Arkansas	209	12,550	14,419	26,969	25	529	758	1,287	21	1,519	165	1,684
California	324	60,065	61,539	121,604	196	7,590	16,199	23,789	117	8,401	590	8,991
Colorado	161	16,814	18,457	35,271	60	1,209	2,099	3,308	29	1,340	85	1,425
Connecticut	78	12,782	10,348	23,130	62	3,798	8,175	11,973	18	1,519	177	1,696
Delaware	21	1,750	1,776	3,526	5	216	636	852	5	330	0	330
District of Columbia	10	3,907	4,447	8,354	9	859	2,091	2,950	7	2,245	687	2,932
Florida	103	7,741	9,651	17,392	4	40	33	73	8	512	0	512
Georgia	256	13,596	17,129	30,725	19	1,233	2,350	3,583	15	2,710	10	2,720
Idaho	118	7,211	8,077	15,288	27	344	652	996	19	355	10	365
Illinois	799	58,541	61,913	120,454	234	8,615	23,161	31,776	131	17,972	29	18,001
Indiana	658	46,113	49,385	95,498	118	2,596	5,720	8,316	82	4,314	130	4,444
Iowa	743	39,172	43,258	82,430	117	3,033	4,390	7,423	167	3,440	26	3,466
Kansas	612	34,055	36,826	70,881	165	3,016	4,193	7,209	147	4,510	221	4,731
Kentucky	376	14,216	18,806	33,022	25	625	1,319	1,944	14	601	0	601
Louisiana	225	8,085	11,917	20,002	30	416	1,353	1,769	6	136	0	136
Maine	161	7,428	7,650	15,078	61	1,759	3,404	5,163	16	949	49	993
Maryland	136	9,241	12,324	21,565	42	1,505	4,389	5,894	32	4,834	0	4,834
Massachusetts	276	39,527	35,493	75,020	195	14,985	27,606	42,591	77	7,646	197	7,843
Michigan	495	42,329	47,661	89,990	148	4,114	9,808	13,922	68	6,314	537	6,851
Minnesota	447	32,493	40,554	73,047	92	2,631	6,189	8,820	65	4,548	51	4,599
Mississippi	255	7,576	9,500	17,076	25	260	303	563	13	220	7	227
Missouri	600	32,550	37,231	69,781	115	3,372	5,818	9,190	47	4,464	111	4,575
Montana	162	6,544	7,250	13,794	54	643	1,443	2,086	8	468	0	468

TABLE 23.—*Enrollment of pupils in high schools by courses of study, 1923–24*—PART I—Continued

State	In academic courses				In commercial courses				In technical or manual training courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Nebraska	468	20,290	24,559	44,849	80	2,393	3,614	6,007	72	2,767	20	2,787
Nevada	20	675	749	1,424	6	46	68	114	3	41	0	41
New Hampshire	95	5,255	5,144	10,399	44	1,018	2,234	3,252	19	1,006	0	1,006
New Jersey	151	29,832	24,650	54,482	124	8,137	16,314	24,451	20	4,081	87	4,168
New Mexico	61	2,402	2,695	5,097	24	229	452	681	16	357	4	361
New York	693	114,707	106,023	220,730	202	23,870	38,671	62,541	50	8,875	1,888	10,763
North Carolina	341	17,455	21,637	39,092	31	600	1,005	1,605	13	461	17	478
North Dakota	336	7,335	9,750	17,085	55	525	790	1,315	22	208	11	219
Ohio	955	83,583	83,877	167,460	271	8,966	20,398	29,364	187	15,741	829	16,570
Oklahoma	448	27,960	33,189	61,149	73	1,426	1,990	3,416	52	1,921	109	2,030
Oregon	218	13,761	12,112	25,873	71	1,417	3,141	4,558	27	3,681	2	3,683
Pennsylvania	931	84,953	89,495	174,448	300	13,602	32,694	46,296	70	10,011	95	10,106
Rhode Island	21	3,264	2,660	5,924	19	1,107	3,000	4,107	7	1,462	3	1,465
South Carolina	144	5,870	8,538	14,408	15	368	495	863	2	153	0	153
South Dakota	262	8,251	10,602	18,853	37	422	648	1,070	33	750	0	750
Tennessee	231	14,762	18,763	33,525	20	530	688	1,218	25	1,240	11	1,251
Texas	559	40,688	48,920	89,608	88	2,540	3,758	6,298	74	3,776	168	3,944
Utah	43	8,002	8,221	16,223	18	888	1,484	2,372	16	1,166	0	1,166
Vermont	76	4,349	4,810	9,159	26	564	1,051	1,615	11	418	0	418
Virginia	360	17,010	23,020	40,030	38	1,024	2,007	3,031	17	672	0	672
Washington	266	22,263	22,622	44,885	93	2,465	5,316	7,781	77	2,814	69	2,883
West Virginia	194	14,675	18,064	32,739	50	1,349	2,132	3,481	23	1,089	0	1,089
Wisconsin	405	31,836	34,769	66,605	166	6,023	10,904	16,927	86	5,230	18	5,248
Wyoming	54	2,947	3,512	6,459	29	390	609	999	15	347	2	349
Outlying possessions												
Alaska	11	200	177	377	6	32	55	87	1	5	0	5
Canal Zone	2	126	171	297								
Hawaii	9	1,330	862	2,192	4	546	344	890	1	90	0	90
Philippine Islands	31	14,610	6,903	21,513	1	40	8	48	1	655	0	655
Porto Rico	11	1,348	1,573	2,921	7	286	175	461	1	60	0	60

TABLE 23.—*Enrollment of pupils in public high schools by courses of study, 1923–24*—PART II

State	In teacher training courses			In agricultural courses			In home-economics courses			In industrial or trade training courses			Military drill	
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Students
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	1,453	4,571	29,567	2,604	48,139	8,330	3,860	288	159,852	434	32,709	9,289	300	55,964
Alabama	5	7	60	47	1,218	50	73	1	2,602	4	57	17	9	928
Arizona				6	113	1	14	0	421	2	28	5	4	671
Arkansas	27	111	295	51	1,635	210	71	56	3,434	7	253	76	7	317
California	37	186	1,183	86	1,805	61	133	19	6,810	63	4,969	1,069	33	7,169
Colorado	11	6	145	39	742	44	49	1	1,454	4	48	1	9	595
Connecticut	13	7	579	12	130	0	24	0	1,737	12	158	43	1	32
Delaware				8	134	0	17	0	601					
District of Columbia							5	0	1,200				9	2,262
Florida	4	15	44	15	277	57	15	0	940				4	168
Georgia	16	34	156	38	1,361	222	67	0	3,319	5	170	0	13	3,753
Idaho	2	3	14	14	263	2	21	0	573	1	4	0	2	158
Illinois	37	177	953	123	2,517	107	210	12	8,995	23	3,178	1,407	26	6,550
Indiana	1	11	0	115	2,129	48	158	3	5,927	23	1,258	20	6	1,340
Iowa	132	298	3,959	161	1,694	863	199	14	4,591	13	208	4	5	1,080
Kansas	226	545	3,242	201	2,449	1,351	224	14	6,475	16	435	1	1	295
Kentucky	6	7	66	50	1,034	333	63	7	2,379	4	35	25	5	1,678
Louisiana	2	2	368	25	542	0	121	0	3,688	2	19	0	4	152
Maine	2	23	18	11	199	0	23	0	1,145	2	76	0	3	746
Maryland				25	445	47	43	0	3,212	1	62	0	1	34
Massachusetts	17	168	1,651	16	566	11	71	5	2,718	16	1,386	1,131	21	9,805
Michigan	9	15	66	96	2,082	460	101	2	4,298	13	685	33	10	1,053
Minnesota	52	59	678	42	690	41	104	0	4,771	11	1,067	1,000	3	85
Mississippi	13	150	253	62	1,837	29	85	2	2,636	1	10	30	2	45
Missouri	99	343	1,737	219	2,685	1,489	122	7	4,975	10	301	169	11	1,581
Montana	16	15	567	22	348	25	19	0	541	3	71	19	3	80
Nebraska	192	708	4,361	59	881	345	109	35	4,304	5	896	57	4	764
Nevada				3	33	0	6	0	66	1	7	0		
New Hampshire				12	142	0	42	0	986	3	203	0		

TABLE 23.—*Enrollment of pupils in public high schools by courses of study, 1923–24*—PART II

State	In teacher training courses			In agricultural courses			In home-economics courses			In industrial or trade training courses			Military drill	
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Students
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New Jersey	15	40	2,312	13	257	2	16	0	796	6	1,282	451		
New Mexico	2	6	25	18	259	14	30	0	736				2	33
New York	37	68	617	59	1,105	5	125	0	5,471	32	3,650	2,283	3	280
North Carolina	10	24	89	42	1,205	12	99	0	3,829	6	195	2	3	73
North Dakota	141	333	1,137	37	502	212	54	0	868	5	14	18	5	98
Ohio	33	95	267	188	3,164	391	176	76	13,390	32	2,455	302	15	3,485
Oklahoma	37	110	588	106	1,739	735	128	2	4,612	13	469	55	6	164
Oregon	32	11	206	16	359	12	48	0	2,195	7	328	253	7	270
Pennsylvania	6	16	214	64	1,465	45	123	0	6,036	32	6,176	13	5	214
Rhode Island	1	0	93	4	38	0	5	0	779	1	49	0	4	469
South Carolina	2	2	13	39	755	19	37	0	1,371	2	98	0	3	245
South Dakota	57	197	1,044	33	517	14	62	0	1,707	2	5	0		
Tennessee	69	435	915	78	1,646	109	130	0	5,701	5	29	7	10	2,889
Texas	11	55	143	112	1,905	447	172	18	8,927	10	318	132	16	3,366
Utah	2	9	15	11	404	0	20	0	1,653	3	229	0	4	1,373
Vermont	10	80	175	13	234	6	27	0	804	2	105	0	1	30
Virginia	3	4	24	61	1,047	98	96	8	2,496	4	175	0	6	712
Washington	2	72	70	23	467	60	84	0	3,654	12	354	1	3	198
West Virginia	22	48	253	31	515	265	63	4	2,598	4	135	0	2	58
Wisconsin	25	68	814	81	2,319	33	156	0	6,942	8	992	665	7	283
Wyoming	17	8	158	17	286	55	20	2	489	3	67	0	2	383
Outlying possessions														
Alaska							1	0	2					
Hawaii				1	41	0	3	0	312					
Philippine Islands	9	732	859	2	883	0	4	0	531				27	13,896
Porto Rico							1	0	119					

CHAPTER XXV

STATISTICS OF PRIVATE HIGH SCHOOLS AND ACADEMIES, 1923–24

For the school year ending June 30, 1924, a total of 2,124 private high schools and academies sent statistical reports to the Bureau of Education. This represents an increase of 161 schools over the number of 1922, 31 over 1920, and a loss of 124 since 1915. The average size of school increased from 96 in 1922 to 102 in 1924. The largest increase in enrollment is reported by the State of New York, where 5,065 more pupils are reported than in 1922. Ohio, Illinois, and Massachusetts follow with increases of between 2,000 and 3,000 pupils each, and the District of Columbia, Virginia, California, and New Jersey report increases of more than 1,000 each over enrollments in 1922. Eleven more States report increases of more than 500 each in enrollment for this two-year period. These gains are confined chiefly to the eastern and southeastern portions of the United States. The total enrollment for 1924 is 216,522, an increase of 29,881 over that reported for 1922.

While the enrollment was increasing 16 per cent over that for 1922, the number of graduates increased 27 per cent, the number of fourth-year pupils 29 per cent, and the number above fourth year 51 per cent. The number of boys enrolled increased 19 per cent, and the number of girls 13 per cent. In the four-year schools, the rates of increase are a little higher than for all schools. In schools for boys only the increase in enrollment is 18 per cent, and in those for girls only it is 8 per cent.

The increase in number of teachers in 1924 over that of 1922 has not kept pace with the increase in the number of students. The rate of increase for teachers is 10.3 per cent. For men teachers it is 13.7 per cent and for women teachers 8.2 per cent. The number of students per teacher, 13.8, is an increase of approximately one since 1922. The value of buildings and grounds is reported as 27.3 per cent higher than in 1922, and of furniture and scientific apparatus as 15 per cent higher. The increase in endowment reported for the two-year period is 21.9 per cent, or a little more than $11,000,000.

The number of pupils in schools for the negro race increased 16.7 per cent from 1922 to 1924. The number of pupils per teacher in these schools was 15.6 in 1924, which was approximately 2 more than the number for each teacher in schools for white pupils.

TABLE 1.—*Review of statistics of private high schools and academies, 1890 to 1924*

Items	1890	1895	1900	1905	1910	1915	1920	1924
Schools reporting	1,632	2,180	1,978	1,627	1,781	2,248	2,093	2,124
Instructors:								
Men	3,272	3,991	4,275	4,065	4,512	5,776	5,698	6,192
Women	3,937	4,568	5,842	5,785	6,634	8,250	9,248	9,511
Total	7,209	8,569	10,117	9,850	11,146	14,026	14,946	15,703
Secondary students:								
Boys	47,534	57,354	55,734	51,778	55,474	73,208	84,222	100,116
Girls	47,397	60,993	55,063	55,429	61,926	81,836	99,931	116,406
Total	94,931	118,347	110,797	107,207	117,400	155,044	184,153	216,522
Colored students, included above:								
Boys	-------	1,110	990	1,013	1,408	2,222	3,185	3,741
Girls	-------	2,233	1,400	1,761	2,480	4,316	6,341	7,150
Total	-------	3,343	2,390	2,774	3,888	6,538	9,526	10,891
Graduates:								
Boys	-------	6,052	6,226	6,268	6,876	10,419	10,590	15,528
Girls	-------	5,908	5,990	6,601	7,533	11,866	13,576	18,704
Total	8,070	11,960	12,216	12,869	14,409	22,285	24,166	34,232
Military drill:								
Schools having it	-------	-------	-------	-------	-------	113	205	127
Students in it	-------	6,237	8,900	8,919	-------	8,836	24,056	15,100
Schools:								
For boys only	-------	-------	-------	327	348	451	385	403
For girls only	-------	-------	-------	508	511	799	728	739
Coeducational	-------	-------	-------	792	922	998	980	982
Enrollment in:								
Boys' schools	-------	-------	-------	23,780	26,838	39,543	47,925	56,809
Girls' schools	-------	-------	-------	27,438	28,317	46,945	55,658	64,819
Coeducational schools	-------	-------	-------	55,989	62,245	68,556	80,570	94,894
Secondary teachers to a school	4.4	3.9	5.1	6.1	6.3	6.2	7.1	7.4
Secondary students to a school	58.2	54.0	56.0	65.9	65.9	70.0	88.0	101.9
Secondary students to a teacher	13.2	14.0	10.9	10.8	10.5	11.1	12.3	13.8
Libraries:								
Schools reporting	-------	1,361	1,372	1,381	1,222	1,577	1,801	1,980
Volumes (in thousands)	961	1,498	1,734	2,360	1,976	2,817	3,622	4,260
Average number of volumes per school	-------	1,101	1,264	1,709	1,617	1,786	2,011	2,152

TABLE 2.—*Review of statistics of private high schools and academies for five-year periods, 1895–1924, as to denominational control*

Denominations	1895	1900	1905	1910	1915	1920	1924
Baptist:							
Schools	109	96	74	74	105	107	103
Students	7,424	7,173	6,450	6,983	7,439	10,903	11,578
Congregational:							
Schools	56	51	41	45	31	29	23
Students	2,882	2,671	2,402	2,322	2,231	2,348	1,714
Episcopal:							
Schools	119	98	91	71	99	91	95
Students	5,552	5,145	5,460	4,788	6,389	7,761	7,623
Friends:							
Schools	57	55	46	48	36	28	26
Students	3,851	3,428	3,526	2,243	2,444	2,324	2,416
Latter Day Saints:							
Schools	-------	-------	-------	-------	18	12	4
Students	-------	-------	-------	-------	4,765	3,959	1,796
Lutheran:							
Schools	36	32	28	42	57	47	34
Students	1,908	2,032	1,819	3,339	3,881	4,005	3,699
Methodist:							
Schools	60	65	60	67	77	71	65
Students	5,958	5,522	6,328	6,007	6,506	7,902	9,190
Methodist Episcopal South:							
Schools	51	38	36	25	33	21	21
Students	3,871	2,863	3,035	2,281	3,044	2,200	2,498

TABLE 2.—*Review of statistics of private high schools and academies for five-year periods, 1895–1924, as to denominational control*—Continued

Denominations	1895	1900	1905	1910	1915	1920	1924
Presbyterian:							
Schools	102	93	68	67	65	64	64
Students	4,654	4,574	3,511	3,570	3,734	5,267	4,927
Roman Catholic:							
Schools	280	361	389	630	975	976	1,021
Students	12,777	15,872	20,150	30,124	56,182	76,054	104,361
Seventh Day Adventist:							
Schools	----------	----------	----------	----------	20	22	33
Students	----------	----------	----------	----------	1,834	1,992	3,050
Other denominations:							
Schools	40	56	50	84	70	58	64
Students	3,564	4,344	6,575	9,490	5,380	5,305	7,566
Total denominational:							
Schools	910	945	883	1,143	1,586	1,527	1,553
Students	52,441	53,624	59,256	71,147	103,829	130,019	160,418
Nonsectarian:							
Schools	1,270	1,033	744	638	662	566	591
Students	65,906	57,173	47,951	46,253	51,215	54,134	57,998

TABLE 3.—*Distribution of students in private high schools and academies 1907–1924* [1]

	1907	1910	1915	1920	1924
Unclassified students:					
Boys	----------	----------	----------	4,724	4,594
Girls	----------	----------	----------	6,048	6,952
Total	----------	----------	----------	10,772	11,546
Students in first year:					
Boys	11,008	17,880	23,745	27,499	30,149
Girls	10,848	19,895	26,921	33,409	34,175
Total	21,856	37,775	50,666	61,358	64,324
Per cent	33.1	35.2	34.4	[2] 36.1	[2] 32.5
Students in second year:					
Boys	9,223	13,851	18,622	21,265	24,459
Girls	8,387	15,285	20,474	24,384	27,726
Total	17,610	29,136	39,096	45,649	52,185
Per cent	26.5	27.1	26.6	[2] 26.8	[2] 26.4
Students in third year:					
Boys	7,787	10,812	14,227	16,355	20,577
Girls	7,050	11,881	15,997	18,850	23,059
Total	14,837	22,693	30,224	35,205	43,636
Per cent	22.4	21.2	20.6	[2] 20.5	[2] 22.1
Students in fourth year:					
Boys	6,141	8,251	12,721	12,489	17,494
Girls	5,825	9,423	14,387	15,700	20,092
Total	11,966	17,674	27,108	28,189	37,586
Per cent	18.0	16.5	18.4	[2] 16.6	[2] 19.0
Students above fourth year:					
Boys	----------	----------	----------	1,440	2,843
Girls	----------	----------	----------	1,540	4,402
Total	----------	----------	----------	2,980	7,245

[1] No data collected prior to 1907.
[2] Per cent of students classified as first, second, third, and fourth year students.

TABLE 4.—*Classification of private high schools and academies, instructors, and secondary students according to religious influence or control, 1923–24*

Religious denominations	Schools	Secondary instructors		Enrollment by years											
		Men	Women	Unclassified		In first year		In second year		In third year		In fourth year		Above fourth year	
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Baptist	103	343	303	234	320	1,675	1,637	1,378	1,231	1,276	1,204	1,094	1,025	213	291
Brethren	1	2	2			6	8	5	6	1	3	2	0		
Christian	5	13	17	18	33	52	84	34	76	17	47	20	65	1	0
Christian Catholic Apostolic	1	5	4			16	34	11	29	11	16	12	24	5	10
Christian Reformed	1	14	2			84	105	52	98	33	30	32	36		
Church of Christ	5	16	12	6	23	48	53	37	42	21	23	34	40	78	96
Church of Christ of Reorganized Latter Day Saints	1	2	3	59	180	22	18	12	10	6	4	2	2	40	60
Church of New Jerusalem	3	8	18			13	18	13	14	19	23	6	21	2	0
Congregational	23	75	90	10	54	261	278	229	220	174	149	162	158	7	12
Disciples of Christ	5	12	17	1	4	27	77	21	48	21	40	9	24	7	9
Episcopal	95	423	411	409	184	1,034	720	1,036	693	1,047	629	839	653	160	219
Evangelical Free Church	2	8	6	15	99	7	4	12	7	17	7	15	1	46	25
Friends	26	109	117	4	5	296	333	283	310	273	276	251	305	58	22
Holiness	1	1	4	22	43										
Jewish	2	18	8	3	2	103	8	79	7	41	25	36	25	7	28
Latter Day Saints	4	47	25	583	656	36	52	68	99	44	50	33	42	50	83
Lutheran	34	177	71	270	356	527	326	456	262	375	233	351	242	244	57
Mennonite	5	26	10	32	53	71	76	51	53	29	48	55	46	68	75
Methodist	65	272	282	365	596	1,022	1,192	835	1,071	795	843	635	857	484	495
Methodist Episcopal South	21	65	87	121	135	337	328	245	255	240	238	242	204	60	93
Moravian	2	8	7			11	12	11	17	10	16	6	17		
Nazarene	9	25	39	81	84	124	126	90	97	68	85	69	96	41	40
Presbyterian	64	155	225	9	72	702	940	568	668	436	585	345	487	30	85
Reformed Church	8	68	9	0	2	199	65	330	37	257	31	146	42		
Roman Catholic	1,021	1,646	4,848	310	1,859	15,230	21,366	10,891	16,488	7,948	12,589	6,155	10,323	556	646
Schwenkfelder	1	8	0			19	0	17	0	28	0	65	0	1	0
Seventh Day Adventist	33	131	119	46	91	436	455	354	401	259	338	215	289	75	91
Swedish Evangelical Mission Covenant	2	11	5	6	14	68	50	40	42	30	49	31	30		
Unitarian	2	5	5			16	9	14	15	12	12	16	12	4	2
United Brethren	5	15	15	50	82	37	47	36	32	29	37	49	53	65	93
Universalist	3	16	14	10	4	30	18	38	18	59	26	113	48		
Total	1,553	3,724	6,775	2,664	4,951	22,509	28,439	17,246	22,346	13,576	17,656	11,040	15,167	2,302	2,532

TABLE 5.—*Private high schools and academies—Schools, instructors, students, military drill, and property, 1923–24*

States	Schools reporting	Secondary instructors		Secondary students		Elementary instructors		Elementary pupils		Students in military drill	Bound volumes in libraries	Value of buildings and grounds (thousands of dollars)	Value of scientific apparatus, furniture, etc. (hundreds of dollars)	Permanent endowment funds (thousands of dollars)	Schools maintaining boarding departments
		Men	Women	Boys	Girls	Men	Women	Boys	Girls						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Cont. United States	2,124	6,192	9,511	100,116	116,406	874	7,477	109,906	139,638	15,100	4,260,015	310,025	251,741	61,417	1,241
Alabama	49	93	139	1,622	2,274	11	186	2,860	3,707	393	58,310	3,091	2,921	520	28
Arizona	5	20	21	220	280	0	5	86	128	----	4,779	182	242	7	3
Arkansas	17	32	44	462	741	3	38	428	658	----	12,852	805	669	41	15
California	97	235	547	3,008	6,230	67	388	5,778	7,748	650	205,195	10,383	9,327	202	59
Colorado	10	13	56	217	564	3	45	918	1,092	----	13,700	1,221	490	----	5
Connecticut	56	292	322	3,430	3,266	18	91	576	766	40	141,686	10,622	10,416	5,140	39
Delaware	6	24	27	303	205	0	39	268	369	----	6,170	1,265	1,020	245	2
District of Columbia	27	80	193	1,376	1,752	10	98	509	1,448	50	47,500	2,913	2,551	----	17
Florida	21	42	66	493	761	8	93	996	1,636	155	21,028	2,993	2,001	19	16
Georgia	41	117	129	1,878	2,029	16	83	956	1,937	620	61,691	3,845	3,136	182	28
Idaho	8	8	35	119	337	0	19	195	446	----	10,735	465	751	30	7
Illinois	93	292	540	5,073	7,600	34	371	5,431	7,399	609	218,557	18,845	14,888	2,772	52
Indiana	34	131	113	1,952	1,527	8	96	1,666	2,326	1,059	82,249	5,695	8,913	436	20
Iowa	97	96	337	1,755	3,719	21	357	5,944	6,456	94	129,493	6,718	3,099	161	43
Kansas	31	82	125	1,454	1,993	4	45	488	584	165	64,671	4,651	3,059	94	20
Kentucky	73	104	247	1,666	3,025	14	203	2,683	3,881	59	125,988	7,144	5,127	607	49
Louisiana	45	83	147	1,296	1,447	26	175	2,395	3,695	218	54,949	4,131	2,738	227	27
Maine	47	111	171	2,170	2,434	3	51	686	747	----	75,479	3,149	2,928	1,853	22
Maryland	39	151	149	1,673	1,408	23	151	1,354	2,211	103	87,811	7,714	6,820	2,951	23
Massachusetts	110	429	672	5,917	7,686	46	511	8,361	10,901	147	251,223	23,928	24,565	9,439	58
Michigan	63	92	295	3,114	4,201	22	372	8,210	9,227	40	113,873	9,230	4,372	571	16
Minnesota	48	148	222	2,450	2,882	6	153	2,450	2,775	840	159,669	7,354	5,827	1,222	23
Mississippi	28	86	98	1,598	1,373	32	67	1,187	1,141	919	38,708	2,700	2,653	165	23
Missouri	61	164	244	2,756	3,072	28	197	1,858	3,029	773	149,812	8,751	4,285	452	34
Montana	8	10	43	330	615	0	11	252	291	----	21,760	630	224	----	4

TABLE 5.—*Private high schools and academies—Schools, instructors, students, military drill, and property, 1923–24*—Continued

States	Schools reporting	Secondary instructors		Secondary students		Elementary instructors		Elementary pupils		Students in military drill	Bound volumes in libraries	Value of buildings and grounds (thousands of dollars)	Value of scientific apparatus, furniture, etc. (hundreds of dollars)	Permanent endowment funds (thousands of dollars)	Schools maintaining boarding departments
		Men	Women	Boys	Girls	Men	Women	Boys	Girls						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Nebraska	31	28	131	438	1,460	4	108	1,710	1,919	----------	50,300	3,146	2,056	211	24
New Hampshire	19	154	58	1,898	758	11	5	424	470	----------	82,700	4,142	3,833	7,489	15
New Jersey	70	329	321	4,698	3,288	43	311	4,050	4,793	276	149,687	12,914	11,921	642	34
New Mexico	10	12	28	145	296	8	33	487	693	----------	18,797	1,348	1,128	2	9
New York	229	765	1,232	12,503	14,402	174	1,012	13,652	16,064	2,668	555,193	42,501	33,635	11,576	96
North Carolina	59	165	193	2,545	3,425	15	172	2,646	3,417	256	73,576	8,214	4,287	692	55
North Dakota	9	11	38	143	352	3	27	391	466	----------	11,027	831	354	----------	9
Ohio	86	229	486	4,926	6,107	26	358	5,266	7,272	123	202,288	12,311	9,819	1,760	26
Oklahoma	31	41	97	575	797	8	90	1,636	1,796	----------	44,084	2,094	1,161	420	13
Oregon	16	36	61	590	603	3	45	496	775	----------	27,960	2,005	1,279	70	14
Pennsylvania	137	459	698	8,873	7,468	83	691	11,855	13,034	376	299,341	30,953	28,234	7,394	63
Rhode Island	15	73	93	1,247	980	16	69	1,314	1,321	----------	40,052	3,009	1,161	324	9
South Carolina	26	80	69	1,459	1,004	7	74	1,208	1,626	233	37,657	2,791	1,972	613	21
South Dakota	13	24	46	305	577	2	29	602	598	19	29,770	1,050	756	352	12
Tennessee	49	188	132	3,061	1,789	20	73	993	1,068	1,084	74,086	5,079	2,962	394	42
Texas	48	118	181	1,586	2,536	15	121	1,136	2,115	312	94,838	7,505	5,206	36	44
Utah	7	36	49	657	1,071	0	18	45	308	----------	24,398	1,278	1,064	----------	5
Vermont	17	51	90	1,057	1,140	1	47	814	760	----------	25,906	2,122	1,908	1,272	12
Virginia	64	247	174	3,597	2,347	15	139	1,662	2,843	2,045	68,431	7,436	5,402	153	54
Washington	23	51	95	717	1,092	3	98	1,253	2,019	----------	51,696	2,457	1,832	200	18
West Virginia	16	47	76	728	789	9	44	898	704	297	36,775	2,096	2,110	115	10
Wisconsin	32	104	174	1,945	2,580	5	61	732	867	477	100,765	6,084	6,507	366	21
Wyoming	3	9	7	91	124	0	7	101	112	----------	2,800	234	132	----------	2
Outlying Possessions															
Hawaii	10	43	49	912	431	23	42	1,441	372	278	36,503	1,748	1,063	1,510	9
Porto Rico	10	11	52	183	378	6	32	274	412	157	4,452	1,010	458	3	5

TABLE 6.—*Graduates in private high schools and academies and graduates continuing their education, 1923–24*

States	Graduates in 1924				Graduates, class of 1923, who went to college in 1924				Graduates, class of 1923, who went to other institutions in 1924			
	Boys	Girls	Total	Per cent of total enrollment graduating	Boys	Girls	Total	Per cent of graduates in 1923	Boys	Girls	Total	Per cent of graduates in 1923
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	15,528	18,704	34,232	15.1	8,442	5,238	13,680	42.8	1,067	4,277	5,344	16.7
Alabama	260	344	604	15.5	122	87	209	33.6	17	91	108	17.3
Arizona	25	40	65	13.0	12	14	26	35.1	2	8	10	13.5
Arkansas	51	82	133	11.1	24	24	48	33.1	9	14	23	15.9
California	442	941	1,383	15.0	234	359	593	46.9	11	209	220	17.4
Colorado	13	88	101	12.9	9	39	48	35.1	1	23	24	17.5
Connecticut	616	639	1,255	18.7	434	164	598	50.9	13	172	185	15.8
Delaware	56	31	87	17.1	22	14	36	56.2	4	8	12	18.8
District of Columbia	199	264	463	14.8	49	94	143	30.7	14	57	71	15.2
Florida	46	86	132	10.5	23	42	65	46.1	7	14	21	14.9
Georgia	282	369	651	16.7	151	86	237	40.4	20	76	96	16.4
Idaho	22	56	78	17.1	5	16	21	25.3	0	13	13	15.7
Illinois	724	1,092	1,816	14.3	381	250	631	37.8	30	360	390	23.3
Indiana	336	243	579	16.6	218	58	276	53.7	16	42	58	11.3
Iowa	282	749	1,031	18.8	112	139	251	25.4	41	186	227	23.0
Kansas	240	333	573	16.6	87	98	185	30.0	21	43	64	10.4
Kentucky	227	445	672	14.3	59	135	194	37.5	11	103	114	22.0
Louisiana	200	246	446	16.3	96	87	183	46.8	15	75	90	23.0
Maine	383	464	847	18.4	144	71	215	26.5	47	105	152	18.8
Maryland	257	189	446	14.5	165	60	225	53.0	11	61	72	16.9
Massachusetts	1,129	1,484	2,613	19.2	788	361	1,149	48.1	43	326	369	15.5
Michigan	455	662	1,117	15.3	162	138	300	27.8	47	190	237	21.9
Minnesota	376	516	892	16.7	209	149	358	40.0	47	186	233	26.0
Mississippi	222	170	392	13.2	95	44	139	34.8	14	23	37	9.3
Missouri	428	410	838	14.4	214	161	375	48.0	10	74	84	10.7
Montana	56	112	168	17.8	24	48	72	43.1	6	35	41	24.6
Nebraska	77	257	334	17.6	41	49	90	26.4	8	31	39	11.5
New Hampshire	401	150	551	20.7	243	22	265	55.6	18	35	53	11.1
New Jersey	795	541	1,336	16.7	516	152	668	58.9	64	165	229	20.2
New Mexico	10	37	47	10.7	10	8	18	38.3	2	10	12	25.5
New York	1,770	2,125	3,895	14.5	1,149	696	1,845	52.2	152	499	651	18.4
North Carolina	361	592	953	16.0	174	122	296	39.9	13	75	88	11.9
North Dakota	13	59	72	14.5	11	11	22	25.3	5	31	36	41.4
Ohio	737	961	1,698	15.4	218	300	518	35.0	55	199	254	17.2
Oklahoma	72	102	174	12.7	28	36	64	31.7	12	22	34	16.8
Oregon	94	114	208	17.4	22	34	56	35.0	4	4	8	5.0
Pennsylvania	1,476	1,288	2,764	16.9	854	368	1,222	43.5	143	268	411	14.6
Rhode Island	180	206	386	17.3	152	40	192	52.0	8	40	48	13.0
South Carolina	197	136	333	13.5	101	30	131	63.3	5	6	11	5.3
South Dakota	57	93	150	17.0	13	56	69	51.9	3	13	16	12.0
Tennessee	475	248	723	14.9	254	100	354	56.2	26	38	64	10.1
Texas	185	318	503	12.2	97	139	236	51.4	14	62	76	16.6
Utah	121	238	359	20.8	6	19	25	6.9	0	22	22	6.0
Vermont	198	193	391	17.8	94	38	132	28.2	12	57	69	14.7
Virginia	508	315	823	13.8	334	90	424	60.1	18	49	67	9.5
Washington	77	156	233	12.9	56	49	105	40.7	15	50	65	25.2
West Virginia	91	106	197	13.0	41	32	73	39.9	6	19	25	13.7
Wisconsin	297	399	696	15.4	186	102	288	40.0	27	85	112	15.6
Wyoming	9	15	24	11.2	3	7	10	30.3	0	3	3	9.1
Outlying Possessions												
Hawaii	156	69	225	16.8	61	14	75	50.0	7	6	13	8.7
Porto Rico	30	28	58	10.3	9	2	11	31.4	11	8	19	54.3

TABLE 7.—*Classification of students enrolled in private high schools and academies by years, 1923–24*

States	Unclassified		In first year		In second year		In third year		In fourth year		Above fourth year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	4,594	6,952	30,149	34,175	24,459	27,726	20,577	23,059	17,494	20,092	2,843	4,402
Alabama	71	46	483	699	416	661	329	470	274	375	49	23
Arizona	68	24	19	44	59	96	37	48	27	45	10	23
Arkansas	19	69	156	227	95	194	83	119	73	103	36	29
California	44	263	919	1,862	754	1,513	622	1,334	576	1,026	93	232
Colorado	2	30	71	173	65	135	66	132	13	94	------	------
Connecticut	35	63	877	832	814	824	781	728	711	668	212	151
Delaware	7	38	74	61	86	38	68	33	63	33	5	2
District of Columbia	293	259	360	324	301	286	198	372	224	308	0	203
Florida	56	88	130	244	113	149	111	152	71	100	12	28
Georgia	114	115	493	510	439	468	397	400	351	386	84	150
Idaho	0	1	45	109	34	95	15	68	25	64	------	------
Illinois	32	436	1,865	2,534	1,324	1,970	960	1,436	752	1,142	140	82
Indiana	58	49	473	537	515	407	435	286	356	248	115	0
Iowa	32	134	551	1,049	460	934	369	809	287	758	56	35
Kansas	89	183	394	515	341	386	220	362	262	350	148	197
Kentucky	76	204	662	1,057	438	720	237	524	229	472	24	48
Louisiana	8	3	464	448	319	416	284	309	221	237	0	34
Maine	65	12	636	754	521	636	458	514	473	495	17	23
Maryland	50	54	494	465	457	387	353	279	312	213	7	10
Massachusetts	277	106	1,421	2,149	1,367	1,746	1,320	1,654	1,392	1,631	140	400
Michigan	46	118	1,129	1,409	799	1,069	564	840	510	709	66	56
Minnesota	133	267	792	839	587	643	471	547	400	541	67	45
Mississippi	95	55	432	347	381	273	384	348	280	215	26	135
Missouri	96	354	838	870	582	625	554	540	439	476	247	207
Montana	4	20	102	199	99	158	66	120	59	118	------	------
Nebraska	34	45	156	426	91	328	76	335	77	281	4	45
New Hampshire	18	8	452	213	469	206	476	181	475	144	8	6
New Jersey	70	186	1,316	968	1,208	798	1,115	658	878	584	111	94
New Mexico	22	41	70	96	31	52	12	69	10	38	------	------
New York	276	734	4,240	4,324	3,312	3,575	2,534	2,750	2,037	2,402	104	617
North Carolina	90	160	779	1,032	612	758	582	680	433	684	49	111
North Dakota	0	20	64	114	46	82	18	74	14	61	1	1
Ohio	253	170	1,650	2,049	1,249	1,589	1,013	1,166	749	996	12	137
Oklahoma	43	36	185	238	122	209	109	171	83	116	33	27
Oregon	2	10	148	179	117	162	146	134	150	106	27	12
Pennsylvania	767	710	2,611	1,944	2,115	1,682	1,792	1,514	1,476	1,339	112	279
Rhode Island	3	13	425	301	329	217	234	201	220	212	36	36
South Carolina	55	121	445	282	324	205	331	185	245	163	59	48
South Dakota	9	20	84	160	82	131	56	104	62	95	12	67
Tennessee	65	95	942	529	747	415	653	336	534	273	120	141
Texas	91	324	358	626	317	449	319	416	256	427	245	294
Utah	535	647	20	114	26	91	22	82	14	77	40	60
Vermont	22	95	351	316	233	264	230	251	211	206	10	8
Virginia	302	427	903	589	826	474	766	366	668	347	132	144
Washington	39	24	216	301	173	256	126	239	88	175	75	97
West Virginia	18	47	240	232	184	207	163	152	114	112	9	39
Wisconsin	110	28	577	835	455	715	407	549	309	427	87	26
Wyoming	------	------	37	50	25	32	15	22	11	20	3	0
Outlying Possessions												
Hawaii	27	32	310	140	228	113	188	73	158	73	1	0
Porto Rico	3	15	45	152	49	115	43	56	35	39	8	1

TABLE 8.—*Miscellaneous comparisons and a classification of private high schools and academies according to sex of students admitted, 1923–24*

States	Secondary teachers to a school	Secondary students to a school	Secondary students to a teacher	Graduates to a school	Schools for boys only		Schools for girls only		Coeducational schools		
					Number	Students	Number	Students	Number	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	7.4	101.9	13.8	16.1	403	56,809	739	64,819	982	43,307	51,587
Alabama	4.7	79.5	16.8	12.3	8	534	13	726	28	1,088	1,548
Arizona	8.2	100.0	12.2	13.0	1	20	------	------	4	200	280
Arkansas	4.5	70.8	15.8	7.8	------	------	1	119	16	462	622
California	8.1	95.2	11.8	14.3	23	1,825	49	4,712	25	1,183	1,518
Colorado	6.9	78.1	11.3	10.1	1	6	4	252	5	211	312
Connecticut	11.0	119.6	10.9	22.4	22	2,489	24	2,380	10	941	886
Delaware	8.5	84.7	10.0	14.5	1	171	2	89	3	132	116
District of Columbia	10.1	115.9	11.5	17.1	5	1,022	19	1,549	3	354	203
Florida	5.1	59.7	11.6	6.3	4	146	6	249	11	347	512
Georgia	6.0	95.3	15.9	15.9	7	777	8	797	26	1,101	1,232
Idaho	5.4	57.0	10.6	9.8	------	------	2	114	6	119	223
Illinois	8.9	136.3	15.2	19.5	19	3,761	44	6,134	30	1,312	1,466
Indiana	7.2	102.3	14.3	17.0	6	1,573	17	1,193	11	379	334
Iowa	4.5	56.4	10.6	11.2	4	198	16	1,598	77	1,557	2,121
Kansas	6.7	111.2	18.5	16.7	2	157	7	557	22	1,297	1,436
Kentucky	4.8	64.3	13.4	9.2	5	671	23	1,333	45	995	1,692
Louisiana	5.1	61.0	11.9	9.8	11	1,157	25	1,192	9	139	255
Maine	6.0	98.0	16.3	18.0	4	264	4	332	39	1,906	2,102
Maryland	7.7	79.0	10.3	11.4	15	1,209	16	1,039	8	464	369
Massachusetts	10.0	123.7	12.4	23.8	28	3,851	58	5,802	24	2,066	1,884
Michigan	6.1	116.1	18.9	17.7	6	1,126	15	1,359	42	1,988	2,842
Minnesota	7.7	111.1	14.4	18.6	10	1,337	11	1,355	27	1,113	1,527
Mississippi	6.6	106.1	16.1	14.0	9	892	6	446	13	706	927
Missouri	6.7	95.5	14.3	13.7	12	2,060	27	2,115	22	696	957
Montana	6.6	118.1	17.8	21.0	1	56	3	296	4	274	319
Nebraska	5.1	61.2	11.9	10.8	------	------	9	629	22	438	831
New Hampshire	11.1	139.8	12.5	29.0	6	1,305	2	220	11	593	538
New Jersey	9.3	114.1	12.3	19.1	24	3,962	29	2,113	17	736	1,175
New Mexico	4.0	44.1	11.0	4.7	4	133	5	244	1	12	52
New York	8.7	117.5	13.5	17.0	59	9,185	94	10,289	76	3,318	4,113
North Carolina	6.1	101.2	16.7	16.2	4	343	10	674	45	2,202	2,751
North Dakota	5.4	55.0	10.1	8.0	------	------	1	63	8	143	289
Ohio	8.3	128.3	15.4	19.7	10	2,071	29	3,496	47	2,855	2,611
Oklahoma	4.4	44.3	9.9	5.6	2	99	3	90	26	476	707
Oregon	6.1	74.6	12.3	13.0	3	463	6	359	7	127	244
Pennsylvania	8.4	119.3	14.1	20.2	28	5,225	52	3,861	57	3,648	3,607
Rhode Island	11.1	148.5	13.4	25.7	3	923	8	795	4	324	185
South Carolina	5.7	94.7	16.5	12.8	5	921	5	189	16	538	815
South Dakota	5.4	67.8	12.6	11.5	------	------	3	119	10	305	458
Tennessee	6.5	98.9	15.2	14.8	10	1,362	7	498	32	1,699	1,291
Texas	6.2	85.9	13.8	10.5	6	513	19	1,045	23	1,073	1,491
Utah	12.1	246.9	20.3	51.3	------	------	4	313	3	657	758
Vermont	8.3	129.2	15.6	23.0	1	96	3	206	13	961	934
Virginia	6.6	92.9	14.1	12.9	20	2,919	19	1,231	25	678	1,116
Washington	6.3	78.7	12.4	10.1	3	418	14	706	6	299	386
West Virginia	7.7	94.8	12.3	14.9	4	496	6	527	6	232	262
Wisconsin	8.7	141.4	16.3	21.8	6	1,054	11	1,414	15	891	1,166
Wyoming	5.3	71.7	13.4	8.0	1	19	------	------	2	72	124
Outlying possessions											
Hawaii	9.2	134.3	14.6	22.5	4	593	3	167	3	319	264
Porto Rico	6.3	56.1	8.9	5.8	1	27	6	267	3	156	111

TABLE 9.—*Four-year private high schools and academies—Schools, instructors, students, and graduates, 1923–24*

State	Four-year schools reporting	Secondary instructors			Secondary students			Graduates				
		Men	Women	Total	Boys	Girls	Total	Boys	Girls	Total	Per cent of total enrollment	Per cent of fourth year enrollment
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	2,028	6,188	9,463	15,648	99,047	114,827	213,874	15,400	18,483	33,883	15.8	90.2
Alabama	45	90	131	221	1,575	2,188	3,763	246	327	573	15.2	88.3
Arizona	5	20	21	41	220	280	500	25	40	65	13.0	90.3
Arkansas	17	32	44	76	462	741	1,203	51	82	133	11.1	75.6
California	90	229	534	763	2,925	6,103	9,028	438	926	1,364	15.1	85.1
Colorado	10	13	56	69	217	564	781	13	88	101	12.9	94.4
Connecticut	55	292	320	612	3,428	3,262	6,690	616	639	1,255	18.8	91.0
Delaware	6	24	27	51	303	205	508	56	31	87	17.1	90.6
District of Columbia	27	80	193	273	1,376	1,752	3,128	199	264	463	14.8	87.0
Florida	20	41	65	106	486	750	1,236	44	83	127	10.3	74.3
Georgia	39	116	126	242	1,869	1,980	3,849	279	354	633	16.4	85.9
Idaho	8	8	35	43	119	337	456	22	56	78	17.1	87.6
Illinois	90	285	532	817	4,965	7,566	12,531	684	1,079	1,763	14.1	93.1
Indiana	32	129	109	238	1,891	1,447	3,338	331	234	565	16.9	93.5
Iowa	86	89	318	407	1,661	3,580	5,241	264	719	983	18.8	94.8
Kansas	30	80	124	204	1,435	1,981	3,416	236	324	560	16.4	91.5
Kentucky	72	103	246	349	1,663	3,023	4,686	226	444	670	14.3	95.6
Louisiana	42	82	140	222	1,271	1,329	2,600	193	202	395	15.2	86.2
Maine	47	111	171	282	2,170	2,434	4,604	383	464	847	18.4	87.5
Maryland	39	151	149	300	1,673	1,408	3,081	257	189	446	14.5	85.0
Massachusetts	109	429	668	1,097	5,917	7,574	13,491	1,129	1,465	2,594	19.2	85.8
Michigan	63	92	295	387	3,114	4,201	7,315	455	662	1,117	15.3	91.6
Minnesota	47	146	219	365	2,439	2,873	5,312	376	516	892	16.8	94.8
Mississippi	27	86	97	183	1,594	1,367	2,961	220	166	386	13.0	78.0
Missouri	53	161	230	391	2,715	2,979	5,694	420	397	817	14.3	89.3
Montana	7	9	41	50	326	603	929	56	112	168	18.1	94.9
Nebraska	31	28	131	159	438	1,460	1,898	77	257	334	17.6	93.3
New Hampshire	19	154	58	212	1,898	758	2,656	401	150	551	20.7	89.0
New Jersey	68	330	322	649	4,690	3,275	7,965	795	541	1,336	16.8	91.4
New Mexico	9	16	26	42	145	288	433	10	37	47	10.9	97.8
New York	212	764	1,256	2,020	12,300	14,194	26,494	1,769	2,120	3,889	14.7	87.7
North Carolina	59	165	196	361	2,545	3,425	5,970	361	592	953	16.0	85.3
North Dakota	7	10	34	44	126	326	452	13	59	72	15.9	96.0
Ohio	81	234	479	713	4,871	6,034	10,905	733	957	1,690	15.5	96.8
Oklahoma	31	41	97	138	575	797	1,372	72	102	174	12.7	87.4
Oregon	15	36	59	95	581	586	1,167	90	106	196	16.8	76.6
Pennsylvania	130	479	720	1,199	8,769	7,348	16,117	1,471	1,284	2,755	17.1	97.9
Rhode Island	15	73	93	166	1,247	980	2,227	180	206	386	17.3	89.3
South Carolina	25	80	74	154	1,450	987	2,437	197	136	333	13.7	81.6
South Dakota	12	23	44	67	294	560	854	57	93	150	17.6	95.5
Tennessee	44	183	126	309	3,028	1,735	4,763	474	247	721	15.1	89.3
Texas	47	118	189	307	1,586	2,531	4,117	185	318	503	12.2	73.6
Utah	6	35	46	81	643	1,060	1,703	121	238	359	21.1	(1)
Vermont	17	51	90	141	1,057	1,140	2,197	198	193	391	17.8	93.8
Virginia	62	258	185	443	3,579	2,313	5,892	505	310	815	13.8	80.3
Washington	23	51	95	146	717	1,092	1,809	77	156	233	12.9	88.6
West Virginia	15	46	73	119	713	781	1,494	89	104	193	12.9	85.4
Wisconsin	31	106	172	278	1,890	2,506	4,396	297	399	696	15.8	94.6
Wyoming	3	9	7	16	91	124	215	9	15	24	11.2	77.4
Outlying possessions												
Hawaii	10	43	49	92	912	431	1,343	156	69	225	16.8	97.4
Porto Rico	9	11	48	59	178	357	535	30	28	58	10.8	78.4

[1] Because one school in Utah did not distribute its students by years, but reported 273 graduates, this percentage can not be arrived at.

TABLE 10.—*Distribution, by years, of students in four-year private high schools and academies, and graduates from such schools continuing their education, 1923–24*

State	First year		Second year		Third year		Fourth year		Total students in first, second, third, and fourth years	Other students, excluding elementary	Graduates, class of 1923, who went to college, 1923–24		Graduates, class of 1923, who went to other institutions, 1923–24
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total			Number	Per cent of entire class graduating, 1923	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	62,878	32.2	51,298	26.3	43,340	22.2	37,572	19.3	195,088	18,786	13,610	43.0	5,277
Alabama	1,103	30.9	1,034	28.9	788	22.0	649	18.2	3,574	189	199	34.7	95
Arizona	63	16.8	155	41.3	85	22.7	72	19.2	375	125	26	35.1	10
Arkansas	383	36.5	289	27.5	202	19.2	176	16.8	1,050	153	48	33.1	23
California	2,686	32.0	2,182	26.0	1,926	22.9	1,602	19.1	8,396	632	585	46.7	216
Colorado	244	32.6	200	26.7	198	26.4	107	14.3	749	32	48	35.0	24
Connecticut	1,705	27.4	1,636	26.3	1,509	24.2	1,379	22.1	6,229	461	598	50.9	185
Delaware	135	29.6	124	27.2	101	22.1	96	21.1	456	52	36	56.3	12
Dist. of Columbia	684	28.8	587	24.8	570	24.0	532	22.4	2,373	755	143	30.7	71
Florida	367	34.9	256	24.3	258	24.5	171	16.3	1,052	184	64	47.1	21
Georgia	968	28.6	891	26.3	791	23.3	737	21.8	3,387	462	235	41.0	89
Idaho	154	33.8	129	28.4	83	18.2	89	19.6	455	1	21	25.3	13
Illinois	4,320	36.5	3,238	27.3	2,389	20.2	1,894	16.0	11,841	690	596	36.7	390
Indiana	933	29.9	873	28.0	706	22.7	604	19.4	3,116	222	276	53.7	58
Iowa	1,481	29.7	1,312	26.3	1,154	23.2	1,037	20.8	4,984	257	251	26.6	214
Kansas	888	31.7	717	25.6	582	20.8	612	21.9	2,799	617	185	30.0	64
Kentucky	1,716	39.6	1,156	26.7	761	17.5	701	16.2	4,334	352	194	37.5	114
Louisiana	853	33.4	673	26.3	571	22.4	458	17.9	2,555	45	178	51.9	72
Maine	1,390	31.0	1,157	25.8	972	21.6	968	21.6	4,487	117	215	26.5	152
Maryland	959	32.4	844	28.5	632	21.4	525	17.7	2,960	121	225	52.9	72
Massachusetts	3,511	27.9	3,079	24.5	2,955	23.5	3,023	24.1	12,568	923	1,149	48.5	368
Michigan	2,538	36.1	1,868	26.6	1,404	20.0	1,219	17.3	7,029	286	300	27.8	237
Minnesota	1,626	33.9	1,219	25.4	1,014	21.1	941	19.6	4,800	512	358	40.0	233
Mississippi	775	29.2	648	24.5	732	27.6	495	18.7	2,650	311	139	35.3	37
Missouri	1,653	34.5	1,149	24.0	1,073	22.4	915	19.1	4,790	904	373	48.8	80
Montana	289	31.9	253	28.0	186	20.5	177	19.6	905	24	72	43.1	41
Nebraska	582	32.9	419	23.7	411	23.2	358	20.2	1,770	128	90	26.5	39
New Hampshire	665	25.4	675	25.8	657	25.1	619	23.7	2,616	40	265	55.6	53
New Jersey	2,274	30.3	1,995	26.6	1,773	23.6	1,462	19.5	7,504	461	668	58.9	229
New Mexico	161	43.4	81	21.8	81	21.8	48	13.0	371	62	18	38.3	12
New York	8,260	33.4	6,793	27.4	5,277	21.3	4,433	17.9	24,763	1,731	1,845	52.3	651
North Carolina	1,811	32.6	1,370	24.6	1,262	22.7	1,117	20.1	5,560	410	296	39.9	88
North Dakota	150	34.9	113	26.3	92	21.4	75	17.4	430	22	22	25.3	36
Ohio	3,625	35.1	2,796	27.0	2,167	21.0	1,745	16.9	10,333	572	517	35.1	253
Oklahoma	423	34.3	331	26.9	280	22.7	199	16.1	1,233	139	64	31.7	34
Oregon	313	28.1	267	23.9	280	25.1	256	22.9	1,116	51	56	37.1	8
Pennsylvania	4,442	31.2	3,727	26.1	3,268	22.9	2,815	19.8	14,252	1,865	1,218	43.6	410
Rhode Island	726	34.0	546	25.5	435	20.3	432	20.2	2,139	88	192	52.0	48
South Carolina	717	33.3	522	24.2	507	23.5	408	19.0	2,154	283	131	63.3	11
South Dakota	234	31.4	201	26.9	154	20.6	157	21.1	746	108	69	51.9	16
Tennessee	1,420	32.7	1,128	26.0	987	22.7	807	18.6	4,342	421	352	56.1	63
Texas	979	31.0	766	24.2	735	23.2	683	21.6	3,163	954	236	51.4	76
Utah	121	28.8	111	26.4	98	23.3	91	21.6	421	1,282	25	6.8	22
Vermont	667	32.4	497	24.1	481	23.3	417	20.2	2,062	135	132	28.1	69
Virginia	1,463	29.9	1,289	26.4	1,120	22.9	1,015	20.8	4,887	1,005	424	60.7	63
Washington	517	32.8	429	27.3	365	23.2	263	16.7	1,574	235	105	40.7	65
West Virginia	463	33.5	383	27.7	309	22.4	226	16.4	1,381	113	73	39.9	25
Wisconsin	1,354	32.7	1,133	27.3	922	22.2	736	17.8	4,145	251	288	40.0	112
Wyoming	87	41.0	57	26.9	37	17.5	31	14.6	212	3	10	30.3	3
Outlying Possessions													
Hawaii	450	35.1	341	26.6	261	20.3	231	18.0	1,283	60	75	50.0	13
Porto Rico	180	35.4	155	30.5	99	19.5	74	14.6	508	27	11	31.4	19

TABLE 11.—*Statistics of private high schools and academies for the negro race, 1923–24*—PART I

State	Schools reporting	Secondary instructors		Secondary students		Elementary instructors		Elementary pupils	
		Men	Women	Boys	Girls	Men	Women	Boys	Girls
1	2	3	4	5	6	7	8	9	10
United States	111	305	393	3,697	7,115	42	422	6,317	9,504
Alabama	15	27	45	452	844	4	96	1,618	2,321
Arkansas	6	18	13	172	247	1	12	186	262
District of Columbia	1	0	7	0	43	0	2	0	48
Florida	5	17	19	144	232	1	25	294	467
Georgia	10	20	40	243	811	4	32	290	655
Kansas	1	12	8	139	146				
Kentucky	2	3	4	5	53	1	2	2	21
Louisiana	4	8	7	64	113	0	10	150	269
Maryland	1	0	4	0	19	0	3	0	47
Mississippi	7	35	41	584	736	12	37	462	721
Missouri	1	5	5	54	52	1	1	5	1
North Carolina	20	53	61	617	1,253	10	91	1,492	2,103
South Carolina	9	26	27	270	507	4	36	788	1,041
Tennessee	7	24	23	292	361	1	16	235	295
Texas	9	33	49	494	971	1	16	108	212
Virginia	13	24	40	167	727	2	43	687	1,041

State	Graduates		Number in military drill	Volumes in library	Value of buildings and grounds (thousands of dollars)	Value of furniture scientific apparatus, etc. (hundreds of dollars)	Permanent endowment funds (thousands of dollars)
	Boys	Girls					
1	11	12	13	14	15	16	17
United States	398	883	753	128,281	10,693	9,879	774
Alabama	48	88	52	17,015	1,028	1,221	195
Arkansas	14	10		2,052	271	339	35
District of Columbia	0	5		4,000	91	507	
Florida	9	26	104	6,679	548	804	
Georgia	38	133	68	16,464	926	1,051	50
Kansas	21	34	100	2,300	325	580	
Kentucky	0	6		3,100	33	51	4
Louisiana	10	35		1,019	85	53	4
Maryland				1,700	90	10	
Mississippi	63	70	407	8,461	620	1,055	25
Missouri	7	5		2,000	53	39	
North Carolina	66	193	22	15,905	2,610	1,038	208
South Carolina	33	57		9,700	990	1,093	157
Tennessee	34	43		7,455	565	409	25
Texas	38	86		16,896	1,258	1,080	
Virginia	17	92		13,535	1,200	549	71

TABLE 11.—*Statistics of private high schools and academies for the negro race, 1923–24*—PART II

States	Enrollment by years						Enrollment by course of study							Four-year schools			
	Unclassified	In first year	In second year	In third year	In fourth year	Above fourth year	Academic	Commercial	Technical or manual training	Training courses for teachers	Agricultural	Home economics	Trade courses	Schools reporting	Students		Graduates
															Boys	Girls	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
United States	752	3,287	2,478	1,939	1,476	880	8,398	426	548	806	687	2,518	566	101	3,409	6,362	1,202
Alabama	3	507	443	198	123	22	839	22	123	75	184	518	101	11	402	758	105
Arkansas	----	134	96	71	53	65	412	13	----	26	1	114	----	6	172	247	24
District of Columbia	----	17	8	12	6	----	----	13	----	----	----	7	23	1	0	43	5
Florida	125	88	64	54	32	13	360	4	16	27	54	180	25	4	90	143	30
Georgia	41	313	215	221	182	82	763	----	14	143	----	116	90	9	234	760	166
Kansas	83	38	38	26	55	45	157	24	138	9	5	14	18	1	103	99	55
Kentucky	6	46	2	4	----	----	46	----	----	5	----	8	----	2	5	47	6
Louisiana	----	71	62	26	18	----	177	----	----	5	----	----	15	3	48	66	17
Maryland	----	7	6	6	----	----	19	----	----	----	----	----	----	1	0	19	----
Mississippi	64	327	275	418	192	44	445	45	114	86	142	266	104	7	563	693	133
Missouri	30	11	14	14	12	25	93	7	----	6	----	3	----	1	41	35	12
North Carolina	72	708	466	290	288	46	1,845	6	53	170	41	475	----	20	587	1,211	259
South Carolina	14	231	191	144	112	85	696	3	25	55	61	135	42	8	261	476	90
Tennessee	28	195	152	126	80	72	588	73	----	69	----	217	----	6	279	334	75
Texas	139	315	222	212	196	381	1,253	117	35	84	199	373	80	9	480	846	124
Virginia	147	279	224	117	127		705	99	30	46	----	92	68	12	144	585	101

TABLE 12.—*Private high schools and academies—Enrollment of secondary students by courses of study, 1923–24*

States	Academic courses				Commercial courses				Technical or manual training courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Cont. United States	2,115	92,852	102,088	194,940	740	6,269	11,941	18,210	77	1,324	656	1,980
Alabama	49	1,481	1,896	3,377	11	14	86	100	7	107	55	162
Arizona	5	192	231	423	3	26	17	43				
Arkansas	17	413	637	1,050	4	1	64	65	2	16	0	16
California	97	2,873	5,792	8,665	28	146	394	540	1	17	0	17
Colorado	10	210	492	702	6	13	84	97				
Connecticut	56	3,011	2,699	5,710	14	119	486	605	2	111	182	293
Delaware	6	297	200	497	2	6	5	11				
Dist. of Columbia	26	1,310	1,576	2,886	6	44	150	194	1	22	0	22
Florida	21	470	738	1,208	8	28	22	50	1	16	0	16
Georgia	41	1,728	1,659	3,387	11	148	68	216	1	14	0	14
Idaho	8	119	326	445	3	1	35	36				
Illinois	92	4,674	6,388	11,062	42	306	173	479	1	108	0	108
Indiana	33	1,762	1,300	3,062	19	287	349	636				
Iowa	97	1,687	3,500	5,187	31	122	328	450	4	22	0	22
Kansas	31	1,242	1,695	2,937	17	165	213	378	3	90	93	183
Kentucky	72	1,530	2,796	4,326	21	133	309	442	4	54	15	69
Louisiana	45	1,233	1,397	2,630	10	63	40	103	2	0	28	28
Maine	47	1,659	1,575	3,234	20	372	579	951	3	43		43
Maryland	39	1,636	1,287	2,923	11	37	149	186				
Massachusetts	110	5,630	6,583	12,213	43	261	1,394	1,655	1	37	0	37
Michigan	62	2,961	3,863	6,824	31	249	598	847	1	5	8	13
Minnesota	48	2,116	2,605	4,721	22	353	269	622	3	29	42	71
Mississippi	27	1,214	831	2,045	9	20	101	121	2	97	17	114
Missouri	60	2,462	2,554	5,016	27	149	293	442	2	47	18	65
Montana	8	263	452	715	5	67	163	230				
Nebraska	31	393	1,228	1,621	10	36	79	115	1	0	15	15
New Hampshire	19	1,808	517	2,325	5	91	122	213				
New Jersey	69	4,524	2,846	7,370	18	158	544	702	2	32	1	33
New Mexico	10	145	251	396	2	0	40	40	1	15	0	15
New York	229	12,092	13,419	25,511	59	419	1,141	1,560	2	0	27	27
North Carolina	59	2,436	3,143	5,579	13	123	187	310	6	75	70	145
North Dakota	9	138	331	469	2	18	8	26	1	6	0	6
Ohio	85	4,574	5,280	9,854	32	309	853	1,162	6	150	24	174
Oklahoma	31	531	726	1,257	11	60	72	132	2	27	0	27
Oregon	16	530	586	1,116	6	65	30	95	2	30	37	67
Pennsylvania	137	8,338	6,606	14,944	57	672	963	1,635	1	0	3	3
Rhode Island	15	1,061	795	1,856	9	186	186	372				
South Carolina	26	1,208	876	2,084	8	237	51	288	4	31	14	45
South Dakota	13	261	494	755	5	30	40	70				
Tennessee	49	2,942	1,592	4,534	15	59	124	183	1	28	0	28
Texas	48	1,433	2,249	3,682	22	153	188	341	3	28	7	35
Utah	7	642	1,027	1,669	2	15	44	59				
Vermont	17	889	813	1,702	9	160	298	458	1	15	0	15
Virginia	64	3,488	2,067	5,555	19	104	213	317	2	40	0	40
Washington	23	683	996	1,679	7	22	83	105	1	12	0	12
West Virginia	16	678	773	1,451	7	50	27	77				
Wisconsin	32	1,794	2,277	4,071	18	172	279	451				
Wyoming	3	91	124	215								
Outlying Possessions												
Hawaii	10	722	356	1,078	6	190	75	265	1	7	0	7
Porto Rico	10	183	289	472	3	0	89	89	1	7	0	7

TABLE 13.—*Private high schools and academies—Enrollment of secondary students by courses of study, 1923–24*

States	Teacher training courses				Agricultural courses				Home economics courses				Industrial or trade courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	161	395	2,102	2,497	71	861	537	1,398	254	97	6,675	6,772	27	176	569	745
Alabama	6	8	78	86	4	83	132	215	14	16	654	670	2	21	80	101
Arizona					1	24	0	24	2	0	35	35				
Arkansas	6	35	72	107	2	21	0	21	4	0	165	165				
California	1	2	3	5	1	17	0	17	4	0	77	77	1	4	3	7
Colorado									1	0	12	12				
Connecticut	1	0	44	44	3	28	0	28	5	0	87	87				
District of Columbia	1	0	4	4					6	0	66	66	1	0	23	23
Florida	4	5	22	27	3	73	0	73	4	6	233	239	1	25	0	25
Georgia	8	33	177	210	1	20	0	20	9	40	256	296	2	0	90	90
Idaho									1	0	6	6				
Illinois	7	11	45	56					13	0	581	581	1	53	0	53
Indiana									1	0	30	30				
Iowa	5	10	36	46	2	11	28	39	10	0	250	250	1	10	0	10
Kansas	7	8	46	54	4	18	19	37	4	0	71	71	1	18	0	18
Kentucky	7	19	61	80	5	51	25	76	9	0	169	169				
Louisiana	3	2	34	36	1	0	37	37	2	0	65	65	1	0	15	15
Maine	10	10	150	160	9	115	0	115	12	0	271	271	1	8	8	16
Maryland									4	0	165	165				
Massachusetts	1	0	4	4					6	0	73	73				
Michigan	2	0	17	17					2	0	44	44				
Minnesota	5	23	43	66					6	0	99	99	1	3	6	9
Mississippi	4	10	76	86	6	109	51	160	8	4	302	306	1	0	104	104
Missouri	6	16	52	68	1	2	6	8	6	0	109	109				
Nebraska	15	24	277	301					1	0	16	16	1	0	1	1
New Hampshire					2	21	0	21	7	0	199	199				
New Jersey	3	0	90	90					3	0	40	40				
New Mexico	1	0	5	5					2	0	34	34				
New York	7	46	53	99	1	0	7	7	13	0	290	290	1	4	0	4
North Carolina	12	35	248	283	4	45	12	57	18	2	638	640	2	3	36	39
North Dakota	1	1	6	7					1	0	5	5				
Ohio	4	4	36	40	1	6	0	6	8	0	154	154				
Oklahoma					2	16	0	16	2	2	26	28				
Oregon	5	16	20	36					2	0	16	16	2	13	21	34
Pennsylvania					1	14	0	14	9	0	133	133	1	0	6	6
South Carolina	4	14	51	65	2	19	42	61	10	0	229	229	3	4	38	42
South Dakota	2	13	60	73	2	12	7	19	2	0	19	19				
Tennessee	10	26	74	100	5	81	30	111	11	19	316	335				
Texas	6	18	95	113	8	75	141	216	15	8	426	434	2	10	70	80
Vermont	2	0	35	35					3	0	76	76				
Virginia	2	6	40	46					9	0	176	176	1	0	68	68
Washington									2	0	28	28				
West Virginia	1	0	5	5												
Wisconsin	2	0	43	43					3	0	34	34				
Outlying possessions																
Hawaii									1	0	76	76				
Porto Rico									4	0	91	91				

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Birmingham	Loulie Compton Seminary	Nonsect	Yes	Yes	4	0	8	0	213	0	19			3,000
Boaz	John H. Snead Seminary	M. E	Yes	Yes	4	5	7	158	229	27	49		5	1,500
Brewton	Downing Industrial School	M. E. S	Yes	Yes	4	1	4	0	100	0	16			1,000
Eldridge	Eldridge Academy	Bapt	Yes	No	4	2	2	52	63	8	11			1,100
Haleyville	Northwest Alabama High School	M. E. S	No	No	4	3	2	74	67	21	14			1,000
Huntsville	Huntsville Junior College	Nonsect	Yes	Yes	4	3	2	74	38	25	8			400
Mobile	McGill Institute	R. C	No	Yes	4	5	0	120	0	12	0		300	1,319
Do	University Military School	Nonsect	No	Yes	4	6	0	101	0	19	0	101		756
Newton	Newton Institute	Bapt	Yes	No	4	4	4	99	85	22	26		20	2,000
ARIZONA														
Snowflake	Snowflake Stake Academy	L. D. S	No	No	4	5	3	95	90	8	10		7	919
Thatcher	Gila Academy	L. D. S	No	No	4	7	4	83	119	16	18			2,200
ARKANSAS														
Imboden	Sloan-Hendrix Academy	M. E. S	Yes	No	4	2	2	59	50	8	5		5	800
Little Rock	Mount St. Mary's Academy	R. C	Yes	Yes	4	0	4	0	119	0	17			4,000
Magazine	Magazine Industrial Institute	Nonsect	Yes	No	4	2	7	54	66	6	6			300
Mountain Home	Mountain Home College	Bapt	Yes	Yes	4	3	3	59	62	9	19			1,800
CALIFORNIA														
Arlington	La Sierra Academy	S. D. A	Yes	Yes	4	5	4	91	114	15	17			1,900
Berkeley	The Anna Head School	Nonsect	Yes	Yes	4	1	19	0	217	0	50			2,680
Do	St. Joseph's Presentation Academy	R. C	Yes	No	4	0	5	0	115	0	18			
Fresno	St. John's High School	R. C	No	Yes	4	0	3	15	87	4	8			200
La Verne	La Verne College	Breth	Yes	No	4	6	3	85	128	16	17		85	1,450
Lodi	Lodi Academy	S. D. A	Yes	Yes	4	9	7	120	128	12	20			2,200
Long Beach	St. Anthony High School	R. C	No	Yes	4	0	6	53	80	3	6			500

Los Angeles	Catholic Girls High School	R. C	No	No	4	2	20	0	515	0	58			450
Do	Cumnock School	Nonsect	Yes	No	4	0	8	0	103	0	22			1,500
Do	Girls Collegiate School	Nonsect	Yes	Yes	4	0	18	0	167	0	27			1,500
Do	Harvard School	P. E	Yes	Yes	4	14	2	220	0	34	0	220		1,500
Do	Los Angeles Pacific Junior College	F. Meth	Yes	No	4	3	7	58	84	14	11		9	2,500
Do	Marlborough School for Girls	Nonsect	Yes	Yes	4	1	15	0	217	0	38			1,133
Do	St. Agnes High School	R. C	No	Yes	4	0	5	51	54	3	12			1,500
Do	St. Mary's Academy	R. C	Yes	Yes	4	0	16	0	228	0	41			10,200
Do	Westlake School for Girls	Nonsect	Yes	Yes	4	1	14	0	125	0	16			2,000
Oakland	College of The Holy Name	R. C	Yes	Yes	4	0	16	0	175	0	26			8,500
Do	Miss Ransom and Miss Bridges School	Nonsect	Yes	Yes	4	0	14	0	120	0	35			2,000
Pacific Beach	San Diego Army and Navy Academy	Nonsect	Yes	Yes	4	11	1	140	0	23	0	140		400
Palo Alto	Castilleja School	Nonsect	Yes	Yes	4	1	18	0	125	0	29			2,500
Pasadena	Pasadena College	Nazarene	Yes	No	4	3	6	74	96	7	18			600
Sacramento	Christian Brothers School	R. C	Yes	Yes	4	8	0	152	0	9	0			1,865
Do	St. Joseph Academy	R. C	Yes	Yes	4	0	8	0	157	0	22			5,000
San Francisco	Miss Burke's School	Nonsect	No	Yes	4	0	10	0	134	0	30			2,000
Do	College of Notre Dame	R. C	Yes	Yes	4	0	15	0	233	0	37			5,000
Do	Drew School	Nonsect	No	Yes	4	5	6	225	72	9	6			
Do	Immaculate Conception Academy	R. C	Yes	Yes	4	0	6	0	107	0	12			1,000
Do	Presentation High School	R. C	No	No	4	0	9	0	119	0	9			3,000
Do	Sacred Heart High School	R. C	No	Yes	4	16	0	423	0	90	0			2,700
Do	St. Brigid's High School	R. C	No	Yes	4	0	6	0	109	0	21			3,000
Do	St. Paul School	R. C	No	Yes	4	0	8	0	148					1,000
Do	St. Peter's Academy	R. C	No	Yes	4	0	7	0	128	0	14			2,600
Do	St. Vincent's School	R. C	No	No	4	0	4	0	106	0	13			1,000
Do	Star of The Sea High School	R. C	No	Yes	4	0	5	26	133	5	16			5,000
Stockton	St. Agnes High School	R. C	No	Yes	4	0	6	33	81	5	12			500
Vallejo	St. Vincent's Convent School	R. C	No	Yes	4	0	6	54	77	5	13			200
COLORADO														
Boulder	Mount St. Gertrude Academy	R. C	Yes	Yes	4	0	7	0	102	0	10			1,000
Denver	Cathedral High School	R. C	No	Yes	4	4	7	92	119	6	21			2,000
CONNECTICUT														
Farmington	Miss Porter's School	Nonsect	Yes	No	4	0	25	0	217	0	54			6,000
Greenwich	Rosemary Hall	Nonsect	Yes	Yes	4	0	15	0	159	0	37			
Hartford	St. Thomas Seminary	R. C	Yes	No	4	9	0	197	0	25	0			1,000
Kent	Kent School	P. E	Yes	Yes	4	14	0	168	0	36	0		13	9,000
Lakeville	Hotchkiss School	Nonsect	Yes	No	4	29	0	305	0	74	0		250	2,000
Middlebury	Westover School	Nonsect	Yes	No	5	0	18	0	154	0	41			2,500
Milford	The Milford School	Nonsect	Yes	No	4	25	0	100	0	30	0			
New Haven	Collegiate School	Nonsect	Yes	No	4	12	4	193	51	70	3			400
Do	St. Mary's Academy	R. C	No	Yes	4	0	7	0	114	0	30			2,000
New London	Bulkeley School	Nonsect	No	No	4	16	0	419	0	42	0			200
Do	Williams Memorial Institute	Nonsect	No	No	4	1	23	0	554	0	87		350	1,200
Norwich	Norwich Free Academy	Nonsect	No	No	4	9	25	332	478	41	88		700	20,000
Pomfret	Pomfret School	P. E	Yes	No	6	15	0	123	0	18	0			5,000
Simsbury	Ethel Walker School	Nonsect	Yes	Yes	4	1	17	0	121	0	31			1,400
Suffield	Suffield School	Bapt	Yes	Yes	4	10	1	164	62	34	10		132	

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CONNECTICUT—contd.														
Watertown	The Taft School	Nonsect	Yes	No	5	23	0	263	0	42	0			2,500
West Hartford	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	13	0	209	0	47			3,725
Windsor	The Loomis Institute	Nonsect	Yes	No	4	17	0	218	0	31	0		2,457	2,950
Winsted	The Gilbert School	Nonsect	No	No	4	6	14	173	204	24	26		1,006	14,190
DELAWARE														
Dover	Wesley Collegiate Institute	M E	Yes	No	4	6	5	60	57	10	5		235	2,000
Wilmington	Salesianum School	R. C	No	No	4	9	0	171	0	35	0			
DISTRICT OF COLUMBIA														
Washington	Academy of the Holy Cross	R. C	Yes	Yes	4	0	14	0	113	0	30			1,500
Do	Academy of the Visitation	R. C	Yes	No	4	0	10	0	101	0	24			8,000
Do	Columbia University School	Nonsect	No	No	4	6	0	100	25	18	4			500
Do	Devitt Preparatory School	Nonsect	No	No	4	10	0	124	0	26	0			1,500
Do	Emerson Institute	Nonsect	No	No	4	22	0	550	0	100	0			1,200
Do	Gonzaga College	R. C	No	No	4	14	0	272	0	34	0			5,000
Do	Holton-Arms School	Nonsect	Yes	Yes	5	0	14	0	175	0	25	50		5,000
Do	Miss Madeira's School for Girls	Nonsect	Yes	No	4	0	12	0	154	0	22			1,000
Do	Mount Vernon Seminary	Nonsect	Yes	No	4	0	24	0	121	0	17			2,500
Do	National Cathedral School for Girls	P. E	Yes	Yes	5	0	27	0	196	0	24			
Do	Notre Dame Academy	R. C	No	Yes	4	0	12	0	119	0	23			4,200
Do	Washington Y. M. C. A. Preparatory School	Nonsect	No	Yes	4	13	0	214	150	7	4			
FLORIDA														
Miami	St. Catherine's High School	R. C	Yes	No	4	0	5	53	50	3	7		15	865
Montverde	The Montverde School	Nonsect	Yes	No	4	5	4	50	61	6	6			1,000

GEORGIA														
Atlanta	Marist High School	R. C	No	Yes	4	12	0	120	0	21	0	120		2,000
Do	North Avenue Presbyterian School	Presb	Yes	Yes	4	0	9	0	125	0	30			450
Do	University School for Boys	Nonsect	No	Yes	4	6	0	128	0	15	0		15	750
College Park	Georgia Military Academy	Nonsect	Yes	Yes	4	11	1	195	0	43	0	165		1, 200
Locust Grove	Locust Grove Institute	Bapt	Yes	Yes	4	6	3	126	35	19	4	121		2, 500
McRae	South Georgia College	M. E	Yes	No	4	6	2	125	150	11	20			2, 000
Mount Vernon	Brewton Parker Institute	Bapt	Yes	No	4	5	5	79	76	13	15		4	
Norman Park	Norman Institute	Bapt	Yes	Yes	4	4	4	125	95	16	8		100	1, 300
Rome	Darlington School	Nonsect	Yes	Yes	4	6	0	115	0	8	0			3, 200
Savannah	The Benedictine School	R. C	No	No	4	8	0	146	0	33	0	146		2, 800
Waleska	Rinehardt College	M. E	Yes	Yes	4	4	3	57	48	2	6			3, 958
Waycross	Piedmont Institute	Bapt	Yes	Yes	4	2	2	64	60	3	7			500
HAWAII														
Honolulu	Iolani Boys School	P. E	Yes	Yes	4	2	3	107	0	11	0			300
Do	Kamehameha Boys School	Nonsect	Yes	Yes	4	8	2	123	0	10	0	123		4, 500
Do	Mid-Pacific Institute	Cong	Yes	Yes	4	7	5	127	49	32	9		600	2, 000
Do	Punahou Academy	Nonsect	Yes	Yes	4	9	21	187	209	34	45	128	905	23, 000
Do	St. Louis College	R. C	Yes	Yes	4	12	0	336	0	62	0			3, 000
IDAHO														
Nampa	Northwest Nazarene Academy	Nazarene	Yes	No	4	2	4	52	55	11	16			2, 000
ILLINOIS														
Alton	Western Military Academy	Nonsect	Yes	Yes	4	11	2	264	0	57	0	264		2, 000
Bloomington	St. Mary's High School	R. C	No	No	4	0	7	84	95	15	16			940
Chicago	Academy of Our Lady	R. C	Yes	Yes	4	2	12	0	280	0	65			8, 703
Do	Academy of St. Scholastica	R. C	No	Yes	4	1	8	0	105	0	12			2, 000
Do	Francis W. Parker School	Nonsect	No	Yes	4	12	9	70	85	17	20			10, 000
Do	Holy Family Academy	R. C	Yes	Yes	4	2	7	0	104	0	7			5, 378
Do	Holy Trinity High School	R. C	No	No	4	7	0	212	0	16	0			2, 199
Do	Immaculata High School	R. C	No	No	4	0	36	0	908	0	93			1, 000
Do	Josephinum High School	R. C	Yes	No	4	0	8	0	129	0	9			3, 200
Do	Luther Institute	Ev. Luth	No	No	4	6	3	41	59	9	13			2, 000
Do	Morgan Park Military Academy	Nonsect	Yes	Yes	4	11	0	126	0	23	0	126		5, 000
Do	North Park College	Sw. Ev	Yes	No	4	7	3	102	67	19	4		125	4, 500
Do	Our Lady of Providence Academy	R. C	No	No	4	0	30	0	671	0	66			3, 500
Do	Quigley Preparatory Seminary	R. C	No	No	4	24	0	683	0	60	0			
Do	St. Cyril College	R. C	No	No	4	13	0	282	0	36	0			1, 800
Do	St. Leo's High School	R. C	No	Yes	4	0	6	0	168	0	20			3, 000
Do	St. Mary's High School	R. C	No	No	4	0	33	0	871	0	122			3, 600
Do	St. Mel's High School	R. C	No	Yes	4	12	0	466	0	62	0			1, 200
Do	St. Philip's High School	R. C	No	No	4	17	0	269	0	34	0			555
Do	St. Rita College	R. C	No	No	4	11	0	315	0	32	0			1, 200
Do	St. Stanislaus College	R. C	Yes	No	4	9	0	193	0	24	0			9, 000
Do	Visitation High School	R. C	No	Yes	4	1	16	0	418	0	70			1, 200
Evanston	Marywood School for Girls	R. C	Yes	Yes	4	0	9	0	134	0	28			1, 850
Do	Roycemore Upper School	Nonsect	No	Yes	4	0	10	0	127	0	30			700

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

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						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ILLINOIS—continued														
Jacksonville	Routt College	R. C	Yes	No	4	3	2	70	57	9	4		300	3,800
Joliet	St. Francis Academy	R. C	Yes	Yes	4	0	12	0	164	0	23			6,000
Lake Forest	Ferry Hall	Nonsect	Yes	No	4	0	18	0	152	0	29		1,500	6,000
Do	Lake Forest Academy	Nonsect	Yes	No	4	13	0	174	0	40	0			6,000
Mooseheart	Mooseheart High School	Nonsect	Yes	Yes	4	3	10	108	101	16	17	108		3,000
Peoria	Academy of Our Lady	R. C	Yes	Yes	4	0	11	0	188	0	25			1,850
Do	Spalding Institute	R. C	No	No	4	6	0	147	0	19	0			1,000
Peru	St. Bede College	R. C	Yes	No	4	20	0	142	0	16	0			2,000
Quincy	Quincy College	R. C	Yes	No	4	18	0	191	0	26	0			11,703
Rockford	St. Thomas High School	R. C	No	No	4	2	10	102	161	25	18			3,200
Rock Island	St. Joseph High School	R. C	No	Yes	4	1	10	79	105	7	10			1,625
Springfield	Sacred Heart Academy	R. C	Yes	Yes	4	0	9	0	137	0	16			2,000
Do	St. Joseph's Ursuline Academy	R. C	Yes	Yes	4	0	11	0	120	0	21			2,200
Sterling	St. Mary's High School	R. C	No	No	4	1	5	50	59	12	11			2,000
Zion	Zion Preparatory College	(1)	No	Yes	4	5	4	55	113	12	23		155	2,750
INDIANA														
Collegeville	St. Joseph's College	R. C	Yes	No	4	16	0	250	0	43	0		300	15,000
Culver	Culver Military Academy	Nonsect	Yes	No	4	49	0	684	0	160	0	684		8,500
Fort Wayne	Central Catholic High School	R. C	No	No	4	7	0	194	0	32	0			3,300
Do	Concordia College	Ev. Luth	Yes	Yes	4	15	0	318	0	32	0	264		11,161
Do	St. Catherine Academy	R. C	No	No	4	0	5	0	104	0	18			850
Howe	Howe School	P. E	Yes	Yes	4	16	2	111	1	16	1	111	125	2,000
Indianapolis	St. Agnes Academy	R. C	Yes	No	4	0	9	0	128	0	20			2,300
Do	St. John Academy	R. C	Yes	Yes	4	0	8	0	146	0	26			3,600
Do	Tudor Hall School for Girls	Nonsect	Yes	Yes	4	0	15	0	155	0	39			2,000
Jasper	Jasper College	R. C	Yes	No	4	6	0	117	0	12	0			4,000
Oldenburg	Academy of the Immaculate Conception	R. C	Yes	No	4	0	5	0	101	0	21			4,000
Washington	Washington Catholic High School	R. C	No	No	4	3	4	61	79	11	5			1,383

[1] Christian Catholic Apostolic.

IOWA														
Cedar Rapids	St. Patrick's High School	R. C	No	Yes	4	0	4	57	51	7	8			670
Council Bluffs	St. Francis Academy	R. C	No	Yes	4	3	5	34	71	4	11			958
Davenport	Immaculate Conception Academy	R. C	Yes	Yes	4	0	13	0	191	0	28			6,450
Des Moines	St. Joseph's Academy	R. C	Yes	Yes	4	0	12	0	260	0	50			2,000
Dubuque	Academy of the Visitation	R. C	Yes	Yes	4	3	13	0	140	0	36			4,282
Do	Immaculate Conception Academy	R. C	Yes	No	4	1	11	0	183	0	23			3,600
Emmetsburg	St. Mary's School	R. C	No	Yes	4	0	8	42	60	8	17			3,000
Forest City	Waldorf College	Luth	Yes	No	4	5	5	90	100	9	14		25	1,350
Hull	Western Academy	Chr. Ref	No	No	4	4	0	67	35	10	14			700
Orange City	Northwestern Classical Academy	Ref. Ch	Yes	No	4	3	3	65	42	15	11		50	4,000
KANSAS														
Atchison	Mount St. Scholastica's Academy	R. C	Yes	Yes	4	0	12	0	151	0	19			3,000
Hutchinson	Bresee College	Nazarene	Yes	Yes	4	4	3	81	85	10	6			700
Hesston	Hesston Academy and College	Menn	Yes	No	4	9	2	46	69	8	16			3,000
Hillsboro	Tabor College	Menn	Yes	No	4	5	2	143	159	24	12		11	3,000
Kansas City	Catholic High School	R. C	No	No	4	2	6	108	153	17	21			1,025
Leavenworth	----do	R. C	No	No	4	0	4	58	71	9	13			2,000
Do	St. Mary's Junior College and Academy	R. C	Yes	Yes	4	0	6	0	143	0	28			7,500
McPherson	Central Academy	Free Meth	Yes	No	4	3	4	84	98	16	20		25	3,800
Miltonvale	Miltonvale Wesleyan Academy	Wes. Meth	Yes	No	4	2	4	57	77	3	9		30	1,400
Salina	Sacred Heart High School	R. C	No	Yes	4	0	5	57	73	14	18			1,050
Wichita	Cathedral High School	R. C	No	No	4	4	5	109	115	8	13			1,100
Winfield	St. John's College	Ev. Luth	Yes	Yes	4	8	0	120	26	28	1			5,276
KENTUCKY														
Ashland	Holy Family High School	R. C	No	Yes	4	1	4	37	86	5	8			600
Campbellsville	Russell Creek Academy	Bapt	Yes	No	4	3	2	53	53	12	10		10	800
Columbia	Lindsey-Wilson Academy	M. E. S	Yes	Yes	4	3	4	66	91	7	12		30	11,000
Covington	Notre Dame High School	R. C	Yes	Yes	4	0	6	0	108	0	6			1,100
Grayson	Christian Normal Institute	Christ	Yes	Yes	4	4	2	65	97	6	20			1,565
London	Sue Bennett Memorial School	M. E. S	Yes	No	4	5	10	96	128	16	15			3,000
Louisville	Presentation Academy	R. C	No	Yes	4	0	7	0	188	0	32			5,000
Do	St. Xavier High School	R. C	No	No	4	22	1	530	0	77	0			2,000
Midway	Kentucky Female Orphan School	Christ	Yes	Yes	4	0	6	0	115	0	14		368	3,000
Pikeville	Pikeville College	Presb	Yes	Yes	4	5	5	73	103	10	10		52	2,000
LOUISIANA														
New Orleans	Holy Cross College	R. C	Yes	Yes	4	7	0	115	0	20	0			1,500
Do	Jesuits High School	R. C	No	No	4	22	0	431	0	67	0			10,000
Do	St. Aloysius College	R. C	No	Yes	4	8	0	121	0	14	0			1,000
Do	St. Mary's Dominican High School	R. C	Yes	Yes	4	0	7	0	137	0	28			5,000

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						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MAINE														
Bangor	Bangor Catholic High School	R. C	No	Yes	4	0	7	0	154	0	11			1,000
Bethel	Gould's Academy	Nonsect	Yes	No	4	3	9	69	94	15	17		43	3,000
Bucksport	East Maine Conference Seminary	M. E	Yes	No	4	3	4	63	62	3	15			
Calais	Calais Academy	Nonsect	No	No	4	4	7	141	200	19	44			225
Charleston	Higgins Classical Institute	Bapt	Yes	No	4	2	3	58	44	14	14		20	1,700
East Machias	Washington Academy	Nonsect	No	No	4	2	2	58	62	7	13		40	300
Foxcroft	Foxcroft Academy	Nonsect	No	No	4	2	7	99	81	16	14		16	1,000
Fryeburg	Fryeburg Academy	Nonsect	Yes	No	4	3	4	51	50	13	12			400
Hampden	Hampden Academy	Nonsect	No	No	4	1	4	56	71	4	13		10	212
Hartland	Hartland Academy	Nonsect	Yes	No	4	2	2	52	49	10	3		5	
Hebron	Hebron Academy	Bapt	Yes	No	4	10	0	150	0	42	0		222	3,692
Houlton	Ricker Classical Institute	Bapt	Yes	No	4	3	3	71	73	9	15		22	2,300
Kents Hill	Maine Wesleyan Seminary	M. E	Yes	No	4	6	9	106	80	25	25		297	7,000
Kittery	R. W. Traip Academy	Nonsect	No	No	4	2	3	64	78	13	12		30	150
North Bridgton	Bridgton Academy	Nonsect	Yes	No	4	2	3	66	44	13	7		27	2,500
Pittsfield	Maine Central Institute	Bapt	Yes	No	4	4	7	92	116	12	24		58	500
Saco	Thornton Academy	Nonsect	Yes	No	4	4	11	122	158	14	22		150	75
South Berwick	Berwick Academy	Nonsect	No	No	4	1	6	63	67	11	8		43	10,000
Waterville	Coburn Classical Institute	Bapt	Yes	No	4	6	5	87	65	23	27		68	4,000
Wilton	Wilton Academy	Nonsect	No	No	4	2	5	68	81	13	13		8	1,000
MARYLAND														
Baltimore	Calvert Hall	R. C	No	No	4	10	0	282	0	41	0			3,000
Do	Friends School	Friends	No	Yes	4	6	8	78	85	11	23		125	6,500
Do	Garey's Army-Navy Preparatory School	Nonsect	No	No	4	5	0	100	0	20	0			2,000
Do	Gilman Country School	Nonsect	Yes	Yes	4	18	0	130	0	25	0			
Mount Washington	Mount St. Agnes High School	R. C	Yes	Yes	4	0	8	0	136	0	11			8,000
Port Deposit	Jacob Tome Institute	Nonsect	Yes	Yes	4	22	9	217	89	24	17		2,744	16,050
MASSACHUSETTS														
Andover	Abbot Academy	Nonsect	Yes	No	5	1	23	0	170	0	46		120	5,123
Do	Phillips Academy	Nonsect	Yes	No	4	35	0	650	0	142	0		2,868	15,000

Do	Punchard High School	Nonsect	No	No	4	5	8	111	135	18	25		75	1,900
Ashburnham	Cushing Academy	Nonsect	Yes	No	4	7	5	143	71	38	22		193	
Auburndale	Lasell Seminary	Nonsect	Yes	Yes	4	0	7	0	290	0	25		27	3,500
Boston	Academy of Notre Dame	R. C	Yes	Yes	4	0	10	0	187	0	42			6,000
Do	Boston Academy of the Notre Dame	R. C	No	Yes	4	0	9	0	153	0	54			12,000
Do	Chauncy Hall School	Nonsect	No	No	4	7	0	125	0					
Do	Fitton School	R. C	No	Yes	4	0	7	0	166	0	22			3,000
Do	Huntington School for Boys	Nonsect	No	Yes	4	19	0	190	0	32	0			15,000
Do	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	16	0	333	0	76			2,400
Do	Nazareth Academy	R. C	No	Yes	4	0	5	0	126	0	25			1,000
Do	Roxbury Latin School	Nonsect	No	Yes	5	9	0	100	0	13	0		615	5,800
Do	St. Augustine's School	R. C	No	Yes	4	0	6	0	114	0	24			
Do	St. Margaret's School	R. C	No	No	3	0	4	0	112	0	19			
Do	Saints Peter and Paul's School	R. C	No	Yes	4	0	7	0	151	0	30			1,000
Do	Windsor School	Nonsect	No	Yes	4	0	26	0	156	0	39			2,000
Cambridge	Browne and Nichols School	Nonsect	No	Yes	5	8	0	115	0	22	0			500
Do	St. Mary's High School	R. C	No	No	4	0	8	0	199	0	30			500
Concord	Middlesex School	Nonsect	Yes	Yes	4	9	0	110	0	21	0		20	1,800
Danvers	St. John's Preparatory School	R. C	Yes	No	4	24	0	410	0	76	0			8,625
Deerfield	Deerfield Academy	Nonsect	Yes	No	4	10	4	58	146	13	60			
Easthampton	Williston Seminary	Cong	Yes	Yes	4	14	0	144	0	20	0		816	4,000
East Northfield	Northfield Seminary	Nonsect	Yes	Yes	4	3	33	0	408	0	55		665	10,390
Franklin	Dean Academy	Univ	Yes	No	4	8	9	175	80	82	38		280	2,000
Groton	Groton School	P. E	Yes	No	6	20	0	182	0	27	0		714	
Haverhill	St. James High School	R. C	No	Yes	4	0	11	154	142	23	19			3,500
Lawrence	St. Mary's High School	R. C	No	Yes	4	0	8	0	197	0	40			2,000
Lynn	St. Mary's High School	R. C	No	Yes	4	0	6	0	179	0	22			1,500
Malden	Girls Catholic High School	R. C	No	Yes	4	0	10	0	146	0	22			
Milton	Milton Academy	Nonsect	Yes	Yes	4	22	13	173	90	38	21		110	2,800
Mount Herman	Mount Herman School	Nonsect	Yes	Yes	4	17	6	364	0	85	0		782	17,500
Natick	Walnut Hill School for Girls	Nonsect	Yes	No	5	0	20	0	114	0	21		75	1,000
New Bedford	Holy Family High School	R. C	No	Yes	4	0	8	96	108	20	20			
Newton	High School of Our Lady	R. C	No	No	4	0	6	43	64	4	2			2,000
Do	Mount Ida School for Girls, Inc	Nonsect	Yes	No	4	6	21	0	166	0	29			2,500
Northampton	Mary A. Burnham School for Girls	Nonsect	Yes	No	4	0	12	0	109	0	46			2,600
Pittsfield	St. Joseph's Academy	R. C	No	Yes	4	0	8	115	96	22	22			300
Quincy	Woodward Institute	Nonsect	No	No	4	2	8	0	153	0	33		364	1,500
Revere	Immaculate Conception High School	R. C	No	No	4	0	7	59	79					
Salem	St. James High School	R. C	No	Yes	4	0	5	0	104	0	14			2,000
Sheffield	Berkshire School	Nonsect	Yes	No	4	14	0	114	0	29	0			4,000
Southboro	St. Mark's School	P. E	Yes	Yes	6	14	0	189	0	24	0		300	10,000
South Braintree	Thayer Academy	Nonsect	No	Yes	5	4	9	155	126	18	17		325	1,700
Springfield	Cathedral High School	R. C	No	Yes	4	0	24	411	334	62	65			1,000
Taunton	St. Mary's School	R. C	No	Yes	4	0	8	81	99	12	8			500
Waltham	St. Mary's High School	R. C	No	Yes	4	3	6	0	141	0	28			6,000
Worcester	Academy of the Sacred Heart	R. C	No	Yes	4	0	7	64	66	19	14			
Do	Ascension High School	R. C	No	No	4	0	8	0	143	0	31			
Do	Assumption College	R. C	Yes	No	4	30	0	160	0	28	0			4,000
Do	St. John's High School	R. C	No	Yes	4	6	0	125	0	18	0			
Do	Worcester Academy	Nonsect	Yes	Yes	4	18	0	201	0	60	0		40	5,000

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MICHIGAN														
Bay City	St. James School	R. C	No	No	4	0	5	75	55	16	9			2,000
Detroit	Annunciation Academy	R. C	No	Yes	4	2	7	69	161	8	28			1,350
Do	Holy Redeemer Boys' School	R. C	No	No	4	6	0	224	0	35	0			1,800
Do	Holy Redeemer Girls' School	R. C	No	Yes	4	0	7	0	244	0	45			1,500
Do	Holy Rosary High School	R. C	No	Yes	4	3	7	90	128	17	16			2,000
Do	Liggett School	Nonsect	No	Yes	5	0	23	0	146	0	26			4,000
Do	St. Theresa High School	R. C.	No	Yes	4	0	6	51	94	5	6			400
Do	St. Joseph's College	R. C	No	No	4	6	0	185	0	34	0			
Escanaba	St. Joseph's High School	R. C	No	Yes	4	0	6	66	81	7	7			650
Flint	St. Michael's High School	R. C	No	Yes	4	0	4	68	81	6	10			3,200
Grand Rapids	Boys' Catholic Central High School	R. C	No	Yes	4	1	13	305	0	36	0			2,900
Do	Girls' Catholic Central High School	R. C	No	No	4	1	16	0	241	0	56			1,250
Do	Grand Rapids Christian High School	Chr. Ref	No	No	4	14	2	201	269	21	28			325
Holly	Adelphian Academy	S. D. A	Yes	Yes	4	4	3	48	78	4	10			1,650
Ironwood	St. Ambrose High School	R. C	No	Yes	4	0	4	39	61	11	12			400
Jackson	St. John High School	R. C	No	Yes	4	1	6	64	91	16	15			3,000
Do	St. Mary's School	R. C	No	Yes	4	1	6	70	89	18	18			2,050
Laurium	Sacred Heart School	R. C	No	Yes	4	1	5	50	57	8	9			2,000
Mount Clemens	St. Mary's School	R. C	No	Yes	4	0	6	71	90	6	5			1,500
Mount Pleasant	Sacred Heart Academy	R. C	No	Yes	4	0	4	46	59	4	10			1,500
Orchard Lake	St. Mary's High School and College	R. C	Yes	No	4	13	0	319	0	41	0			5,000
Port Huron	St. Stephen's High School	R. C	No	Yes	4	0	4	57	84	12	12			500
Saginaw	St. Andrew's High School	R. C	No	No	4	1	4	46	54	6	8			900
Do	St. Mary's High School	R. C	No	Yes	4	0	5	63	68	9	19			950
Traverse City	St. Francis High School	R. C	Yes	Yes	4	1	4	42	78	3	14			2,500
Wyandotte	St. Patrick's High School	R. C	No	Yes	4	5	1	73	71	12	7			2,015
MINNESOTA														
Albert Lea	Luther Academy	Luth	Yes	No	4	4	4	51	105	10	15		4	1,800
Duluth	Cathedral High School	R. C	No	No	4	9	0	215	0	35	0			4,500
Faribault	Bethlehem Academy	R. C	Yes	Yes	4	0	8	0	120	0	23			3,200
Do	Shattuck School	P. E	Yes	No	4	22	0	193	0	33	0	193	202	6,000

Fergus Falls	Park Region Luther College	Luth	Yes	Yes	4	4	3	94	81	10	15		5	2,500
Hutchinson	Hutchinson Theological Seminary	S. D. A	Yes	No	4	6	3	38	71	2	5			6,000
Mankato	Academy of Our Lady of Good Counsel	R. C	Yes	Yes	4	0	10	0	125	0	18			2,500
Minneapolis	Minnehaha Academy	[2]	Yes	No	4	4	2	73	118	6	22			1,175
Do	Minnesota College	Luth	No	Yes	4	4	4	126	106	32	18			5,000
Do	St. Margaret's Academy	R. C	No	No	4	0	17	0	361	0	63			4,000
Red Wing	Red Wing Seminary	Nor. Luth	Yes	No	4	8	4	66	84	14	11		50	4,000
St. Cloud	Cathedral High School	R. C	No	Yes	4	3	12	127	164	17	20			2,000
St. Paul	Bethel Academy	Bapt	Yes	No	4	5	5	84	98	20	20		58	15,000
Do	Cretin High School	R. C	No	No	4	19	0	491	0	75	0	483	100	5,683
Do	St. Joseph's Academy	R. C	No	Yes	4	0	15	0	303	0	57			4,500
Winnebago	Parker College	M. E	Yes	No	4	6	3	54	63	7	2		60	4,200
MISSISSIPPI														
Bay St. Louis	St. Stanislaus College	R. C	Yes	Yes	4	8	0	135	0	21	0			5,000
Blue Mountain	Mississippi Heights Academy	Nonsect	Yes	No	4	2	3	163	0	18	0			1,100
Gulfport	Gulf Coast Military Academy	Nonsect	Yes	Yes	4	12	0	236	0	41	0	236		872
Do	Gulf Park College	Nonsect	Yes	No	4	1	8	0	181	0	25			2,500
Mathiston	Bennett Academy	M. E	Yes	No	4	2	5	48	92	7	17			800
MISSOURI														
Boonville	Kemper Military School	Nonsect	Yes	No	4	23	0	359	0	80	0	359		2,365
Clayton	Chaminade College	R. C	Yes	Yes	4	6	0	101	0	19	6			7,800
Clinton	Clinton Theological Seminary	S. D. A	Yes	Yes	4	9	3	62	59	6	10			6,900
Conception	Conception College	R. C	Yes	No	4	12	0	104	0	18	0			4,000
Concordia	St. Paul's College	Ev. Luth	Yes	No	4	7	0	117	0	11	0			5,600
Hollister	School of the Ozarks	Presb	Yes	No	4	4	3	54	61	5	5		72	3,745
Iberia	Iberia Academy	Cong	Yes	No	4	1	4	50	56	8	8		12	5,000
Independence	Independence Institute of Arts and Science	[3]	No	Yes	4	2	3	141	274	2	2			7,000
Kansas City	De La Salle Academy	R. C	No	No	4	11	0	267	0	44	0			5,150
Do	Loretto Academy	R. C	Yes	Yes	4	0	10	0	121	0	15			3,000
Do	Redemptorist High School	R. C	No	Yes	4	0	5	0	173	0	21			1,500
Do	St. Agnes Academy	R. C	Yes	Yes	4	0	6	0	131	0	20			3,189
Lexington	Wentworth Military Academy	Nonsect	Yes	Yes	4	13	2	227	0	49	0	227		2,300
Marble Hill	Will Mayfield College	Bapt	Yes	No	4	3	5	104	73	9	6		3	2,722
Mexico	Missouri Military Academy	Nonsect	Yes	Yes	4	9	0	163	0	40	0	163	130	2,400
St. Joseph	St. Joseph's Catholic High School	R. C	Yes	No	4	0	6	0	109	0	14			4,000
St. Louis	Academy of The Visitation	R. C	Yes	Yes	4	0	14	0	126	0	21			11,000
Do	Kenrick Catholic High School	R. C	No	No	4	13	0	407	0	47	0		150	4,000
Do	Loretto Academy	R. C	No	Yes	4	0	6	0	111	0	25		16	2,300
Do	Mary Institute	Nonsect	No	Yes	4	0	20	0	243	0	48			3,000
Do	St. Elizabeth Academy	R. C	Yes	Yes	4	0	6	0	116	0	14			3,500
Do	St. Joseph Academy	R. C	Yes	Yes	4	2	9	0	178	0	13			2,964
Do	St. Louis Country Day School	Nonsect	No	Yes	4	10	0	107	0	19	0			800
Do	St. Mark's High School	R. C	No	Yes	4	0	7	0	110	0	18			1,020

[2] Evangelical Mission Covenant.
[3] Reorganized Church of Jesus Christ of Latter Day Saints.

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MONTANA														
Butte	Central Catholic High School	R. C	No	No	4	6	11	197	222	34	50			1,000
Great Falls	Ursuline Academy, Mount Angela	R. C	Yes	No	4	0	9	0	112	0	21			10,000
NEBRASKA														
Lincoln	Cathedral High School	R. C	No	Yes	4	1	5	57	61	13	12			1,500
Omaha	Mount St. Mary's Seminary	R. C	Yes	Yes	4	0	6	0	106	0	21			1,000
Wahoo	Luther College	Luth	Yes	No	4	7	8	58	77	14	24		39	3,000
NEW HAMPSHIRE														
Concord	St. Paul's School	P. E	Yes	Yes	4	40	0	319	0	48	0		2,120	25,000
Exeter	Phillips Exeter Academy	Nonsect	Yes	No	4	46	0	700	0	179	0		2,396	15,000
Do	Robinson Seminary	Nonsect	No	Yes	4	1	13	0	182	0	31		350	1,600
Kingston	Sanborn Seminary	Nonsect	Yes	No	4	6	6	54	48	7	10		150	3,000
Manchester	St. Joseph's High School	R. C	No	Yes	4	8	0	166	0	25	0			5,000
Meriden	Kimball Union Academy	Cong	Yes	No	4	5	5	80	49	22	12		125	5,000
New London	Colby Academy	Bapt	Yes	No	4	5	2	72	59	22	22		180	5,000
Tilton	Tilton School	M. E	Yes	Yes	4	10	4	187	134	31	20		500	10,000
Wolfeboro	Brewster Free Academy	Nonsect	Yes	No	4	4	6	91	107	17	19		1,000	1,000
NEW JERSEY														
Blairstown	Blair Academy	Presb	Yes	Yes	4	18	2	279	0	60	0			1,000
Bordentown	Bordentown Military Institute	Nonsect	Yes	Yes	4	16	0	151	0	27	0	151		2,000
Camden	Camden Catholic High School	R. C	No	Yes	4	4	13	222	241	24	40			500
Elizabeth	St. Patrick High School	R. C	No	No	4	3	7	60	94	2	8			450
Fort Lee	Holy Angels High School	R. C	Yes	No	4	0	5	0	106	0	16			6,415
Hackettstown	Centenary Collegiate Institute	M. E	Yes	No	4	4	16	0	126	0	25		18	2,886
Hightstown	Peddie School	Bapt	Yes	Yes	4	27	0	337	0	71	0		199	9,785
Hoboken	Stevens School	Nonsect	No	No	4	10	0	158	0	30	0			200

Jersey City	St. Aloysius Academy	R. C	No	No	4	0	7	0	216	0	23			300
Do	St. Dominic Academy	R. C	No	No	4	0	8	0	112	0	12			1,000
Do	St. Peter's High School	R. C	No	No	4	28	0	737	0	95	0		30	46,000
Lawrenceville	Lawrenceville School	Nonsect	Yes	No	4	42	0	524	0	92	0		300	8,300
Montclair	Kimberly School	Nonsect	No	Yes	5	0	12	0	114	0	21			1,237
Do	Montclair Academy	Nonsect	Yes	Yes	4	12	0	121	0	30	0			4,200
Morristown	Bayley High School	R. C	No	Yes	4	1	5	53	62	9	16			600
Newark	Newark Academy	Nonsect	No	Yes	4	15	0	175	0	26	0			1,000
Do	St. Benedict's Preparatory School	R. C	No	No	4	24	0	653	0	85	0			9,000
Do	St. Vincent's Academy	R. C	Yes	Yes	4	4	18	0	255	0	41			1,400
New Brunswick	St. Peter's High School	R. C	No	Yes	4	0	10	92	122	24	36			450
Orange	Miss Beard's School for Girls	Nonsect	Yes	Yes	4	0	20	0	146	0	35			855
Paterson	St. John's School	R. C	No	Yes	4	0	7	13	208	0	24			800
Plainfield	Hartridge School	Nonsect	Yes	Yes	5	0	11	0	112	0	9			2,000
Princeton	Princeton Preparatory School	Nonsect	Yes	No	4	12	0	100	0	40	0			1,200
South Amboy	St. Mary's School	R. C	No	Yes	4	2	7	74	90	10	17			505
Summit	Kent Place School	Nonsect	Yes	Yes	4	0	24	0	142	0	27			3,000
West Hoboken	St. Michael's High School	R. C	No	Yes	4	0	8	79	85	8	7			500
NEW YORK														
Albany	Academy of the Holy Name	R. C	Yes	Yes	4	0	8	0	155	0	31			2,500
Do	Albany Academy for Boys	Nonsect	No	Yes	4	9	0	131	0	24	0	130	199	1,000
Do	Christian Brothers' Academy	R. C	No	No	4	10	0	337	0	41	0	337		3,000
Do	St. Agnes School for Girls	P. E	Yes	Yes	4	1	9	0	107	0	17		59	
Do	St. Joseph's Academy	R. C	No	Yes	4	1	4	44	82	8	9			3,650
Do	Vincentian Institute	R. C	No	No	4	3	9	60	98					3,000
Brentwood	Academy of St. Joseph	R. C	Yes	Yes	4	0	20	0	137	0	21			5,929
Briarcliff Manor	Mrs. Dow's School	Nonsect	Yes	Yes	5	0	20	0	123	0	36			2,900
Bronxville	Concordia Collegiate Institute	Luth	Yes	No	4	11	0	153	0	21	0			6,374
Brooklyn	Brooklyn College Preparatory School	R. C	No	No	4	28	0	737	0	97	0			11,700
Do	Holy Trinity High School	R. C	No	No	4	4	0	117	0	17	0			900
Do	Packer Collegiate Institute	Nonsect	No	Yes	4	4	47	0	639	0	103		299	12,465
Do	Polytechnic Preparatory Country Day School	Nonsect	No	Yes	4	29	0	333	0	55	0		6	4,681
Do	St. Angela Hall Academy	R. C	No	Yes	4	0	11	0	224	0	32			1,954
Do	St. Augustine Academy	R. C	No	Yes	4	0	6	0	263	0	39			894
Do	St. Francis Xavier Academy	R. C	No	Yes	4	0	10	0	256	0	45			1,270
Do	St. James Academy	R. C	No	Yes	4	6	10	127	213	20	42			3,800
Do	St. Saviour School	R. C	No	Yes	4	0	8	0	207	0	14			650
Do	Buffalo Academy of the Sacred Heart	R. C	Yes	Yes	4	0	9	0	225	0	24			3,275
Buffalo	Buffalo Seminary	Nonsect	No	No	5	0	17	0	160	0	27		10	3,683
Do	Canisius High School	R. C	No	No	4	28	0	704	0	74	0			6,000
Do	Mount Mercy Academy	R. C	No	Yes	4	0	8	0	147	0	18			2,528
Do	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	8	0	219	0	25			3,360
Do	Nardin Academy	R. C	No	Yes	4	0	8	0	141	0	23			2,408
Do	Nichols School	Nonsect	No	Yes	4	12	0	175	0	31	0			1,624
Do	St. Joseph's Collegiate Institute	R. C	No	No	4	12	0	351	0	33	0			2,904
Carmel	Drew Seminary	M. E	Yes	Yes	4	1	14	0	103	0	28		8	2,800
Cazenovia	Cazenovia Seminary	M. E	Yes	No	4	6	7	80	65	17	19		150	4,290
Cohoes	St. Bernard's Academy	R. C	No	No	4	1	5	43	70	6	19			710
College Point	St. Agnes Academic School	R. C	Yes	Yes	4	0	6	52	154	3	13			1,890
Cooperstown	Knox School	Nonsect	Yes	Yes	4	0	11	0	120	0	9		2	1,825
Cornwall-on-Hudson	New York Military Academy	Nonsect	Yes	Yes	4	20	0	244	0	44	0	244		500

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW YORK—contd.														
Dobbs Ferry	Masters School	Nonsect	Yes	Yes	4	0	25	0	208	0	22			3,516
Dunkirk	St. Mary's Academy	R. C	No	Yes	4	0	6	57	67	8	10			1,525
Garden City	St. Paul's School	P. E	Yes	Yes	4	9	0	113	0	21	0		974	2,500
Glens Falls	St. Mary's Academy	R. C	No	Yes	4	1	11	175	208	24	19			2,535
Lima	Genesee Wesleyan Seminary	M. E	Yes	Yes	4	8	10	105	105	22	21		115	6,150
Little Falls	St. Mary's Academy	R. C	No	Yes	4	2	5	47	63	6	9			1,946
Locust Valley	Friends Academy	Friends	Yes	Yes	4	5	10	53	53	9	14		98	3,000
Millbrook	Bennett School	Nonsect	Yes	No	4	1	18	0	195	0	29			5,874
Montour Falls	Cook Academy	Bapt	Yes	No	4	6	1	116	53	11	9		15	2,860
New York	Academy of Mount St. Ursula	R. C	Yes	Yes	4	1	14	0	344	0	32		75	4,208
Do	All Hallows Institute	R. C	No	Yes	4	8	0	198	0	38	0			2,765
Do	Brearley School, Ltd	Nonsect	No	Yes	4	2	25	0	113	0	20		381	7,052
Do	Cathedral High School	R. C	No	Yes	4	6	13	112	464	0	50		30	3,145
Do	Clason Point Military Academy	R. C	Yes	No	4	13	0	203	0	28	0	203		6,300
Do	Columbia Grammar School	Nonsect	No	Yes	4	12	0	125	0	35	0			1,500
Do	De La Salle Institute	R. C	Yes	Yes	4	10	0	329	0	32	0	325		6,000
Do	Dwight School	Nonsect	No	No	4	8	0	186	0	43	0			950
Do	Eron Preparatory School	Nonsect	No	No	4	21	1	510	148	76	20			3,000
Do	Holy Cross Academy of Manhattan	R. C	No	Yes	4	3	10	0	197	0	27			2,889
Do	Jacobi School	Nonsect	No	Yes	4	1	22	0	113	0	24			1,500
Do	Lenox School	Nonsect	Yes	Yes	4	0	32	0	162	0	13			750
Do	McBurney School	Nonsect	No	Yes	4	11	0	129	0	28	0			50,000
Do	Regis High School	R. C	No	No	4	25	0	659	0	102	0		1,015	5,000
Do	Riverdale Country School	Nonsect	Yes	Yes	4	17	0	109	0	14	0			1,000
Do	St. Agatha High School	P. E	No	Yes	4	0	16	0	104	0	20		2,721	3,000
Do	St. Ann's Academy	R. C	Yes	Yes	4	9	0	149	0	16	0		75	1,900
Do	St. Catherine's High School	R. C	No	Yes	4	0	7	0	134	0	22			1,207
Do	St. Lawrence Academy of Manhattan	R. C	No	Yes	4	0	6	0	101	0	12			1,540
Do	St. Paul's School	R. C	No	Yes	4	0	10	18	85					2,980
Do	Scudder School	Nonsect	Yes	No	4	2	16	0	169	0	12			4,500
Do	Miss Spence's School	Nonsect	Yes	No	5	0	47	0	350	0	58			
Do	Talmudical Academy	Jewish	Yes	Yes	4	18	0	269	0	36	0			810

Do	Trinity School	P. E	No	Yes	4	10	0	140	0	18	0		2,528	1,723
Do	Ursuline Academy	R. C	Yes	Yes	4	0	7	0	103	0	23			300
Do	Xavier High School	R. C	No	Yes	4	17	0	838	0	97	0	825		18,750
Ogdensburg	St. Mary's Academy	R. C	No	Yes	4	2	5	80	77	13	15			1,168
Pawling	Pawling School	P. E	Yes	No	4	10	0	118	0	25	0		42	1,200
Pocantico Hills	St. Joseph's Normal Institute	R. C	Yes	No	4	11	0	115	0	12	0			7,000
Rensselaer	St. John's Academy of Rensselaer	R. C	Yes	No	4	3	3	42	65	2	14			4,000
Rochester	Nazareth Academy	R. C	Yes	Yes	4	1	33	0	650	0	75		1	4,222
Rome	Academy of the Holy Names	R. C	Yes	Yes	4	1	8	0	109	0	10			1,250
Schenectady	St. Joseph's Academy	R. C	No	Yes	4	1	3	77	59	10	9			1,411
Syracuse	Christian Brother's Academy	R. C	No	No	4	9	1	280	0	40	0			
Do	Most Holy Rosary High School	R. C	No	Yes	4	0	8	106	93	23	12			1,085
Do	St. John's Catholic Academy	R. C	No	Yes	4	1	3	39	93	2	8			6,000
Do	St. Mary's Academy	R. C	No	Yes	4	0	4	26	81	1	17			2,588
Troy	Catholic Central High School	R. C	No	No	4	1	18	226	364	10	22			
Do	Emma Willard School	Nonsect	Yes	Yes	4	0	28	0	228	0	60		790	5,356
Do	La Salle Institute	R. C	No	Yes	4	9	0	273	0	46	0	270		5,900
Utica	Assumption Academy	R. C	No	No	4	7	0	196	0	21	0			550
Do	St. Francis de Sales School	R. C	No	Yes	4	1	4	0	126	0	15			1,000
Woodhaven	Our Lady of Wisdom Academy	R. C	Yes	Yes	4	0	8	0	190	0	18			1,565
Yonkers	Seton High School of Yonkers	R. C	No	Yes	4	1	10	0	103	0	11			846
NORTH CAROLINA														
Asheville	Asheville School	Nonsect	Yes	Yes	4	12	1	139	0	24	0			1,500
Do	Bingham Military School	Nonsect	Yes	No	4	7	0	115	0	21	0	115		800
Boiling Springs	Boiling Springs High School	Bapt	Yes	Yes	4	3	7	145	126	32	32			1,300
Brevard	Brevard Institute	M. E	Yes	Yes	4	3	6	48	94	5	18			1,500
Buies Creek	Buies Creek Academy	Bapt	Yes	Yes	4	8	7	219	177	39	39			1,750
Burnsville	Yancey Collegiate Institute	Bapt	Yes	Yes	4	3	2	53	70	10	13			1,400
Clyde	Haywood Institute	So. Bapt	Yes	Yes	4	4	2	66	52	18	18			400
Hays	Mountain View High School	Bapt	Yes	No	4	5	2	60	73	5	10			1,400
Hendersonville	Fassifern College	Nonsect	Yes	Yes	4	0	8	0	102	0	18			1,340
Do	Fruitland Institute	So. Bapt	Yes	No	4	4	6	104	104	9	22		2	1,500
Oak Ridge	Oak Ridge Institute	Nonsect	Yes	No	4	8	0	119	10	20	2	119		4,000
Oxford	Oxford Junior College	Bapt	Yes	No	4	0	6	0	100	0	4			1,000
Salemburg	Pineland School for Girls	Nonsect	Yes	No	4	3	10	0	117	0	32			600
Sylva	Sylva Collegiate Institute	Bapt	Yes	Yes	4	2	3	179	167	4	3		3	800
Thomasville	Thomasville Baptist Orphanage	Bapt	Yes	Yes	4	4	3	23	80	7	18		180	3,000
Wallburg	Liberty-Piedmont Institute	Mis. Bapt	Yes	Yes	4	2	2	50	51	10	13			550
Washington	Washington Collegiate Institute	M. E	Yes	Yes	4	5	2	61	45	8	2			1,175
Wingate	Wingate Junior College	Bapt	Yes	No	4	5	6	101	127	19	27			2,159
OHIO														
Akron	St. Mary's School	R. C	No	No	4	2	5	49	82	4	9			1,700
Do	St. Vincent High School	R. C	No	Yes	4	5	11	131	127	29	31			5,022
Austinburg	Grand River Institute	Nonsect	Yes	No	4	3	6	65	75	8	11		50	3,000
Canton	Academy of the Immaculate Conception	R. C	Yes	Yes	4	1	6	0	127	0	25			8,000
Cincinnati	College Preparatory School for Girls	Nonsect	No	No	4	0	12	0	112	0	25			1,500
Do	Elder High School	R. C	No	No	4	10	9	270	206	23	9			1,200
Do	St. Francis Preparatory Seminary	R. C	Yes	No	4	10	0	110	0	8	0			3,000
Do	St. Mary High School	R. C	No	Yes	4	1	11	196	152	23	20			2,000

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OHIO—continued														
Cleveland	Cathedral Latin School	R. C	No	No	4	26	0	731	0	111	0			2,000
Do	Central Institute	Nonsect	No	Yes	4	6	3	251	110	11	1			800
Do	Cleveland Preparatory School	Nonsect	No	No	4	7	2	132	69	52	14			
Do	Girls Catholic High School	R. C	No	No	4	0	8	0	213	0	30			1,800
Do	Hathaway Brown School	Nonsect	Yes	Yes	4	0	18	0	141	0	27			2,000
Do	Holy Name High School	R. C	No	Yes	4	1	8	142	127	12	13			3,500
Do	Laurel School	Nonsect	Yes	Yes	4	0	22	0	156	0	40			3,025
Do	Notre Dame Academic High School	R. C	No	Yes	4	1	20	0	411	0	55			4,500
Do	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	7	0	219	0	34			1,000
Do	State High School	Nonsect	No	No	4	6	1	140	32	35	7			1,400
Do	University School	Nonsect	Yes	Yes	4	14	2	188	0	40	0			6,000
Do	Y-Preparatory School	Nonsect	No	Yes	4	19	1	305	0	36	0			973
Columbus	Aquinas High School	R. C	Yes	No	4	17	0	390	0	66	0			3,000
Do	Columbus School for Girls	Nonsect	Yes	Yes	4	0	22	0	162	0	37			1,200
Dayton	Academy of Notre Dame	R. C	No	Yes	4	0	10	0	158	0	30			500
Do	St. Mary's School	R. C	No	Yes	4	0	5	51	65	5	8			1,200
Delphos	St. John's High School	R. C	No	Yes	4	0	5	71	61	12	14			1,100
Fremont	St. Joseph's High School	R. C	No	Yes	4	2	5	52	59	5	13			2,004
Hamilton	Hamilton Catholic High School	R. C	No	No	4	7	0	149	0	31	0			1,800
Do	Notre Dame Academy	R. C	No	Yes	4	0	12	0	157	0	16			2,100
Hudson	Western Reserve Academy	Nonsect	Yes	No	4	9	1	82	35	15	12		1,300	4,400
Lima	St. Rose High School	R. C	No	Yes	4	2	7	67	68	9	12			2,000
Marion	St. Mary's High School	R. C	No	Yes	4	0	5	43	62	8	6			778
Mount St. Joseph	Academy of Mount St. Joseph	R. C	Yes	Yes	4	0	21	0	205	0	19			20,000
Mount Vernon	Mount Vernon Academy	S. D. A	Yes	No	4	9	5	82	108	8	16			2,000
Sandusky	St. Mary's School	R. C	No	Yes	4	2	6	43	65	4	11			2,225
Toledo	Central Catholic High School	R. C	No	No	4	11	17	313	290	41	30			2,300
Do	Notre Dame Academy	R. C	No	Yes	4	1	12	0	156	0	24			4,000
Do	St. Ursula's Academy	R. C	Yes	Yes	4	1	10	0	209	0	40			4,000
Youngstown	Ursuline Academy	R. C	No	No	4	0	7	0	146	0	20			1,000

OKLAHOMA														
Bethany	Bethany-Peniel High School	Nazarene	Yes	Yes	4	3	3	83	108	9	20			2,500
Cordell	Western Oklahoma Christian College	Ch. of Chr	No	Yes	4	1	6	55	73	7	12			1,057
Tulsa	Holy Family School	R. C	No	Yes	4	1	5	50	79	10	2			500
OREGON														
Gaston	Laurelwood Academy	S. D. A	Yes	Yes	4	3	4	56	79	11	15			2,500
Portland	Oregon Institute of Technology	Nonsect	Yes	No	4	12	1	255	0	32	0			500
Do	St. Helen's Hall	P. E	Yes	Yes	4	0	16	0	139	0	17			3,150
St. Benedict	Mount Angel College	R. C	Yes	No	4	11	0	168	0	32	0			5,000
PENNSYLVANIA														
Bethlehem	Bethlehem Preparatory School	P. E	Yes	Yes	4	8	2	104	0	30	0			3,000
Birmingham	Birmingham School	Presb	Yes	No	4	1	14	0	102	0	36	102		2,500
Bradford	St. Bernard Convent	R. C	No	Yes	4	0	6	55	102	9	17			1,605
Bryn Mawr	Baldwin School	Nonsect	Yes	Yes	5	0	26	0	218	0	32		35	3,600
Do	Shipley School	Nonsect	Yes	Yes	5	0	10	0	131	0	21			1,284
Do	Miss Wright's School	Nonsect	Yes	No	4	3	15	0	124	0	15			4,000
Cambridge Springs	Polish National Alliance College	Nonsect	Yes	Yes	4	8	1	117	0	13	0			6,011
Cresson	Mount Aloysius Academy	R. C	Yes	Yes	4	0	15	0	102	0	23			6,000
Du Bois	St. Catherine's High School	R. C	No	No	4	0	5	56	67	5	17			4,000
Erie	St. John Kanty High School	R. C	Yes	No	4	10	0	115	0	20	0		25	5,000
Do	Villa Maria High School	R. C	Yes	Yes	4	0	5	0	136	0	20			1,500
George School	George School	Friends	Yes	Yes	4	11	13	132	134	26	41		663	4,900
Grantham	Messiah Bible College	Br. in Chr	Yes	No	4	2	4	50	83	9	17		60	3,000
Harrisburg	Catholic High School	R. C	No	No	4	2	6	52	81	5	11			500
Do	Harrisburg Academy	Nonsect	Yes	Yes	4	6	0	107	0	30	0			2,000
Haverford	Haverford School	Nonsect	Yes	Yes	4	12	0	187	0	34	0			
Hazleton	St. Gabriel's High School	R. C	No	Yes	4	0	6	90	110	10	9			1,000
Herman	St. Fidelis Seminary	R. C	Yes	No	4	11	0	100	0	13	0			6,000
Johnstown	Central Catholic High School	R. C	No	No	4	2	11	134	116					400
Kingston	Wyoming Seminary	M. E	Yes	No	5	18	12	270	257	52	43		650	5,000
Mercersburg	Mercersburg Academy	Ref. Ch	Yes	Yes	4	39	0	534	0	76	0		128	3,030
Overbrook	Episcopal Academy	P. E	No	Yes	4	4	0	118	0	25	0		80	4,500
Pennsburg	Perkiomen School	Schwenk	Yes	No	4	8	0	130	0	60	0		80	4,703
Philadelphia	Academy of the Sacred Heart	R. C	Yes	Yes	5	0	8	0	101	0	7			5,608
Do	Agnes Irwin School	Nonsect	No	Yes	4	1	18	0	169	0	24			
Do	Broun Preparatory School	Nonsect	No	No	4	10	5	310	25	37	5			500
Do	Friends Central School	Friends	No	Yes	4	9	8	56	103	16	32			
Do	Friends Select School	Friends	No	Yes	4	3	9	30	106	2	20			
Do	Germantown Friends School	Friends	No	Yes	5	8	9	122	107	25	18			
Do	Mount St. Joseph Collegiate Institute	R. C	Yes	No	4	2	12	0	105	0	20			7,000
Do	National Preparatory School	Nonsect	No	No	4	7	0	140	70	24	6			400
Do	Roman Catholic High School	R. C	No	No	4	27	13	1,129	0	119	0			5,000
Do	St. John the Baptist School for Girls	R. C	No	Yes	4	1	6	0	112	0	16			1,275
Do	West Philadelphia Catholic High School	R. C	No	No	4	27	0	890	0	121	0			4,500
Do	William Penn Charter School	Nonsect	No	Yes	4	13	2	253	0	68	0		125	2,000
Pittsburgh	Cathedral High School	R. C	No	Yes	4	0	5	0	146	0	33			
Do	Holy Rosary High School	R. C	No	Yes	4	2	8	90	118	11	7			400

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PENNSYLVANIA—con.														
Pittsburgh	Mount Mercy Academy	R. C	Yes	Yes	4	1	2	0	150	0	22			
Do	Sacred Heart High School	R. C	No	No	4	0	8	95	131	20	25			3,000
Do	St. Mary of the Mount School	R. C	No	Yes	4	1	7	88	103	6	6			1,300
Do	Winchester School	Nonsect	Yes	Yes	4	2	13	0	118	0	29			
Pittston	St. John's High School	R. C	No	Yes	4	0	9	116	132	26	23			2,000
Pottstown	Hill School	Nonsect	Yes	Yes	4	40	0	318	0	75	0		603	5,000
Reading	Schuylkill Seminary	Ev. Ass'n	Yes	No	4	6	3	101	134	12	1		261	3,600
Renovo	St. Joseph's High School	R. C	No	Yes	4	0	5	50	61	8	11			650
Rydal	Ogontz School	Nonsect	Yes	Yes	4	0	19	0	141	0	29	111		6,000
Saltsburg	Kiskiminetas Springs School	Nonsect	Yes	Yes	4	16	0	215	1	30	0			2,000
Scranton	St. Thomas College	R. C	No	No	4	15	0	317	0	86	0		800	6,000
Shamokin	St. Edward's High School	R. C	No	Yes	4	0	5	52	75	4	9		1	750
Swarthmore	Mary Lyon School	Nonsect	Yes	Yes	4	4	20	0	117	0	27			2,000
Westtown	Westtown School	Friends	Yes	Yes	4	10	10	92	102	25	25		1,288	7,000
Wilkes Barre	St. Ann's Academy	R. C	Yes	Yes	4	1	10	0	108	0	16			1,750
Do	St. Mary's High School	R. C	No	Yes	4	0	10	151	164	27	15		8	1,800
Williamsport	Williamsport Dickinson Seminary	M. E	Yes	Yes	4	7	5	158	62	18	15		262	6,000
PORTO RICO														
San German	Polytechnic Institute of Porto Rico	Presb	Yes	Yes	4	5	5	144	63	29	20	130		800
RHODE ISLAND														
East Greenwich	East Greenwich Academy	M. E	Yes	Yes	4	6	5	78	65	16	14		49	
Newport	St. George's School	P. E	Yes	Yes	4	17	0	126	0	26	0		26	3,092
Providence	La Salle Academy	R. C	No	No	4	25	0	709	0	104	0		50	3,000
Do	Mary C. Wheeler School, Inc	Nonsect	Yes	Yes	5	6	17	0	149	0	24			1,000
Do	Moses Brown School	Friends	Yes	Yes	5	13	6	186	18	25	3		200	10,000
Do	St. Francis Xavier Academy	R. C	No	No	4	0	12	0	311	0	82			5,500

SOUTH CAROLINA														
Aynor	Horry Industrial School	M. E. S	Yes	No	4	1	3	48	52	3	10			300
Charleston	High School of Charleston	Nonsect	No	No	4	21	0	550	0	51	0		123	276
Do	Porter Military Academy	P. E	Yes	Yes	4	8	0	149	0	22	0	126	20	3,000
Greenwood	Bailey Military Institute	Nonsect	Yes	No	4	9	0	107	0	18	0	107		630
Tigerville	North Greenville Baptist Academy	Bapt	Yes	Yes	4	4	3	94	60	20	18			600
SOUTH DAKOTA														
Freeman	Freeman Junior College	Menn	Yes	No	4	6	3	60	67	12	11		40	1,800
Mitchell	Notre Dame Academy	R. C	Yes	Yes	4	2	7	37	141	10	13			3,200
Sioux Falls	St. Michael's Cathedral High School	R. C	No	Yes	4	0	6	46	82	6	17			1,250
TENNESSEE														
Bell Buckle	Webb School	Nonsect	Yes	No	4	8	1	295	20	26	2			6,000
Chattanooga	Baylor School	Nonsect	Yes	Yes	4	11	0	203	0	36	0	201		1,146
Do	Girls Preparatory School	Nonsect	No	Yes	4	0	7	0	107	0	14			750
Do	McCallie School	Nonsect	Yes	Yes	4	14	0	240	0	43	0	236		3,000
Columbia	Columbia Military Academy	Nonsect	Yes	No	4	10	0	125	0	26	0	125		2,000
Gallatin	Gallatin Private Institute	Nonsect	Yes	Yes	4	3	1	90	17	19	1			4,000
Henderson	Freed-Hardeman College	Ch. of Chr	Yes	Yes	4	4	2	54	61	11	9			2,000
Lebanon	Castle Heights Military Academy	Nonsect	Yes	No	4	12	0	152	0	33	0	152		1,150
Maryville	Maryville Polytechnic School	Nonsect	Yes	Yes	4	3	4	62	73	18	18			2,000
Nashville	David Lipscomb High School	Ch. of Chr	Yes	Yes	4	6	1	90	98	12	12		50	5,000
Do	Duncan College Preparatory School	Nonsect	No	Yes	4	5	1	114	1	16	0			1,000
Do	Montgomery Bell Academy	Nonsect	No	No	4	5	2	135	0	19	0		65	2,000
Do	Treveeca Academy	Nazarene	Yes	No	4	1	7	54	54	7	8		8	2,400
Ooltewah	Southern Junior College	S. D. A	Yes	Yes	4	8	13	96	109	9	20			3,500
Pulaski	Massey Military School	M. E	Yes	No	4	5	1	110	0	19	0	104		1,850
Sevierville	Murphy Collegiate Institute	M. E	Yes	Yes	4	5	4	87	87	11	14			1,200
Seymour	Chilhowee Institute	Bapt	Yes	No	4	3	0	40	61	3	9			500
Spring Hill	Branham and Hughes Military Academy	Nonsect	Yes	No	4	7	1	118	0	26	0	115		400
Sweetwater	Tennessee Military Institute	Nonsect	Yes	No	4	10	0	151	0	40	0	151		1,200
Washington College	Washington College High School	Presb	Yes	Yes	4	3	3	63	84	4	9		109	3,200
TEXAS														
Dallas	Miss Hockaday School for Girls	Nonsect	Yes	Yes	5	0	11	0	146	0	12			4,000
Do	Terrill School	Nonsect	Yes	Yes	4	10	2	140	0	25	0			1,000
Jacksonville	Jacksonville College	Mis. Bapt	Yes	No	4	4	5	54	51	3	6		12	3,000
Keene	Southwestern Junior College	S. D. A	Yes	Yes	4	3	3	104	112	13	16			3,685
San Antonio	Thomas School for Girls	Nonsect	Yes	No	4	1	4	0	100	0	4			500
Do	West Texas Military Academy	P. E	Yes	Yes	4	7	0	132	0	18	0	132		1,250
San Marcos	San Marcos Baptist Academy	Bapt	Yes	Yes	4	8	5	152	83	36	24	127		2,000
UTAH														
Mount Pleasant	Wasatch Academy	Presb	Yes	Yes	4	5	6	68	55	11	15			1,700
Salt Lake City	Latter Day Saints University	L. D. S	No	No	4	30	15	575	692	110	163			6,548
Do	St. Mary's Academy	R. C	Yes	Yes	4	0	7	0	124	0	24			11,000

TABLE 14.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923–24*—Continued

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						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VERMONT														
Barre	Goddard Seminary	Univ	Yes	No	4	7	4	73	32	28	4		169	1,000
Burlington	Cathedral High School	R. C	No	Yes	4	2	7	122	63	20	10			4,500
Lyndon Center	Lyndon Institute	Nonsect	Yes	No	4	4	10	131	156	30	33		250	450
Manchester	Burr and Burton Seminary	Nonsect	Yes	No	4	3	3	56	66	8	9		96	600
Montpelier	Montpelier Seminary	M. E	Yes	No	4	4	9	107	139	19	31		116	
Poultney	Troy Conference Academy	M. E	Yes	Yes	4	7	8	95	105	17	25		40	951
Rutland	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	10	0	138	0	17			1,000
St. Johnsbury	St. Johnsbury Academy	Nonsect	Yes	No	4	5	9	136	188	17	21		200	1,000
Saxtons River	Vermont Academy	Bapt	Yes	No	4	6	6	119	71	24	13		88	3,000
VIRGINIA														
Alexandria	Episcopal High School	P. E	Yes	No	6	13	0	188	0	12	0			
Bedford	Randolph-Macon Academy	M. E. S	Yes	No	4	9	0	171	0	46	0	156		2,500
Blackstone	Blackstone Military Academy	Nonsect	Yes	No	4	9	0	108	0	11	0	108		500
Buena Vista	Southern Seminary, Inc	Nonsect	Yes	No	4	0	10	0	117	0	18			500
Chatham	Chatham Training School	Bapt	Yes	Yes	4	9	1	163	0	29	0	154		675
Danville	Randolph-Macon Institute	M. E. S	Yes	Yes	4	1	8	2	140	0	29			2,875
Dayton	Shenandoah Collegiate Institute	U. Breth	Yes	No	4	3	4	97	107	11	12		50	4,000
Ferrum	Ferrum Training School	M. E. S	Yes	Yes	4	4	5	81	111	24	18		7	3,000
Fork Union	Fork Union Military Academy	Bapt	Yes	No	4	12	0	140	0	24	0	140		500
Fort Defiance	Augusta Military Academy	Nonsect	Yes	No	4	15	0	293	0	26	0	293		850
Front Royal	Randolph-Macon Academy	M. E. S	Yes	No	4	10	0	159	0	38	0	159	15	1,400
Lynchburg	Virginia Episcopal School	P. E	Yes	Yes	4	10	0	130	0	14	0			1,500
Richmond	Benedictine Academy	R. C	No	No	4	6	0	126	0	11	0	125		1,200
Do	McGuire's University School	Nonsect	No	Yes	6	9	0	192	0	18	0			800
Staunton	Staunton Military Academy	Nonsect	Yes	Yes	4	35	0	500	0	89	0	500		3,000
Do	Stuart Hall	P. E	Yes	Yes	4	0	16	0	158	0	22		5	2,700
Waynesboro	Fairfax Hall	Nonsect	Yes	No	4	1	12	0	116	0	17			1,200
Do	Fishburne Military School	Nonsect	Yes	No	4	9	0	153	0	33	0	153		
Woodberry Forest	Woodberry Forest School	P. E	Yes	No	5	14	0	199	0	26	0			600

WASHINGTON													
Granger	Yakima Valley Academy	S. D. A	Yes	Yes	4	3	5	58	47	8	10		2,500
Parkland	Pacific Lutheran College	Nor. Luth	Yes	No	4	7	2	71	46	5	3		6,000
Seattle	Cathedral High School	R. C	No	Yes	4	0	5	0	141	0	11		2,000
Do	Holy Angels Academy	R. C	Yes	Yes	4	1	6	40	92	2	11		2,000
Do	Seattle College	R. C	No	No	4	14	0	242	0	30	0		3,500
Do	Seattle Pacific College	F. Meth	Yes	Yes	4	5	7	100	128	8	7	16	1,200
Tacoma	St. Leo's High School	R. C	No	Yes	4	9	1	105	0	12	0		5,000
WEST VIRGINIA													
Alderson	Alderson Baptist Academy	Bapt	Yes	Yes	4	4	10	57	61	13	9		2,000
Barboursville	Morris Harvey College	M. E. S	Yes	No	4	4	3	83	102	10	12	100	3,000
Lewisburg	Greenbrier College	Presb	Yes	No	4	0	8	0	135	0	19		2,000
Do	Greenbrier Military School	Presb	Yes	Yes	4	13	0	203	0	20	0	203	500
Wheeling	Cathedral High School	R. C	No	Yes	4	8	0	163	0	18	0		2,500
Do	St Joseph's Academy	R. C	No	Yes	4	0	8	0	118	0	13		
WISCONSIN													
Beaver Dam	Wayland Academy	Bapt	Yes	No	4	6	3	64	48	5	5	259	4,729
Bethel	Bethel Academy	S. D. A	Yes	Yes	4	6	4	43	67	6	15		1,763
Chippewa Falls	McDoncll Memorial High School	R. C	No	Yes	4	0	7	88	170	17	30	60	2,000
Delafield	St. John's Military Academy	P. E	Yes	Yes	4	16	0	341	0	84	0	341	1,500
Eau Claire	St. Patrick's School	R. C	No	No	3	0	5	55	74				1,200
Green Bay	St. Joseph's Academy	R. C	Yes	Yes	4	0	9	0	166	0	23		2,070
Lake Geneva	Northwestern Military and Naval Academy	Nonsect	Yes	No	4	11	0	136	0	24	0	136	4	2,128
Marinette	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	5	60	83	11	8			1,800
Milwaukee	Concordia College	Ev. Luth	Yes	No	4	8	0	240	0	39	0			7,000
Do	Holy Angels Academy	R. C	No	No	4	0	11	0	292	0	43			3,600
Do	Lutheran High School	Luth	Yes	No	4	5	3	82	119	3	9			
Do	Milwaukee-Downer Seminary	Nonsect	Yes	No	4	0	12	0	164	0	35			2,000
Do	Our Lady of Mercy Academy	R. C	No	No	4	0	7	0	181	0	11			6.500
Do	St. John's Cathedral High School	R. C	No	No	4	0	15	180	229	11	29			2,600
Oshkosh	St. Peter's Catholic High School	R. C	No	Yes	4	1	5	54	94	5	19			450
Racine	St. Catherine High School	R. C	Yes	No	4	1	12	0	194	0	29			1,000
St. Francis	Pio Nono College	R. C	Yes	No	4	8	0	115	0	15	0			6,300
Scandinavia	Central Wisconsin College	Nor. Luth	Yes	No	4	5	5	65	74	13	14	3		1,800
West Depere	St. Norbert's College	R. C	Yes	No	4	13	0	181	0	20	0			8,000
WYOMING													
Cowley	Big Horn Academy	L. D. S	No	No	4	5	3	61	81	6	9			300

TABLE 15.—*Private high schools and academies for negroes, which enrolled 100 or more secondary pupils, 1923–24*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Value of permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Birmingham	Miles Memorial College	M. E	Yes	Yes	4	5	4	149	166	10	1			1,000
Greenville	Lomax-Hannon College	A. M. E. Z	Yes	Yes	4	2	4	56	134	4	9	35		3,000
Mobile	Emerson Normal and Industrial Institute	Cong	No	Yes	4	2	7	28	87	1	17			1,000
Selma	Selma University	Bapt	Yes	Yes	4	5	2	78	168	10	23			500
ARKANSAS														
Little Rock	Philander Smith College	M. E	Yes	Yes	4	6	5	113	114	12	3			1,000
FLORIDA														
Daytona	Daytona-Cookman Collegiate Institute	M. E	Yes	Yes	4	5	5	50	83	1	7	50		4,839
St. Augustine	Florida Normal and Industrial Institute	Bapt	Yes	Yes	4	3	6	54	83	0	13	54		
GEORGIA														
Atlanta	Spelman Seminary	Bapt	Yes	Yes	4	0	7	0	354	0	48		50	7,719
Augusta	Haines Normal and Industrial Institute	Presb	Yes	No	4	6	8	68	156	13	23	68		3,500
Do	Walker Baptist Institute	Bapt	Yes	Yes	4	3	1	57	81	10	15			1,500
Macon	Ballard Normal School	Cong	No	Yes	4	4	4	39	85	7	23			2,200
KANSAS														
Kansas City	Western University	A. M. E	Yes	No	4	12	8	139	146	21	34	100		2,300
MISSISSIPPI														
Greenville	Greenville Home Industrial Institute	Mis. Bapt	Yes	Yes	4	5	12	268	265	27	28	268		2,336
Meridian	Haven Institute	M. E	Yes	Yes	4	10	11	100	150	26	22			1,500
Utica Institute	Utica Normal and Industrial Institute	Nonsect	Yes	Yes	4	12	5	139	211	2	11	139	25	

MISSOURI														
Sedalia	George S. Smith College	M. E	Yes	No	4	5	5	54	52	7	5			2,000
NORTH CAROLINA														
Concord	Scotia Women's College	Presb	Yes	Yes	4	0	7	0	125	0	17			3,000
Elizabeth City	Roanoke Institute	Bapt	Yes	Yes	4	2	3	45	70	7	15			1,000
Franklinton	Albion Academy	Presb	Yes	Yes	4	4	4	60	101	4	12			700
Greensboro	Bennett College	M. E	Yes	Yes	4	3	4	84	152	10	48			557
Henderson	Henderson Institute	U. Presb	Yes	Yes	4	3	2	51	84	1	13			550
Kittrell	Kittrell College	A. M. E	Yes	Yes	4	5	5	69	113	6	13		5	700
Oxford	Mary Potter Memorial School	Presb	Yes	Yes	4	3	3	59	75	6	13			700
SOUTH CAROLINA														
Orangeburg	Claflin University	M. E	Yes	Yes	4	7	6	119	209	13	17		125	6,000
Seneca	Seneca Institute	Bapt	Yes	No	4	2	3	28	83	6	10			
TENNESSEE														
Memphis	Howe Institute	Bapt	Yes	Yes	4	2	3	69	63	12	11			1,500
Nashville	Roger Williams University	Bapt	Yes	No	4	4	5	79	66	9	6			1,105
Do	Walden Academy	M. E	Yes	Yes	4	7	9	71	92	3	12			2,500
TEXAS														
Austin	Samuel Huston College	M. E	Yes	No	4	3	3	89	146	7	14			2,006
Do	Tillotson College	Cong	Yes	Yes	4	6	12	42	137	3	12			2,000
Marshall	Wiley College	M. E	Yes	Yes	4	5	5	158	304	2	3			4,500
Tyler	East Texas Academy	Mis. Bapt	Yes	Yes	4	3	4	44	70	8	16			150
Do	Texas College	M. E	Yes	No	4	3	4	65	117	12	18			4,000
VIRGINIA														
Chase City	Thyne Institute	U. Presb	Yes	Yes	4	2	4	35	71	2	10			1,000
Richmond	Hartshorn Memorial College	Bapt	Yes	Yes	4	0	7	0	140	0	38			2,800
Do	Van de Vyver College	R. C	No	Yes	4	1	4	21	164	3	0			1,200

CHAPTER XXVI

STATISTICS OF KINDERGARTENS, 1923–24

This report contains statistics of public and of private kindergartens for the school year 1923–24. Increases appear in the number of kindergartens, number of teachers, and in the number of pupils enrolled, over those reported in 1922. The largest increase is in California, where the kindergarten enrollment increased 29 per cent during this two-year period, and the public school enrollment increased 22 per cent.

Reports were received from 126 more private kindergartens in 1924 than in 1922, but 567 fewer pupils were enrolled. In villages having a population of fewer than 2,500, reports were received from 896 public kindergartens, a gain of 204 over 1922. In cities of 2,500 and over, reports were received from 7,619 public kindergartens, an increase of 615 over 1922. The total enrollment for all types of kindergartens in 1924 is 618,819, which is 12.8 per cent of all children in the United States of ages 4 and 5. A total of 12,992 teachers were employed in 9,834 schools.

In the public kindergartens the average annual salary of a supervisor for 1924 is $2,472, and of a teacher $1,564, both salaries being slight increases over 1922. In the private kindergartens the average annual salary of a director is $1,720, of a teacher $914, and of an assistant teacher $648, all of which are decreases from 1922.

In 1914 the bureau received reports from 1,571 private kindergartens, having 2,139 teachers, 74,725 pupils, and an average daily attendance of 51,684. In the same year 7,254 public kindergartens reported 8,430 teachers, 391,143 pupils, and an average daily attendance of 224,978. In 1924, 1,319 private kindergartens reported 1,390 teachers, 54,456 pupils, and an average daily attendance of 36,564. In 1924, 8,515 public kindergartens reported 10,852 teachers, 564,363 pupils, and an average daily attendance of 330,154. The loss in enrollment in the private kindergartens is due largely to the absorption of the private kindergarten in some localities by the public school systems. The increase noted in the public kindergartens is due to several causes; namely: (1) Continuous healthy growth of kindergartens; (2) absorption of the private kindergartens; (3) increase in school attendance in general; (4) growth of cities; and (5) more complete returns.

The urban population has increased from 47,021,513 in 1914 to 59,159,996 in 1924. The total number of children in kindergartens in 1914 is 465,868, which is less than 1 per cent of the urban population. For 1924 the number in kindergartens is 618,819, which is

1.04 per cent of the urban population. This is a gain of five hundredths of 1 per cent during the past decade. At present more than one-half of the population of the United States lives in cities. If the 4,848,902 children 4 and 5 years of age are about evenly divided between urban and rural, the public schools of the cities furnish 85 per cent of the children in kindergartens in 1924.

The accompanying tables furnish statistical data by States.

TABLE 1.—*Summary of public and private kindergartens, 1923–24*

States	Kindergartens	Supervisors	Teachers	Pupils	Average daily attendance	Children 4 and 5 years of age, estimated from 1910 and 1920 Federal censuses	Per cent of children of kindergarten age enrolled in kindergartens
1	2	3	4	5	6	7	8
Continental United States	9,834	242	12,992	618,819	366,718	4,848,902	12.8
Alabama	44	3	72	2,167	1,439	127,783	1.7
Arizona	46	3	49	1,965	1,103	18,055	10.9
Arkansas	16		18	339	274	90,733	.4
California	912	21	969	54,000	26,323	125,877	42.9
Colorado	103	3	116	7,222	3,948	38,135	18.9
Connecticut	274	4	398	17,202	11,229	64,773	26.6
Delaware	9		11	349	235	9,054	3.8
District of Columbia	113	3	207	5,282	2,998	12,331	42.8
Florida	45	3	74	2,451	1,580	47,060	5.2
Georgia	88	1	114	3,629	2,836	152,584	2.4
Idaho	3		4	153	99	23,136	.7
Illinois	553	20	919	54,855	29,500	279,316	19.6
Indiana	212	9	296	13,739	9,644	119,196	11.5
Iowa	370	3	347	14,044	9,249	101,203	13.9
Kansas	163	3	117	6,211	4,077	73,686	8.4
Kentucky	78	2	102	4,487	2,538	117,870	3.8
Louisiana	66	2	76	4,171	3,299	88,302	4.7
Maine	53		76	1,881	1,369	30,077	6.3
Maryland	82	1	143	5,116	3,148	59,729	8.6
Massachusetts	459	17	897	28,655	18,191	159,982	17.9
Michigan	816	22	825	48,417	29,038	171,146	28.3
Minnesota	408	12	455	21,648	12,390	108,827	19.9
Mississippi	19	1	21	675	500	92,474	.7
Missouri	306	4	393	16,989	11,792	134,156	12.7
Montana	33		27	1,258	767	29,674	4.2
Nebraska	267	6	293	9,671	6,931	57,718	16.8
Nevada	12		11	382	267	2,885	13.2
New Hampshire	51	1	74	2,123	1,339	16,945	12.5
New Jersey	617	3	780	41,563	23,852	145,959	28.5
New Mexico	15	1	18	519	397	19,300	2.7
New York	1,418	30	2,281	122,140	64,963	424,623	28.8
North Carolina	12		16	461	288	149,197	.3
North Dakota	17		17	685	360	37,595	1.8
Ohio	502	13	691	35,121	23,519	246,710	14.2
Oklahoma	30	1	93	4,778	3,223	105,375	4.5
Oregon	11	1	19	702	385	31,253	2.2
Pennsylvania	516	14	703	28,795	19,343	421,335	6.8
Rhode Island	102	1	118	5,758	3,376	24,818	23.2
South Carolina	28	2	41	1,211	677	97,528	1.2
South Dakota	25	1	26	1,087	754	32,044	3.4
Tennessee	34	2	39	1,258	672	114,450	1.1
Texas	150	7	155	8,326	4,497	226,937	3.7
Utah	28	1	46	1,906	1,174	24,877	7.7
Vermont	20		21	635	447	13,783	4.6
Virginia	68	2	84	2,620	1,775	113,591	2.3
Washington	85	4	67	3,117	1,734	54,717	5.7
West Virginia	32	1	34	1,051	926	81,772	1.3
Wisconsin	511	14	626	27,430	17,801	120,691	22.7
Wyoming	12		13	575	452	9,550	6.0
Outlying possessions							
Alaska	3		2	58	28		
Hawaii	19	5	84	2,025	1,483		
Porto Rico	4	1	6	300	200		

TABLE 2.—*Public school kindergartens in cities, towns, and villages, 1923–24*

States	Systems reporting	Kindergartens	Supervisors	Teachers	Pupils	Average daily attendance	Expended for salaries of—	
							Supervisors	Teachers
1	2	3	4	5	6	7	8	9
Continental United States	1,479	8,515	89	10,852	564,363	330,154	$220,537	$16,966,558
Alabama	7	14	-------	25	744	480	---------	17,953
Arizona	13	38	-------	37	1,677	877	---------	44,973
Arkansas	2	3	-------	3	58	41	---------	1,197
California	161	875	15	910	52,531	25,492	37,314	1,391,186
Colorado	12	96	1	102	6,954	3,776	2,977	50,181
Connecticut	32	232	2	335	15,642	10,131	4,100	476,464
Delaware	1	2	-------	2	72	64	---------	2,772
District of Columbia	1	107	2	195	4,981	2,833	4,980	281,623
Florida	10	19	-------	33	1,338	905	---------	24,801
Georgia	3	62	-------	79	2,734	2,274	---------	79,873
Idaho	1	1	-------	2	110	60	---------	2,400
Illinois	39	465	4	713	50,626	26,801	8,170	1,364,246
Indiana	26	156	3	192	9,053	6,216	4,860	254,683
Iowa	93	351	2	320	13,272	8,685	5,050	403,665
Kansas	34	154	-------	105	5,968	3,888	---------	135,812
Kentucky	7	55	1	71	3,830	2,081	1,950	85,422
Louisiana	5	56	1	58	3,699	2,938	2,500	78,680
Maine	10	46	-------	69	1,761	1,267	---------	65,208
Maryland	1	56	-------	101	4,161	2,500	---------	148,700
Massachusetts	43	383	7	755	26,255	16,535	17,477	1,048,992
Michigan	210	795	14	787	47,641	28,511	28,885	1,079,927
Minnesota	53	380	2	408	20,379	11,656	4,200	574,136
Mississippi	5	12	-------	13	505	375	---------	13,325
Missouri	10	278	2	347	15,815	11,002	7,518	536,959
Montana	4	30	-------	21	1,148	681	---------	30,999
Nebraska	104	251	1	266	9,238	6,596	2,707	357,498
Nevada	5	8	-------	7	290	178	---------	10,894
New Hampshire	10	45	-------	64	1,884	1,171	---------	73,747
New Jersey	123	583	2	725	40,338	22,996	6,300	1,197,006
New Mexico	6	9	-------	8	345	243	---------	8,944
New York	156	1,161	11	1,880	110,387	57,254	28,925	3,847,311
North Carolina	2	4	-------	4	110	97	---------	3,003
North Dakota	3	13	-------	10	528	244	---------	13,200
Ohio	33	441	7	604	32,408	21,904	19,829	968,360
Oklahoma	13	15	1	76	4,456	2,977	3,433	107,542
Oregon	2	5	-------	9	524	241	---------	13,162
Pennsylvania	37	400	5	513	24,707	16,330	17,603	865,868
Rhode Island	11	93	1	105	5,343	3,002	2,659	139,961
South Carolina	4	8	-------	8	303	156	---------	7,100
South Dakota	4	19	-------	18	761	558	---------	22,452
Tennessee	2	21	1	20	739	372	1,350	16,705
Texas	23	123	1	111	6,926	3,717	1,800	131,892
Utah	1	25	1	42	1,831	1,107	2,850	44,675
Vermont	5	12	-------	11	444	296	---------	12,300
Virginia	5	40	1	44	1,664	1,169	1,200	53,946
Washington	7	56	-------	31	2,260	1,195	---------	49,442
West Virginia	3	23	-------	22	823	744	---------	26,407
Wisconsin	133	483	1	580	26,545	17,106	1,900	785,196
Wyoming	4	11	-------	11	555	432	---------	15,770
Outlying possession								
Alaska	2	3	-------	2	58	28	---------	3,000

TABLE 3.—*Public school kindergartens in cities having a population of 2,500 or more, 1923–24*

States	Systems reporting	Kindergartens	Supervisors	Teachers	Pupils	Average daily attendance	Expended for salaries of—	
							Supervisors	Teachers
1	2	3	4	5	6	7	8	9
Continental United States	861	7,619	89	10,093	538,223	311,652	$220,537	$16,118,095
Alabama	3	10	-------	18	519	330	---------	13,878
Arizona	12	37	-------	36	1,647	855	---------	43,673
Arkansas	1	1	-------	2	18	11	---------	567
California	79	770	15	811	48,347	23,050	37,314	1,255,870
Colorado	9	93	1	99	6,816	3,705	2,977	46,731
Connecticut	28	225	2	330	15,402	10,016	4,100	471,094
Delaware	1	2	-------	2	72	64	---------	2,772
District of Columbia	1	107	2	195	4,981	2,833	4,980	281,623
Florida	5	11	-------	19	1,011	640	---------	13,061
Georgia	3	62	-------	79	2,734	2,274	---------	79,873
Idaho	1	1	-------	2	110	60	---------	2,400
Illinois	33	458	4	707	50,422	26,668	8,170	1,357,246
Indiana	25	155	3	191	9,031	6,196	4,860	253,558
Iowa	38	279	2	261	11,527	7,296	5,050	342,014
Kansas	20	134	-------	88	5,459	3,510	---------	119,029
Kentucky	6	54	1	70	3,810	2,066	1,950	84,422
Louisiana	4	55	1	57	3,639	2,887	2,500	77,780
Maine	10	46	-------	69	1,761	1,267	---------	65,208
Maryland	1	56	-------	101	4,161	2,500	---------	148,700
Massachusetts	42	382	7	754	26,225	16,508	17,477	1,047,492
Michigan	73	599	14	625	42,574	24,684	28,885	910,650
Minnesota	29	335	2	372	19,246	10,794	4,200	527,953
Mississippi	4	11	-------	12	483	357	---------	11,825
Missouri	8	276	2	345	15,780	10,978	7,518	535,159
Montana	4	30	-------	21	1,148	681	---------	30,999
Nebraska	21	149	1	177	6,960	4,897	2,707	271,675
Nevada	2	4	-------	4	159	84	---------	6,394
New Hampshire	7	42	-------	61	1,827	1,130	---------	71,497
New Jersey	74	498	2	658	37,409	21,007	6,300	1,110,017
New Mexico	3	4	-------	4	160	108	---------	5,019
New York	115	1,100	11	1,832	108,650	56,022	28,925	3,790,731
North Carolina	1	1	-------	1	15	7	---------	900
North Dakota	3	13	-------	10	528	244	---------	13,200
Ohio	32	440	7	603	32,369	21,870	19,829	967,360
Oklahoma	7	9	1	70	4,293	2,853	3,433	101,357
Oregon	2	5	-------	9	524	241	---------	13,162
Pennyslvania	25	370	5	490	23,864	15,709	17,603	838,297
Rhode Island	10	92	1	104	5,313	2,978	2,659	138,961
South Carolina	3	7	-------	7	293	148	---------	6,700
South Dakota	3	18	-------	17	728	532	---------	21,327
Tennessee	2	21	1	20	739	372	1,350	16,705
Texas	18	116	1	103	6,594	3,459	1,800	124,332
Utah	1	25	1	42	1,831	1,107	2,850	44,675
Vermont	4	11	-------	10	410	266	---------	11,500
Virginia	5	40	1	44	1,664	1,169	1,200	53,946
Washington	6	55	-------	30	2,213	1,164	---------	48,042
West Virginia	2	6	-------	5	178	124	---------	6,007
Wisconsin	73	396	1	517	24,107	15,552	1,900	719,824
Wyoming	2	8	-------	9	472	379	---------	12,890

TABLE 4.—*Public-school kindergartens in towns and villages having a population less than 2,500 in 1923–24*

States	Villages reporting	Kindergartens	Teachers	Pupils	Average daily attendance	Total salaries of teachers
1	2	3	4	5	6	7
Continental United States	618	896	759	26,140	18,502	$848,463
Alabama	4	4	7	225	150	4,075
Arizona	1	1	1	30	22	1,300
Arkansas	1	2	1	40	30	630
California	82	105	99	4,184	2,442	135,316
Colorado	3	3	3	138	71	3,450
Connecticut	4	7	5	240	115	5,370
Florida	5	8	14	327	265	11,740
Illinois	6	7	6	204	133	7,000
Indiana	1	1	1	22	20	1,125
Iowa	55	72	59	1,745	1,389	61,651
Kansas	14	20	17	509	378	16,783
Kentucky	1	1	1	20	15	1,000
Louisiana	1	1	1	60	51	900
Massachusetts	1	1	1	30	27	1,500
Michigan	137	196	162	5,067	3,827	169,277
Minnesota	24	45	36	1,133	862	46,183
Mississippi	1	1	1	22	18	1,500
Missouri	2	2	2	35	24	1,800
Nebraska	83	102	89	2,278	1,699	85,823
Nevada	3	4	3	131	94	4,500
New Hampshire	3	3	3	57	41	2,250
New Jersey	49	85	67	2,929	1,989	86,989
New Mexico	3	5	4	185	135	3,925
New York	41	61	48	1,737	1,232	56,580
North Carolina	1	3	3	95	90	2,103
Ohio	1	1	1	39	34	1,000
Oklahoma	6	6	6	163	124	6,185
Pennsylvania	12	30	23	843	621	27,571
Rhode Island	1	1	1	30	24	1,000
South Carolina	1	1	1	10	8	400
South Dakota	1	1	1	33	26	1,125
Texas	5	7	8	332	258	7,560
Vermont	1	1	1	34	30	800
Washington	1	1	1	47	31	1,400
West Virginia	1	17	17	645	620	20,400
Wisconsin	60	87	63	2,438	1,554	65,372
Wyoming	2	3	2	83	53	2,880
Outlying possession						
Alaska	2	3	2	58	28	3,000

TABLE 5.—*Kindergartens other than city public-school, 1923–24*

States	Kindergarten systems reported	Number of kindergartens	Directors	Teachers	Assistant teachers	Pupils enrolled	Average daily attendance	Monthly tuition		Number of days in session
								Number of systems reporting tuition charge	Average charge	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	1,055	1,319	153	1,390	750	54,456	36,564	547	$8.05	180
Alabama	25	30	3	32	15	1,423	959	10	2.69	175
Arizona	6	8	3	7	5	288	226	1	11.00	192
Arkansas	11	13		14	1	281	233	8	6.06	174
California	36	37	6	39	20	1,469	831	24	12.41	189
Colorado	7	7	2	4	10	268	172	5	6.02	176
Connecticut	30	42	2	46	17	1,560	1,098	14	12.49	176
Delaware	7	7		7	2	277	171	7	3.70	171
District of Columbia	6	6	1	7	5	301	165	4	6.50	214
Florida	23	26	3	29	12	1,113	675	18	6.30	171
Georgia	20	26	1	28	7	895	562	11	4.62	180
Idaho	2	2		2		43	39	1	8.00	188
Illinois	75	83	16	85	121	4,229	2,699	35	8.00	187
Indiana	12	56	6	97	7	4,686	3,428	3	5.25	192
Iowa	18	19	1	25	2	772	564	5	3.02	182
Kansas	7	9	3	4	8	243	189	4	2.21	197
Kentucky	23	23	1	26	5	657	457	18	7.86	175
Louisiana	7	10	1	11	7	472	361	3	2.13	197
Maine	6	7		7		120	102	3	7.33	168
Maryland	24	26	1	28	14	955	648	12	8.22	177
Massachusetts	71	76	10	83	59	2,400	1,656	39	10.17	173
Michigan	18	21	8	23	15	776	527	6	13.61	188
Minnesota	24	28	10	23	24	1,269	734	10	7.69	179
Mississippi	7	7	1	6	2	170	125	6	3.51	177
Missouri	27	28	2	34	12	1,174	790	13	8.71	195
Montana	3	3		3	3	110	86	1	1.00	180
Nebraska	14	16	5	11	16	433	335	3	5.67	180
Nevada	2	4		4		92	89			190
New Hampshire	6	6	1	8	2	239	168	3	6.35	172
New Jersey	34	34	1	38	17	1,225	856	19	10.37	177
New Mexico	6	6	1	6	4	174	154	4	4.53	181
New York	148	257	19	251	150	11,753	7,709	66	11.16	182
North Carolina	8	8		8	4	351	191	3	4.50	156
North Dakota	4	4		5	2	157	116	1	.50	213
Ohio	49	61	6	58	29	2,713	1,615	23	7.60	178
Oklahoma	14	15		15	2	322	246	12	7.39	174
Oregon	6	6	1	6	4	178	144	4	5.75	172
Pennsylvania	106	116	9	137	53	4,038	3,013	61	8.44	182
Rhode Island	9	9		12	1	415	374	3	2.53	170
South Carolina	15	20	2	19	14	908	521	6	4.66	169
South Dakota	6	6	1	6	2	326	196	1	.50	188
Tennessee	12	13	1	14	5	519	300	7	10.05	180
Texas	24	27	6	22	22	1,400	780	9	3.65	180
Utah	2	3		4		75	67	1	1.00	208
Vermont	8	8		9	1	191	151	5	6.60	175
Virginia	26	28	1	32	8	956	606	18	4.94	164
Washington	28	29	4	25	11	857	539	22	5.55	176
West Virginia	9	9	1	9	3	228	182	8	10.03	167
Wisconsin	23	28	13	20	26	885	695	7	9.38	184
Wyoming	1	1		1	1	20	20	0		262
Outlying possessions										
Hawaii	9	19	5	20	64	2,025	1,483	4	3.01	180
Porto Rico	1	4	1	4	2	300	200	1	.20	246

TABLE 6.—*Kindergartens other than public-school, according to type, 1923–24*

Types	Kindergarten systems reported	Kindergartens reported	Directors	Teachers	Assistant teachers	Pupils enrolled	Average daily attendance	Monthly tuition charge		Number of days in session
								Number of systems reporting	Average tuition charge	
1	2	3	4	5	6	7	8	9	10	11
Continental United States and outlying possessions	1,065	1,342	159	1,414	816	56,781	38,247	552	$8.02	180
Association	28	167	14	195	124	11,077	7,092	9	2.05	177
Backward children	45	61	4	66	14	1,837	1,592	4	29.06	208
Blind	17	17	-------	20	7	361	322	2	10.90	193
Deaf	18	26	1	28	2	477	406	2	25.00	187
Dependent or neglected children	8	11	3	22	1	1,172	714	-------	-------	188
Hospital	7	7	-------	11	-------	238	141	-------	-------	186
Indian	13	17	1	19	-------	564	539	-------	-------	206
Mill or factory	35	46	5	54	34	3,074	1,899	3	2.25	178
Mission	66	102	15	93	100	5,871	3,642	26	1.57	184
Orphanage	94	98	-------	112	13	3,769	2,896	5	.88	187
Parochial	135	141	5	173	46	7,354	5,547	62	3.97	179
Individual private	201	205	7	214	54	4,828	3,294	189	6.92	172
In private grade schools	196	202	17	199	104	4,931	3,552	189	12.94	172
Settlement	104	118	20	122	119	6,077	3,345	30	2.33	190
Normal and training schools	98	123	67	76	199	5,151	3,391	31	1.71	178

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